Academic Calendar

Fall Semester 1999

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>August 23</td>
</tr>
<tr>
<td>Drop/Add Ends</td>
<td>August 27</td>
</tr>
<tr>
<td>Labor Day (Observed – No classes)</td>
<td>September 4-6</td>
</tr>
<tr>
<td>Last Day to Withdraw without Academic Penalty</td>
<td>October 22</td>
</tr>
<tr>
<td>Veteran’s Day (Observed)</td>
<td>November 11</td>
</tr>
<tr>
<td>Thanksgiving (Observed)</td>
<td>November 25-28</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>December 6-11</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>December 11</td>
</tr>
</tbody>
</table>

Spring Semester 2000

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>January 5</td>
</tr>
<tr>
<td>Drop/Add Ends</td>
<td>January 11</td>
</tr>
<tr>
<td>MLK Holiday (Observed)</td>
<td>January 17</td>
</tr>
<tr>
<td>Last Day to Withdraw without Academic Penalty</td>
<td>March 3</td>
</tr>
<tr>
<td>Spring Break</td>
<td>March 6-12</td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>April 26-May 2</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>May 2</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 6</td>
</tr>
</tbody>
</table>

Florida Gulf Coast University is the tenth institution in the Florida State University System. Located on 760 acres of carefully restored and preserved wetlands in southeastern Lee County, the campus is conveniently located just east of Interstate 75, between exits 19 (Corkscrew Road) and 20 (Alico). FGCU has an enrollment of approximately 3,000 students and a faculty and staff of 400.

There are currently three academic halls (Griffin Hall, Academic Building II and Academic Building III), and our classrooms showcase state-of-the-art multimedia instructional systems that feature Internet access, document cameras and audio and video presentations. A Student Services Building (Roy McTarnaghan Hall), a Wellness Center and Howard Hall, housing administrative services, the bookstore, the cafeteria and a large meeting room cluster around a central courtyard (Student Services Plaza). Our 51,000 square foot Library boasts an impressive collection, computer lab and laptop Internet access and an inviting atmosphere that promotes faculty and student research and study. A Broadcast Center for WGCU-FM and WGCU-TV, the Family Resource Center and lakeside North Village Student Housing complete the campus environment.

Construction will be a hallmark of FGCU during the next few years. Plans include additional academic buildings, including Whitaker Hall that will house science, math, and technology education, and a building for fine arts and theater arts. The Library will undergo a planned expansion as the offices currently housed on the second floor are moved in the academic buildings. An extensive recreational and athletics complex, anchored by an Olympic-sized pool to be built in partnership with Lee County, adjacent to North Village, is under development with construction of the initial phase to begin in 1999.
Florida Gulf Coast University
10501 FGCU Boulevard South
Fort Myers, Florida 33965-6565

1-800-590-FGCU

Office of Admissions, Registration and Records
(941) 590-7878
1-888-889-1095 (Toll-Free)

www.fgcu.edu

This catalog includes all policies, procedures, and program and course descriptions in effect at the time of publication. The catalog cannot always reflect new and modified information. Florida Gulf Coast University reserves the right to repeal, change, or modify the policies, procedures, and program and course descriptions at any time without advance notice.

Florida Gulf Coast University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award associate, baccalaureate and master’s degrees.
Welcome to Florida Gulf Coast University

Dear Students,

Although FGCU is still a very young institution, our students, faculty, and administrators have worked together to develop an institutional vision and purpose that will take us into the next millennium. A number of groups have been formed to assist in the long-term and day-to-day management of the University. The FGCU Foundation has set the pace by focusing community support on building a strong institution that will meet local, state, and global needs. The Foundation has already exceeded expectations in fundraising. Our Faculty Senate and Student Government Association give all constituents opportunities to participate in campus governance, addressing concerns and moving FGCU forward. Advisory groups and committees involve members of the campus, and the wider, community at all levels of decision making.

FGCU is an accredited university, with all the rights, privileges, and responsibilities accreditation bestows. The timeframe in which we accomplished the steps necessary for accreditation was amazingly short and could not have been accomplished without the hard work and considerable talents found within our community.

We opened our doors in August 1997, with five buildings. Last year, we welcomed our first residential students to North Village, our first preschoolers to the Family Resource Center and to local public radio and public television broadcasting by WGCU-TV and WGCU-FM. This fall, a third academic building and a facility housing auxiliary services open. Before the dust settles, other buildings will be under way.

It has been my privilege to serve as the first President of Florida Gulf Coast University. Together we have begun a wonderful journey, and I trust that the new President will find the FGCU community to be as eager and willing as I have.

Roy E. McTarnaghan
Founding President
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A Learning-Centered University

Vision, Purpose and Commitment

Vision
Florida Gulf Coast University is dedicated to providing a learning-centered environment that offers the highest quality educational opportunities for the development of the knowledge, insights, competencies, and skills necessary for success in life and work. To maintain this learning-centered environment, the university as a whole and its units and individuals will actively practice continuous planning and assessment leading to improvement and renewal.

Institutional Purpose
Florida Gulf Coast University is a comprehensive public university created to address the educational needs of the rapidly growing Southwest Florida population and the increasing number of students who are seeking admittance into the State University System. The university’s primary service area consists of Charlotte, Collier, Glades, Hendry, and Lee counties, with specialized programs drawing students from the state and beyond.

The university offers a broad range of undergraduate and graduate areas of study including arts and sciences, business, technology, education, environmental science, nursing/allied health, and public and social services. Professional development and continuing education programs are offered based on need and availability of resources. On-campus offerings along with distance education and partnerships with public and private organizations, agencies, and educational institutions enable the university to extend a rich diversity of higher education opportunities to Southwest Florida and beyond.

The university seeks to employ innovative ideas and technologies in the development and delivery of programs and services. The university also pursues regional and community-based public service activities and projects. To support the roles of teaching and public service, faculty and students are encouraged to engage in a wide array of creative inquiry and scholarship, including applied scholarship that focuses on the unique Southwest Florida environment and other issues of importance to the region and state. The library, which utilizes information technology in the delivery of instruction and information resources, actively promotes student learning and supports the information needs of the university.

Institutional Commitment
Florida Gulf Coast University promotes an institutional culture that:

- Fosters the pursuit of truth and knowledge;
- Affirms academic freedom as the foundation for the transmission and advancement of knowledge;
- Seeks excellence in both educational offerings and services;
- Asserts that learner needs, rather than institutional preferences, should guide decisions concerning academic planning, policies and programs;
- Provides academic, student, and administrative support services designed to meet the needs of the university community;
- Recognizes, encourages and rewards quality teaching;
- Enhances the growth of faculty by supporting teaching, scholarship, service and professional development;
- Encourages collaboration in learning, governance, operations, and planning;
- Establishes mentor/advisor programs, particularly programs for undergraduates that include senior capstone projects or papers;
- Recognizes that informed and engaged citizens are essential to the creation of a civil and sustainable society; and
- Affirms that diversity is a source of renewal and vitality.
Guiding Principles

The founding of Florida Gulf Coast University at the advent of a new century is a signal event. It comes at a moment in history when the conditions that formed and sustained American higher education are fundamentally changing, and at a time when rapid shifts wrought by technology and social complexities are altering the very nature of work, knowledge, and human relationships. As a public institution, Florida Gulf Coast University eagerly accepts the leadership opportunity and obligation to adapt to these changes and to meet the educational needs of Southwest Florida. To do so, it will collaborate with its various constituencies, listen to the calls for change, build on the intellectual heritage of the past, plan its evolution systematically for the twenty-first century, and be guided by the following principles:

Student success is at the center of all University endeavors. The University is dedicated to the highest quality education that develops the whole person for success in life and work. Learner needs, rather than institutional preferences, determine priorities for academic planning, policies, and programs. Acceleration methods and assessment of prior and current learning are used to reduce the time it takes to earn a degree. Quality teaching is demanded, recognized, and rewarded.

Academic freedom is the foundation for the transmission and advancement of knowledge. The University vigorously protects freedom of inquiry and expression and categorically expects civility and mutual respect to be practiced in all deliberations.

Diversity is a source of renewal and vitality. The University is committed to developing capacities for living together in a democracy whose hallmark is individual, social, cultural, and intellectual diversity. It fosters a climate and models a condition of openness in which students, faculty, and staff engage multiplicity and difference with tolerance and equity.

Informed and engaged citizens are essential to the creation of a civil and sustainable society. The University values the development of the responsible self-grounded in honesty, courage, and compassion, and committed to advancing democratic ideals. Through service learning requirements, the University engages students in community involvement with time for formal reflection on their experiences. Integral to the University’s philosophy is instilling in students an environmental consciousness that balances their economic and social aspirations with the imperative for ecological sustainability.

Service to Southwest Florida, including access to the University, is a public trust. The University is committed to forging partnerships and being responsive to its region. It strives to make available its knowledge resources, services, and educational offerings at times, places, in forms and by methods that will meet the needs of all its constituents. Access means not only admittance to buildings and programs, but also entrance into the spirit of intellectual and cultural community that the University creates and nourishes.

Technology is a fundamental tool in achieving educational quality, efficiency, and distribution. The University employs information technology in creative, experimental, and practical ways for delivery of instruction, for administrative and information management, and for student access and support. It promotes and provides distance- and time-free learning. It requires and cultivates technological literacy in its students and employees.

Connected knowing and collaborative learning are basic to being well educated. The University structures interdisciplinary learning experiences throughout the curriculum to endow students with the ability to think in whole systems and to understand the interrelatedness of knowledge across disciplines. Emphasis is placed on the development of teamwork skills through collaborative opportunities. Overall, the University practices the art of collective learning and collaboration in governance, operations, and planning.

Assessment of all functions is necessary for improvement and continual renewal. The University is committed to accounting for its effectiveness through the use of comprehensive and systematic assessment. Tradition is challenged; the status quo is questioned; change is implemented.

Undergraduate Student Learning Goals and Outcomes

Florida Gulf Coast University is committed to the following learning goals and educational outcomes, believing they provide a foundation for lifelong learning and effective citizenship. The specific outcomes involving knowledge, understanding, analysis, evaluation and collaboration provide the basis on which the University and the learner share responsibility, can measure progress toward reaching these goals. Each goal is followed by its outcomes in the list below.
Goal 1 Aesthetic Sensibility
Know and understand the variety of aesthetic frameworks that have shaped, and continue to shape, human creative arts. Analyze and evaluate the aesthetic principles at work in literary and artistic composition, intellectual systems, and disciplinary and professional practices. Collaborate with others in projects involving aesthetic awareness, participation and/or analysis.

Goal 2 A Culturally Diverse Perspective
Know and understand the diversity of the local and global communities, including cultural, social, political and economic differences. Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual orientation and intellectual/disciplinary approaches. Participate in collaborative projects requiring productive interaction with culturally-diverse people, ideas and values.

Goal 3 An Ecological Perspective
Know the issues related to economic, social and ecological sustainability.

Analyze and evaluate ecological issues locally and globally. Participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues.

Goal 4 Effective Communication
Know the fundamental principles for effective and appropriate communication, including reading, writing, speaking and listening skills. Organize thoughts and compose ideas for a variety of audiences, using a range of communication tools and techniques. Participate in collaborative projects requiring effective communications among team members.

Goal 5 Ethical Responsibility
Know and understand the key ethical issues related to a variety of disciplines and professions. Analyze and evaluate key ethical issues in a variety of disciplinary and professional contexts. Participate in collaborative projects requiring ethical analysis and/or decision-making.

Goal 6 Information Literacy
Identify and locate multiple sources of information using a variety of methods. Analyze and evaluate information within a variety of disciplinary and professional contexts. Participate in collaborative analysis and/or application of information resources.

Goal 7 Problem-Solving Abilities
Understand the multi-disciplinary and interdisciplinary nature of knowledge. Apply critical, analytical, creative and systems thinking in order to recognize and solve problems. Work individually and collaboratively to recognize and solve problems.

Goal 8 Technological Literacy
Develop knowledge of modern technology. Process information through the use of technology. Collaborate with others using technology tools.

Goal 9 Community Awareness and Involvement
Know and understand the important and complex relationships between individuals and the communities in which they live and work. Analyze, evaluate and assess human needs and practices within the context of community structures and traditions. Participate collaboratively in community service projects.

Diversity Statement
Florida Gulf Coast University is committed to building and maintaining a diverse, accessible, civil and supportive learning community. It fosters respect and understanding among all cultures and all individuals who work, study, live and teach within this community.

Bigotry, expressions of hatred or prejudice, behaviors that infringe upon the freedom and respect that every individual deserves, and harassment of any kind transgress the University's purposes and values. Just as learning benefits from the interplay of teaching and scholarship in a variety of disciplines, so does the University community learn and profit from diverse cultures and perspectives.

University Ombudsman Office
The University Ombudsman Office was established by the State Legislature and reports directly to the President. The purpose of the office is to assist students in resolving problems and conflicts. The office serves as a prompt, impartial, and confidential means of facilitating dialogue between parties on campus, and as a means of resolving differences, apart from formal grievance procedures. Our purpose is to provide the highest quality and client-focused services for preventing, managing, and resolving conflicts.
Operating Philosophy

Florida Gulf Coast University vigorously protects freedom of inquiry and expression, and expects civility, equity of treatment, and mutual respect to be practiced in all aspects of University life. The Ombudsman’s Office promotes early intervention to reduce the negative consequences of conflict. Needed follow-through and referral assistance are provided when required.

Once a problem is reported, the Ombudsman works with the client to identify alternative responses for systematically addressing the matter. A plan is developed, which seeks to minimize negative consequences for all parties and the University, while focusing on achieving a mutually satisfactory solution.

The Ombudsman’s Office

The Office is firmly committed to maintaining the confidentiality of those who use the services. To the extent possible, the discussions, issues, concerns, or problems presented to the Campus Ombudsman remain in strict confidence.

What the Ombudsman Does:

According to University policy, the Ombudsman is expected to:

Act as a source of information and assistance to students concerning University-related rules, regulations, and procedures. Such problems may be related to grades, differences of opinion with instructors, or academic matters that need resolution. Students are advised to first contact the instructor, the department chairperson, the college dean or Dean of Student Services before seeking assistance from the Ombudsman, although instances exist where contact with the University Ombudsman first is beneficial.

Receive complaints from students regarding access to courses and credit granted toward the degree. There will be no retaliation against a student for using the services of the Ombudsman.

Bring the complaint to the attention of the appropriate University official, if it has not already been heard.

Seek to resolve the difficulty between the aggrieved individual and the University official involved.

Make recommendations to the President and appropriate authorities about desired or necessary changes in University rules, regulations, and procedures.

How the Ombudsman Can Help You:

- By listening carefully to concerns and complaints.
- By helping analyze the situation.
- By identifying and explaining relevant University policies, procedures, and problem solving channels.
- By looking into a concern, including talking with involved parties, and reviewing pertinent documents and policies.
- By mediating discussions between individuals in a dispute or problem situation.
- By helping define options.
- By following up to make sure a concern is resolved.
- By recommending changes in University policies or procedures

When the Ombudsman Does Not Get Involved:

When you want legal advice or legal representation. The Campus Office can advise you of your rights within the University, but will not provide legal advice or represent you in a legal matter.

When you have a non-University-related disagreement or problem.

When you want someone to represent you in a University grievance procedure. The Ombudsman will discuss the process and clarify the options available before and after the proceedings.

Processing Complaints

The following campus officers may receive complaints. For academic complaints, the chair, director, or team leader of the relevant department/area and the dean of the relevant college and/or the Ombudsman; non-academic complaints by students are appropriately received by the Dean of Student Services and/or the Ombudsman. The recipient of these informal complaints may deem it appropriate either to undertake an informal resolution of the complaint or to refer the complainant to another appropriate campus officer who may be better able to resolve the issue.

Student information complaint forms are available in the Ombudsman Office from Charles W. McKinney, University Ombudsman, Library Building #228, Phone: (941) 590-1022, Fax: (941) 590-1059, E-mail: cmck@fgcu.edu. In Dr. McKinney’s absence, contact Linda Summers in Service Learning, Library 229, Phone: (941) 590-7016, Fax: (941)
Drug-Free Campus Policy Statement

Federal legislation mandates every individual’s right to work and learn in a drug-free environment. Florida Gulf Coast University firmly supports this right in policy and practice. Information regarding University policy is available from the Office of the Dean of Student Services and the Office of Human Resources.

The Student Right to Know and Campus Security Act (1990)

All post-secondary institutions are required to prepare, publish and distribute certain information regarding campus crime and policies related to security. In addition to crime statistics for the past three years, the national legislation requires universities to make policies related to security issues public.

Annual Report of Crime Statistics

<table>
<thead>
<tr>
<th>Offense</th>
<th>Number of Offenses Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1996 a</td>
</tr>
<tr>
<td>Homicide Offenses</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter b</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offenses, Rape</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offenses, Rape</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
</tr>
<tr>
<td>Burglary/Breaking &amp; Entering</td>
<td>0</td>
</tr>
<tr>
<td>Larceny/Theft Offenses</td>
<td>5</td>
</tr>
<tr>
<td>Arson b</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
</tr>
<tr>
<td>Hate Crimes (by Prejudices) b</td>
<td>0</td>
</tr>
<tr>
<td>Race</td>
<td>0</td>
</tr>
<tr>
<td>Gender</td>
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</tr>
<tr>
<td>Religion</td>
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<tr>
<td>Sexual Orientation</td>
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<tr>
<td>Ethnicity</td>
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<tr>
<td>Disability</td>
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<tr>
<td>Number of Arrests – Select Offenses</td>
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<tr>
<td>Liquor Law Violations</td>
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<tr>
<td>Drug Law Violations</td>
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<tr>
<td>Weapons Law Violations</td>
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<tr>
<td>Referrals to Student Code of Conduct – Select Offenses (c)</td>
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<tr>
<td>Liquor Law Violations</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
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</tr>
<tr>
<td>Weapons Law Violations</td>
<td>0</td>
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</tbody>
</table>

Key: (a) University of South Florida Fort Myers Campus figures. (b) Offenses were not tracked prior to 1998. (c) No Residential Students prior to 1998. Offense data was not required prior to 1998.

Sexual Harassment Policy

Sexual harassment undermines the integrity of the academic and work environment, and prevents its victims and their peers from achieving their full potential. All members of the University community are entitled to work and study in an atmosphere free from sexual overtures or innuendo that are unsolicited and unwelcome. It is the particular responsibility of those members of the University community who hold positions of authority over others to avoid actions that are or can be considered sexually abusive or unprofessional.

Florida Gulf Coast University’s sexual harassment policy and procedures seek to ensure an environment that is free from sexual harassment. Such conduct is costly in human terms and seriously undermines the atmosphere of trust and respect that is essential to work and study for all members of the academic community.

All employees, students, and vendors must comply with both the spirit and the intent of federal and state laws and regulations that relate to sexual harassment. The coverage of this policy extends to persons visiting the campus.

When resolution is not achieved within the local unit, university procedure is available. It should be clearly understood that the university will take action to prevent sexual harassment, including, if necessary, disciplining those individuals whose behavior violate university policy. Discipline may include, but is not limited to, oral or written reprimand, transfer, suspension, or dismissal.

It is expected that the deans, chairs, department heads, team leaders, directors, and other supervisors will monitor and take corrective action whenever instances of sexual harassment are either observed or reported to them. While the decision regarding resolution normally remains within the unit, all allegations of sexual harassment are to be immediately reported to the Office of Equal Opportunity Programs, which will monitor, provide advice, and take appropriate action as required by federal and state laws.

To the extent possible, the confidentiality of the complainant, alleged offender, and all those officially involved in the proceedings and/or investigation shall be preserved. The information shall remain confidential during the investigation and hearing process.

For information and informal advice pertaining to sexual harassment, contact the Office of the Dean of Student Services, Building #5, First Floor, 590-7900; the Office of the Associate Vice President for Acad-
Expectations and Opportunities

Jack Crocker, Interim Vice President for Academic Affairs

Florida Gulf Coast University is entering its third year with pride and feelings of accomplishment and maturity. With the positive regional accreditation report from the Southern Association of Colleges and Schools (SACS), an aggressive construction schedule, residence halls, implementation of new programs, a growing endowment, excellent faculty, the development of an athletic program, and, most important, an outstanding new president to replace Founding President Dr. Roy E. Martnahman, we at FGCU have hardly stopped for breath—we just keep progressing in numbers of outstanding students and overall educational quality.

We continue to emphasize the University’s guiding principles, and we affirm those with you on a daily basis as communities of teachers and learners work together to facilitate student learning.

Welcome to America’s newest university—in time, but truly, in our approaches to teaching and learning.

Honors Program

The primary focus of the honors program is to help students realize their fullest academic and intellectual potential and to prepare them for placement in graduate and professional programs. A selective admission process identifies students who, through past performance and current goals, are committed to devoting significant time and energy to their undergraduate studies in preparation for further study. Honors students have the opportunity to work with an academic mentor under the oversight of an honors committee and to develop an individual honors academic plan to match academic and personal goals with internal and external opportunities to the greatest extent possible. Honors students have the opportunity to apply for various financial benefit packets. Students in the program may choose to pursue one of the existing academic programs and to maximize their academic preparation through research opportunities or individual tutorials. Others may create individualized programs to meet specific goals.
The International Perspective at FGCU

The Office of International Programs and Education (IPE)

Dr. E. Valerie Smith, Director

FGCU begins from the premise that to ensure members of the University community are competitive and are at the cutting edge in knowledge and skills, they must be globally aware and culturally sensitive. To encourage the development and/or refinement of positive strong inclusive citizenry, the learning environment must be diverse in perspective and multicultural in nature. The Office of International Programs and Education is an important component in establishing that environment.

The mission of the Office of International Programs and Education is to facilitate the creation and maintenance of an environment with an international focus within Florida Gulf Coast University. This environment encourages an understanding of global interdependence, an understanding of the importance of international affairs, and the recognition of the importance of cross-cultural sensitivity and understanding.

The Office provides overall leadership in international activities and initiatives. This is achieved by:

- Providing coordination of international activities and initiatives throughout the University.
- Serving as the official point of contact and liaison to international constituencies. This includes serving as representative from the University at international functions and meetings.
- Providing leadership in the negotiations and development of international agreements and linkages, as well as providing oversight of membership in international organizations.
- Functioning as a clearinghouse for information dissemination about international activities at the University.
- Providing technical assistance to units throughout the University interested in developing programs/activities or contributing to the internationalization of FGCU.
- Engaging in international activities on campus and collaborating with other internationally oriented groups in the broader communities.
- Initiating projects, including international exchanges and study abroad opportunities.
- Developing policies and procedures relating to international programs, international education, international linkages and exchanges of all types.
- Advising the Office in many of these responsibilities is the International Programs and Education Advisory Board with representation from every major unit in the University.

The International Nature of FGCU

When FGCU officially opened in August 1997, it began its legacy with an international and culturally diverse family of students, staff, faculty and administrators. Currently there are international professionals at the University representing the following countries Canada, China, Cuba, Ecuador, Ghana, Greece, Guyana, Haiti, Honduras, India, Ireland, Jamaica, Japan, Kenya, Korea, Philippines, Trinidad and Venezuela. More than one hundred students either claim citizenship outside of the U.S. or are current non-immigrant visa holders. There are also professionals and students from Puerto Rico.

International Activities at FGCU

The University has formal linkage relationships with institutions and organizations in various countries. There are study abroad courses available through FGCU or facilitated by FGCU. The University also frequently hosts international dignitaries.

FRIENDS OF INTERNATIONAL PROGRAMS—The “Friends” is a loosely structured group of people who are interested in FGCU’s international activities and participate by serving as a resource for the Office of IPE and its international visitors. Members of “Friends” come from both FGCU and the surrounding communities of Collier, Lee, Hendry, Charlotte, and Glades counties.

SPEAKERS BUREAU—A speaker’s bureau responds to requests for speakers at programs and activities of community organizations. Speakers are also available to speak in classes, at formal and informal gatherings and other international events.

INTERNATIONAL UNIVERSITY Linkages—FGCU has established or is developing international linkages on three continents and in the Caribbean. The following linkages have been established:
MEXICO: The FGCU-Campeche linkage resulted in collaborations between FGCU faculty and the business communities in Mexico and Southwest Florida. There are also linkages with the University of the Yucatan in Yucatan and Metropolitan Autonomous University in Cuernavaca.

CHINA: An agreement between Tsinghua University of China and FGCU lead to the development of a regularly scheduled Study Abroad course and the increased student interest in having Chinese Area Studies offered at FGCU.

GERMANY: Three agreements have been signed with Pforzheim University of Applied Sciences, in Pforzheim, FHHarz University in Wernigerode, and The Evangelische Fachhochschule Rheinland-Westfalen-Lippe (EFH) in Bochum. There are also regional agreements between Magdeburg, FGCU and the Southwest Florida business community. A major component of these agreements are academic and professional exchanges and collaborative relationships in research, business development and curriculum development.

INTERNATIONAL STUDY — Through recognized programs at other universities, opportunities exist to study in many countries throughout the world. Programs are offered during the regular academic year and during the summer.

INTERNATIONAL VISITORS AND EXHIBITS — The university has hosted a variety of international visitors including an Ambassador from China to the U.S., an Haitian Ambassador to the United Nations, a high ranking U.S. Diplomat to South Africa and a German University President. Activities related to visits have included roundtables, panels, class visitations, town hall meetings, and small group meetings. Several cultural exhibits have included art from Belize, a display of African Art, and a visiting Mexican Mariachi Band.

The CLI is home to Florida Gulf Coast University’s Executive MBA degree (EMBA), a uniquely designed program for mid and senior level professionals. The EMBA Program allows students to complete the degree within two years, while continuing to maintain their professional commitments full-time. The CLI staff also includes the Small Business Development Center (SBDC), a federally funded operation of the Small Business Administration. The SBDC provides counseling and program support to small businesses throughout the region. The CLI also provides computer training with programs in Microsoft Certified Systems Engineer (MCSE), Certified Novell Engineer (CNE) and A+ Certification. The Institute for Entrepreneurship is housed at the CLI and currently hosts the Entrepreneurs Forum, which provides workshops and peer sessions for CEOs of growth-oriented small to mid-size firms.

The CLI works with local chambers, state agencies, and regional economic development centers and also provides staff space, on-site, for individuals representing Enterprise Florida operations, the Southwest Florida Library Network (SWFLN) and the Council for Economic Education.

Service Learning

Service learning combines service to the community with learning experiences, providing students with unique opportunities to address real world issues using classroom principles. While fulfilling this undergraduate graduation requirement, students meet specific learning objectives and develop a feel for the communities in which they live. By requiring service learning as a part of all undergraduate degrees, FGCU reinforces an active commitment to produce citizens, not just graduates.

University Colloquium and Senior Seminar

The Center for Leadership and Innovation (CLI) is an extension of the College of Business and an integral element of Florida Gulf University’s outreach to the surrounding communities. The CLI, located in Bonita Springs and in the heart of the converging key business districts of Southwest Florida, houses a number of activities that provide educational programming and support for economic development in the region.

FGCU has structured its curricula to emphasize the interrelationship of knowledge across disciplines and to provide students with the ability to think in whole systems. A three semester hour University Colloquium brings together students from all disciplines in an interdisciplinary learning experience. Students are introduced to the guiding principles and values of the University and are expected to develop critical thinking and communications skills.

In addition, each college/school offers a three semester hour Senior Seminar, which provides a common capstone educational experience for students.
from all the majors in that college/school. The course integrates skills and knowledge gained from particular programs and broadens students’ awareness and understanding of disciplines related to their chosen field. Both the University Colloquium and Senior Seminar course involve team planning and teaching and encourage collaborative learning experiences.

FGCU— Now and in the future

Moments in History

January 1991 - Florida Board of Regents (BOR) recommends development of a new state University to be located in Southwest Florida.

May 1991 - Gov. Lawton Chiles signs bill authorizing the new University.

February 1992 - BOR accepts offer by Ben Hill Griffin, III and Alico, Incorporated, to donate 760 acres of land located just east of Interstate 75 between Alico and Corkscrew roads for the new University’s campus.

April 1993 - State University System Chancellor Charles Reed announces that the BOR has chosen Roy E. McTarnaghan as the founding president of FGCU.

February 1994 - University unveils first-phase construction plan.

April 13, 1994 - Florida Legislature adopts bill naming the new university, Florida Gulf Coast University.

May 1995 - BOR approves agreement with United Faculty of Florida allowing FGCU to offer multi-year contracts to supplement the traditional tenure system for its faculty.

November 28, 1995 - More than 500 people mark the ceremonial groundbreaking of Florida Gulf Coast University.

February 29, 1996 - A logo depicting an eagle in flight, its wings arced into the shape of a laurel wreath, is selected as the University’s symbol.

March 1996 - BOR approves inaugural degree programs.

July 1996 – FGCU assumes operation of public broadcasting stations WSFP-FM and WSFP-TV, which are renamed WFGU-FM and WFGU-TV.

October 28, 1996 - FGCU Foundation accepts $11 million Whitaker Foundation challenge that includes a science professorship and construction funding for a science, math and technology education complex.

January 1997 - The first student, Mariana Coto, is admitted to FGCU.

May 1997 - Agreement signed to provide doctorate degrees in Education through the University of Central Florida.

August 25, 1997 - America’s newest university opens.

September 24, 1997 – FGCU’s first academic building is named Ben Hill Griffin, III Hall.

December 9, 1997 – FGCU awarded accreditation candidacy by the Southern Association of Colleges and Schools, retroactive to opening day.

May 2, 1998 – The first commencement ceremonies are held with 81 FGCU graduates.

August 20, 1998 – North Lake Village opens and welcomes first residential students.

September 23, 1998 – Founding President Roy McTarnaghan announces his intention to step down on May 1, 1999.


November 10, 1998 – W. Thomas Howard Hall was named in honor of the late Fort Myers banker who was instrumental in decision to build FGCU in Southwest Florida.

May 1, 1999 – In his last official act, Founding President Roy McTarnaghan keynotes second commencement for 417 FGCU graduates.

June 21-24, 1999 – Commission on Colleges of the Southern Association of Colleges and Schools grants FGCU accreditation.

Envisioning the Future

The FGCU vision is both practical and achievable, relying on strategic planning that partners the University with the community it serves. FGCU strives to be an integral part of the Southwest Florida community—culturally, economically and professionally. FGCU anticipates an endowed program emphasizing the history and culture of our region, intends to participate in workforce expansion, and will cooperate with other universities to offer programs in engineering and the arts.
The first cooperative venture is under way, joining FGCU and the University of Central Florida to offer a weekend doctoral program with concentrations in educational leadership and curriculum and instruction. Realizing the importance and relevance of engineering and technology in a global information age, Florida Gulf Coast partnered with University of Central Florida (UCF) and Florida Engineering Delivery System (FEEDS) to offer FGCU students bachelor's degrees in engineering and engineering technology via distance learning strategies.

FGCU will continue to respond to the learning needs of Southwest Florida traditional and non-traditional learners through innovation and technology. In 1998, FGCU began offering non-credit learning options for those who already have degrees or for learners who do not want degree credit. These lifelong learning and professional development courses will be expanded during 1999.

Degree completion programs with flexibility of time and place for non-typical students are also planned. Creative professors will design courses with an Internet format or deliver courses by compressed video or television. Innovative uses of technology will move FGCU toward a goal of serving 25 percent of the student body by distance learning.

Our colleges will grow new programs in the next several years, expanding the educational opportunities available in Southwest Florida. Colleges and schools will grow new programs in the next several years, expanding the educational opportunities available in Southwest Florida. The College of Health Professions plans master's degrees in nursing and speech language pathology as well as an undergraduate program in health information management. These offerings may be available as early as fall 2000.

Additional certificate programs are proposed for the future.

Faculty in the Division of Social Work and Human Services will develop the curriculum and prepare for accreditation for the Master in Social Work degree. In the College of Business, relationships are being developed with universities in Latin America and Western Europe that will directly benefit FGCU students through awareness of global concerns and educational exchanges. In addition, students in the College of Business will benefit from three new endowed chairs funded through the generosity and support of the Griffin family and Alico Corporation.

The College of Arts and Sciences plans graduate programs and additional concentrations. An honors program began in 1998. A new college and school, the College of Education and the School of Public and Social Services, evolved from the College of Professional Studies.

Two new buildings are scheduled to open in the next three years. A third academic building with offices for 90 faculty members and classrooms for 1,000 students will open in fall 1999. Whitaker Hall, housing math, science and technology, will be funded through local donations, state matching funds and the generosity of the Whitaker Foundation and is targeted for 2001. A teaching facility for Fine and Performing Arts is in the planning stages.

Envisioning the future at FGCU begins with educational programs and the facilities, faculty, and technology necessary to support them; however, building an institutional identity and establishing a place in the Southwest Florida community is equally important. A vision for the future, shared with community partners, will guide FGCU into the 21st century.

General Education Program

Dr. Chuck Lindsey, Director

The University experience at FGCU is designed to prepare students for a rapidly changing world and workplace, where professional careers demand a wide breadth of knowledge and value critical thinking and analysis, communication skills, teamwork, independent learning, and creative problem-solving. This preparation begins with a general education program that blends innovation with tradition. Interdisciplinary courses demonstrate the relationship of knowledge across academic fields, while traditional courses offer depth or breadth in specific disciplines and fulfill upper division program prerequisites or accreditation requirements. Introductory and capstone experiences tie general education into a coherent whole, and launch the student toward acquiring the broad knowledge and perspective necessary for personal growth and success.

The General Education Program at Florida Gulf Coast University, in accordance with state mandates, consists of 36 semester hours of course work in the subject areas of communication, social sciences, humanities, natural sciences, and mathematics. Approved courses for each area are listed below. Where applicable, courses taken to meet state common prerequisites for a program may also be used to fulfill general education requirements. All first-time-in college students are expected to take ENC 1101 (Composition I) and IDS 1301L (Styles and Ways of Learning) their first semester at FGCU.
In accordance with the state articulation agreement (Board rule 6A-10.024), transfer students who have completed general education requirements at any public University or Community College in Florida prior to enrolling as a degree-seeking student at FGCU shall be considered to have completed general education. All other transfer students are expected to complete FGCU’s general education program; such students will have their transcripts evaluated for possible course equivalencies applicable toward FGCU requirements.

Course Requirements

*Communication (6 semester hours):*

Each student must complete a two-semester sequence (ENC 1101-1102) in English Composition. The sequence develops students’ communication skills in written formats; this includes reading critically as well as writing clearly in a variety of styles. Students may satisfy all or part of this requirement by satisfactory CLEP or AP English scores. With the exception of the CLEP test, these courses will also allow students to meet a portion of the Gordon Rule (State of Florida rule 6A-10.030) requirements. To satisfy Gordon Rule requirements, students must earn a grade of C or higher.

*Mathematics (6 semester hours):*

Mathematics and statistics courses give students competence in quantitative methods and an understanding of how those methods are used to describe and analyze the natural world. These courses also give students exposure to the theories and practice of mathematics, and to the unique nature of mathematical knowledge. They will have a practical component, giving students the opportunity to apply mathematical and statistical methods to “real-world” problems. All students must successfully complete either Statistical Methods (STA 2023) or Statistics with Calculus (STA 2037), and an additional 3 semester hours of approved coursework at the College Algebra level or higher. To meet Gordon Rule computation requirements, students must earn a grade of C or higher.

*Humanities (9 semester hours):*

At FGCU, the area of Humanities includes literature, philosophy, religion, and the fine arts. Humanities courses provide students the opportunity to study the aesthetic dimension of human experience, and to learn how people have given creative interpretations to events from differing perspectives. Students will learn the methods, suppositions, and theories of the chosen areas of study. All students, to meet Humanities requirements, must successfully complete Styles and Ways of Learning (IDS 13011), Connections (IDS 2110), and Understanding the Visual and Performing Arts (HUM 2510). In addition, students must complete an additional 3 semester hours of approved coursework in the Humanities area.

*Social Science (6-9 semester hours):*

Social Sciences courses include the disciplines of history, economics, anthropology, sociology, area studies, geography, political science, and psychology. Students will gain an understanding of historical and sociocultural perspectives, and a sense of the evolution of societies and the various modes of interaction among peoples of the world. Students must successfully complete 6-9 semester hours of approved coursework in the social science disciplines.

*Natural Science (6-9 semester hours):*

Students must successfully complete 6-9 hours of approved coursework in the natural sciences. These include biology, chemistry, geology, environmental studies, marine science, and physics. Students are encouraged to select courses with a laboratory or field component. Courses will give students experience in the theories, principles, and practices of the natural sciences, and will address the relationship of science with the modern world.

Approved Courses for General Education

All courses listed are approved for meeting General Education requirements. Courses marked with (GRW) also fulfill a portion of the Gordon Rule writing requirement.

**Communication**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENC 1101</td>
<td>Composition I (GRW)</td>
<td>3</td>
</tr>
<tr>
<td>ENC 1102</td>
<td>Composition II (GRW)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Mathematics**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 2023</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
<tr>
<td>STA 2037</td>
<td>Statistics With Calculus</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (choose one):

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 1105</td>
<td>College Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAC 1147</td>
<td>Precalculus</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2233</td>
<td>Elementary Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2311</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2312</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>
Natural Sciences

Course No. | Course Title | Credit Hours
---|---|---
AST 2101C | Stellar Astronomy | 4
BSC 101C | General Biology With Lab I | 4
BSC 1011C | General Biology With Lab II | 4
BSC 102C | Human Systems | 3
BSC 1051C | Environmental Biology-SW Florida | 3
BSC 108SC | Human Anatomy And Physiology With Lab I | 4
BSC 1088C | Human Anatomy And Physiology With Lab II | 4
BSC 202C | Human Species | 3
BSC 2030C | Biological Systems I | 3
BSC 2031C | Biological Systems II | 4
CHM 104C | General Chemistry With Lab I | 4
CHM 104C | General Chemistry With Lab II | 4
CHM 104C | Physical And Historical Geology | 4
ICS 104C | Integrated Natural Sciences I | 3
ICS 105C | Integrated Natural Sciences II | 3
ICS 121C | Integrated Science And Math I | 4
ICS 121C | Integrated Science And Math II | 4
ICS 221C | Integrated Science And Math III | 4
ICS 221C | Integrated Science And Math IV | 4
MCR 2010C | Introductory Microbiology With Lab | 4
OCE 1001 | Marine Systems | 3
PHY 2048C | General Physics With Lab I | 4
PHY 2048C | General Physics With Lab II | 4
PHYS 2030C | College Physics With Lab I | 4
PHYS 2044C | College Physics With Lab II | 4

Gordon Rule (Board Rule 6A-10.030)

Prior to receiving an Associate of Arts degree from a public community college or University, or a Bachelor’s degree from a public University, a student must successfully complete the following:

- Twelve semester hours of English course work in which the student is required to demonstrate writing skills. For purposes of this rule, an English course is defined as any semester-length course in the general study area of the humanities in which the student is required to produce written work of at least 6000 words.
- Six semester hours of mathematics course work at the college algebra level or above. For the purpose of this rule, applied logic, statistics, and other such computation coursework, which may not be placed within a mathematics department, may be used to fulfill three of the six hours required by this section.

In order to receive credit toward fulfillment of this rule, students must receive a grade of C or higher.

FGCU has designated certain courses as “writing-intensive” for the purpose of meeting Part 1 of this rule. Courses that count toward Gordon Rule writing requirements include a statement in their course descriptions to that effect. Students are strongly urged to complete ENC 1101 (Composition I) before attempting any additional writing-intensive courses. All mathematics courses offered by FGCU except
MAT 1033 (Intermediate Algebra) fulfill Gordon Rule requirements. Satisfactory AP English, Calculus, or Statistics exam scores may count toward Gordon Rule requirements. Other college-level exam programs may or may not count toward completion of Gordon Rule requirements—consult with an advisor for specific tests.

As of March 1, 1999, the courses listed below require 6000 words of graded written work:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA 2002</td>
<td>Intro To African And Diaspora Studies</td>
<td>3</td>
</tr>
<tr>
<td>AMH 2010</td>
<td>American History Until 1877</td>
<td>3</td>
</tr>
<tr>
<td>AMH 2020</td>
<td>U.S. History Since 1877</td>
<td>3</td>
</tr>
<tr>
<td>AML 2100</td>
<td>Introduction To The Literature And Culture</td>
<td>3</td>
</tr>
<tr>
<td>AML 2120</td>
<td>Of The United States I, 1860 To Present</td>
<td>3</td>
</tr>
<tr>
<td>ANT 2111</td>
<td>Peoples of the World</td>
<td>3</td>
</tr>
<tr>
<td>AS 2055</td>
<td>Introduction To Asian Studies</td>
<td>3</td>
</tr>
<tr>
<td>CRW 2100</td>
<td>Introduction To Fiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENC 1101</td>
<td>Composition I</td>
<td>3</td>
</tr>
<tr>
<td>ENC 1102</td>
<td>Composition II</td>
<td>3</td>
</tr>
<tr>
<td>ENC 3213</td>
<td>Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENC 3310</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENL 2102</td>
<td>Introduction To British Literature And Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENL 2103</td>
<td>To 1780</td>
<td></td>
</tr>
<tr>
<td>ENL 2104</td>
<td>Introduction To British Literature And Culture</td>
<td>3</td>
</tr>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>LAS 2003</td>
<td>Introduction To Latin American Studies</td>
<td>3</td>
</tr>
<tr>
<td>LIT 2110</td>
<td>Introduction To World Literature And Culture I</td>
<td>3</td>
</tr>
<tr>
<td>LIT 2120</td>
<td>Ancient To Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>PH 3000</td>
<td>Introduction To Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>REL 2006</td>
<td>Contemporary World Religions</td>
<td>3</td>
</tr>
<tr>
<td>SLO 3002</td>
<td>Introduction To SW Florida</td>
<td>3</td>
</tr>
<tr>
<td>SLO 2070</td>
<td>Introduction To African Studies</td>
<td>3</td>
</tr>
<tr>
<td>SYG 2250</td>
<td>Multicultural Issues</td>
<td>3</td>
</tr>
<tr>
<td>WOH 1033</td>
<td>World Civilization From 1500 To 1815</td>
<td>3</td>
</tr>
<tr>
<td>WOH 1035</td>
<td>World Civilization 1815 To Present</td>
<td>3</td>
</tr>
</tbody>
</table>

University Requirements

Two degree requirements, the University Colloquium and Service Learning, help define undergraduate education at FGCU.

The University Colloquium: A Sustainable Future

Peter Blaze Corcoran, Colloquium Coordinator:

We have made a commitment as a University to make environmental education an integral part of our identity. One of our University-wide student learning outcomes is that all students will develop an "ecological perspective." A way to accomplish this perspective is to devise a course, or groups of experiences, with an environmental focus that all FGCU students must complete, and in which faculty from all four colleges are involved. Because "ecology" applies to our total living space and interrelationships, human and natural, it is relevant to all of our disciplines and professions. Thus, our ecology course engages all nine of the University-wide goals. Students are not only introduced to FGCU values, but actually participate in activities that demonstrate those values.

The University Colloquium is an interdisciplinary course designed to explore the concept of sustainability as it relates to a variety of considerations and forces in southwest Florida. In particular, we consider environmental, social, ethical, historical, scientific, economic, and political influences.

The goals for students are to:

- Provide a sense of place and an understanding of the unique ecological features of the Southwest Florida environment;
- Assist in achieving the Florida Gulf Coast University learning goal of developing "an ecological perspective" and in teaching the related outcomes that state that the student will "know the issues related to economic, social, and ecological sustainability, analyze and evaluate ecological issues locally and globally and participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues;"
- Provide experiences to assist in moving toward achieving the eight other FGCU learning goals and their related outcomes; and
- Enable a working understanding of sustainability, of environmental education and of ecological literacy.

EaglesConnect — Service Learning Program

Linda Summers, Coordinator

As a partner in the community, FGCU makes service an important part of its mission. Students are brought into this partnership through the service learning program called EaglesConnect. Service learning is structured learning experiences in community settings designed to fulfill specific undergraduate learning outcomes, reinforce and enhance classroom learning and meet community needs.

Service learning is an undergraduate degree requirement at FGCU. A student entering FGCU as a freshman or a sophomore must complete a total of 80 approved service learning hours prior to graduation. A student transferring to FGCU as a junior or senior must complete 40 hours before graduation. Hours are documented on academic transcripts.
EaglesConnect staff and faculty members help students design learning experiences, structuring these experiences to meet community needs, and, equally important, ensuring the activities provide learning experiences. Service learning activities help students learn new skills, explore career options, develop an understanding of their communities and the ways they can effect change in them, and facilitate lifelong commitments to service based on empathy and respect for others.
Degrees and Programs

College of Business

Bachelor of Science (B.S.)
Accounting
Computer Information Systems
Finance
  Investments
  Real Estate
  Small Business and Corporate Finance
Management
  General Management
  Entrepreneurship
  Human Resource Management
Marketing
  Advertising
  General Marketing
  Hospitality/Tourism
  Retail Management
  Sales Management
  Services Marketing

Minors for Non-Business Majors
  Computer Information Systems
  Management
  Marketing

Certificates
  Accounting Fifth-Year Certificate Program

Master of Business Administration (MBA)
  Computer Information Systems
  Entrepreneurship
  Finance
  General Management
  Health Administration
  Human Resource Management
  Interdisciplinary
  Marketing
  Executive MBA

Master of Science in Accounting and Taxation

Master of Science in Computer Information Systems
College of Education

Bachelor of Science (B.S.)
Early Childhood Education
Elementary Education
Secondary Education *
  Biology
  English
  Mathematics
  Social Science

Special Education
  Emotional/Behavioral Disorders
  Developmental Disabilities/Mental Retardation
  Specific Learning Disabilities

*The College of Education is proposing a Master of Arts in Teaching in Secondary Education to begin in Summer 2000. If this program is approved by the Board of Regents, then the last class to be admitted to the current undergraduate program in Secondary Education will be for Fall 1999.

Master of Arts (M.A.)

or Master of Education (M.Ed.)

Counselor Education
  School Counseling
  School Counseling (non-certified educator)
  Community Counseling
Curriculum and Instruction (Educational Technology)
Elementary Education
  Elementary Curriculum
  Literacy in a Diverse Society
Special Education
  Behavior Disorders
  Developmental Disabilities/Mental Retardation
  Specific Learning Disabilities
  Varying Exceptionalities

Master of Arts in Teaching Secondary Education *

The College of Education is proposing a Master of Arts in Teaching in Secondary Education to begin in Summer 2000. If this program is approved by the Board of Regents, then the last class to be admitted to the current undergraduate program in Secondary Education will be for Fall 1999.

Master of Education (M.Ed.)

Educational Leadership
  Elementary School
  High School
  Middle School
  Special Education

College of Health Professions

Bachelor of Science (B.S.)

Clinical Laboratory Science (L)
  Clinical Laboratory Technology (L)
  Articulated Clinical Laboratory Technology (L)
  Biotechnology/Preprofessional/Pre-Physical Therapy (L)

Health Science
  Health Services Administration
  Health Professions Education
  Health Professions Practice

Nursing (L)
  Occupational Therapy (L)

Master of Science (M.S.)

Health Science
  Health Professions Education
  Health Professions Practice
  Health Services Administration
  Gerontology
  Physical Therapy

Certificates

Clinical Laboratory Technology
  Molecular Biology

School of Public and Social Services

Bachelor of Science (B.S.)

Criminal Justice
  Human Services

Master of Public Administration (M.P.A.)

Criminal Justice Policy
  Environmental Policy
  General Public Administration
  Health Policy and Administration Management

Master of Social Work (M.S.W.)
Undergraduate Programs

College of Arts and Sciences

(941) 590-7150

Donna Price Henry, Acting Dean

Joe Wisdom, Associate Dean

Two questions guided our thinking in creating the College of Arts and Sciences: What kind of education do students need for the 21st century, and what kind of education does the planet need for the 21st century?

Answering these questions, we concluded that a unified academic experience is needed that provides:

- the practical skills transportable to any job
- the depth and scope of learning necessary for graduate education and professional careers
- the philosophical and artistic habits of mind indispensable for a democratic society, meaningful existence, and beauty
- the foundation to balance self-interest and cultural biases with a reasoned tolerance and understanding for diversity
- an understanding of the earth as an ecosystem of connections between the natural and social worlds that must be nurtured and sustained.

Bachelor of Arts in Liberal Studies

To provide this unified experience, the College of Arts and Sciences offers a Bachelor of Arts in Liberal Studies degree. This degree integrates the traditional “major” in a discipline, termed a Concentration, with a required core of issues-based interdisciplinary courses, called the Collegium of Integrated Learning. Sixty semester hours, including a 36-hour General Education program, are required at the lower level. At the upper level (junior/senior), the Concentrations and the Collegium of Integrated Learning comprise another sixty semester hours. Each concentration contains at least 36 semester hours. The Collegium core is 21 semester hours. In addition, students may choose to link the Collegium to an Interdisciplinary Option that allows individualized programs of study across disciplines and colleges.

A Degree for the 21st Century

The liberal studies degree is ideally suited for the 21st century.

It is practical. It requires students to master the skills necessary for successful careers and lifelong learning—the intellectual skills of the liberal arts: writing, speaking, critical thinking, analytical and quantitative reasoning, ability to perceive whole systems, adaptability to change, interpersonal and team skills, and learning how to learn. Especially through the Collegium of Integrated Learning, students attain a broad education; gain aesthetic, technological, and scientific literacy; engage in active, experiential, and collaborative learning; and practice the integration of knowledge through multiple perspectives, thus understanding the world in more coherent, systematic ways.

It is professional. In Concentrations students attain educational depth. The combination of expertise in a specific body of knowledge with broad liberal arts learning and skills is an excellent pre-professional background for law, medicine, science, engineering, education, and other professional careers.

It is philosophical. Confronted with diverse ideas and cultures reflected in the humanities, the arts, and the sciences, students must grapple with their own values, ethics, and beliefs. The College of Arts and Sciences emphasizes that knowledge cannot be separated from moral reflection, that career training cannot exist in isolation from ethical action, and that learning for the joy of learning is still a supreme human act.

It is sustainable. The required University-wide colloquium—A Sustainable Future—focuses on Southwest Florida as a laboratory for understanding sustainability. In addition, other courses in the Concentrations and the Collegium investigate the social, scientific, economic, cultural, historical, and psychological perspectives of the relationship between humans and the natural world. Emphasis is on seeing the wholeness of the world, on long-term thinking and on caring about the future health of the planet.

These are the skills, knowledge, and values necessary for a world that will continue to be characterized by rapid change, multiplying information and knowledge, global interconnections, advancing technology, persistent cultural conflicts and fragmentation, competing ideologies, single-issue factions, and growing stress on the earth’s ability to sustain quality human living. The liberal studies degree is designed to fit this
world. It is wide and deep. It provides a foundation for career success. It serves the individual and the planet. It is good for life.

Requirements for the B.A. in Liberal Studies

To complete a Bachelor’s Degree in Liberal Studies at Florida Gulf Coast University, a student must fulfill the requirements of the University, complete the Collegium of Integrated Learning and a chosen concentration or the Collegium of Integrated Learning and the Interdisciplinary Option. An advising contract, which serves as a check sheet of requirements, is required. Students must meet with a College of Arts and Sciences advisor upon entrance into any of the programs or options.

Advising: (941) 590-7153

Mikele Meether, Advisor
Kenneth E. Williams, Coordinator

For advising information, try to schedule an appointment with the advisor by calling the number above. Phone appointments are possible as are on-campus appointments. Although walk-ins are available, appointments are encouraged. If attending FGCU and majoring in Liberal Studies, be sure to complete an advising contract and obtain other relevant advising information like the ‘Commonly Asked Questions’ handouts.

University Requirements

All students graduating from FGCU must complete IDS 3920, the University Colloquium, and service learning hours: 40 hours for students who enter as juniors or seniors; 80 hours for those who enter as freshmen or sophomores who plan to earn a Bachelor’s degree from FGCU.

The Collegium of Integrated Learning

Faculty
Maria Roca, Director
All faculty in Arts and Sciences are members of the Collegium and participate according to their interests and Collegium needs.

Description

The Collegium of Integrated Learning is 21 credit hours of core courses designed to create a community of inquiry. Students and faculty work together to explore the cultural, social, historical, philosophical, moral, scientific, and humanistic roots of contemporary issues and how they have developed across time. Issues and topics center around five general areas (see course listings below). Individually and in teams, and in collaboration with faculty from various disciplines, students develop an integrated context by examining issues through a variety of perspectives and methods (history, sociology, philosophy, literature, for example) and are required to formulate their own interpretations and responses to the issues.

Purpose

The chief aim of the integrated learning core is to prepare for the 21st century by reaching a deeper and more coherent understanding of how and why our world is changing. Because our destiny is more globally interconnected than at any other time in our long human journey, we must employ our methods of seeking truth and knowledge in integrated ways. Bringing multiple perspectives to bear on an issue is more apt to result in a fuller understanding and, perhaps, in a clarification or shift in values that will result in action.

Many of the issues and problems to be studied are perennial human dilemmas. Other issues are more indigenous to the 20th century. But one common ingredient in all these issues is people: our ideas of who we are as individuals; our genius, stupidity, prejudices, nobility, and brutalities; the mythical, social, and religious systems we have engineered throughout history to justify and explain our actions and to make us happy—on earth as well as in a variety of heavens and golden isles; the art and literary works we have fashioned out of an immense creativity to give shape, beauty, and meaning to our lives. Through it all, the constant that characterizes us as a species is our human curiosity, our quest to know, to pursue an understanding of who we are, why we are, where we have been, and where we are going. It is this passion for knowing and learning that underlies and sustains the Collegium of Integrated Learning.

Inquiry-based Learning

The inquiry- or problem-based learning approach calls on students to learn in a manner in which they may not be accustomed. The courses are organized in interdisciplinary ways; stress engaged learning rather than passive lecturing; expect broad and fundamental knowledge in history, social sciences, natural sciences, and humanities; require critical, creative, systematic, and collaborative thinking; and depend on the ability to find and intellectually de-
fend connections among multiple points of knowledge. In addition, success in this integrated core depends on the sophisticated use of communication, information, and technological skills.

**Liberal Studies Core Courses (18 Hours)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3301</td>
<td>Issues in Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>IDS 3302</td>
<td>Issues in Politics and Economics</td>
<td>3</td>
</tr>
<tr>
<td>IDS 3303</td>
<td>Issues in Science and Technology</td>
<td>3</td>
</tr>
<tr>
<td>IDS 3304</td>
<td>Issues in Ecology and the Environment</td>
<td>3</td>
</tr>
<tr>
<td>IDS 3305</td>
<td>Issues in Media, Literature, and the Arts</td>
<td>3</td>
</tr>
<tr>
<td>IDS 4910</td>
<td>Integrated Core Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

**UPPER DIVISION ELECTIVE COURSE (3 Hours)**

One Collegium course is an UPPER DIVISION elective, meaning it must be numbered 3000 or higher. The Collegium elective should be chosen from:

- Arts and Sciences courses outside of the student’s discipline concentration (unless otherwise permitted by the College of Arts and Sciences advisor)
- courses from another college with permission of that college and the College of Arts and Sciences advisor

**The Concentrations**

Liberal Studies Concentrations are offered in twelve disciplines. Several tracks exist within the concentrations.

Concentrations
- Art
- Biology
- Computer Science
- Earth Systems Science (chemistry, earth sciences, physics)
- English
- Environmental Studies
- History
- Mathematics
- Psychology
- Social Sciences (Tracks: Anthropology, Economics, Political Science, and Sociology)
- Spanish
- Theatre

The following information about the concentrations includes Prerequisites, Required Courses, and Elective Courses.

Prerequisites are courses that should be completed before a student begins work in the Concentration. They should be taken in the first two years of study as the student completes General Education requirements. If a student has not completed the prerequisite courses before enrolling at Florida Gulf Coast University, he or she may be required to take those courses before beginning work in her or his concentration area. A course may not be used as both a prerequisite and required course within the concentration. All prerequisite courses require the grade of C or higher; as do all courses for The Concentrations and The Collegium, including the elective.

Required Courses are discipline-specific courses that must be taken in a concentration area.

Elective Courses are courses that may be chosen by the student, within certain limits established by the Concentration.

Elective courses are being phased in as new faculty are hired and as programs become re-formulated. Not all the electives listed in the concentrations are currently available.

The information contained in this document is subject to continual review in order to serve the needs of the University’s various constituencies and to respond to the mandates of the Florida Board of Regents and the Florida Legislature. Changes may be made at any time without prior notice. See an academic advisor for more information.

**The Art Concentration**

**Program Leader: Morgan T. Paine**

The goal of the Art Concentration is to combine rigorous traditional art studio experiences that inform students’ hands with intellectually demanding academic coursework that educates their minds about our era’s ideas, values and individual perspectives. Through the study of a variety of art media, the incorporation of art historical information, and the effective presentation of student work, the Art curriculum provides students with the opportunity to grow and prosper as artmakers. By interacting with students from a wide-range of disciplines in the College of Arts and Sciences’ Collegium of Integrated Learning, students in the Art Concentration confront the questions that shape their lives as citizens of the 21st century and are exposed to the remarkable array of perspectives that viewers will bring to the encounter with their work. The completion of the new Fine Arts Building, scheduled to open Fall semester of 2000, will greatly expand the physical and conceptual possibilities for art making and understanding at FGCU.
The Biology Concentration

Program Leader: Nora Demers

The field of Biology encompasses living systems across several levels from molecular to ecological systems. In the Biology Concentration students will have the opportunity to explore the biological sciences across these system levels. They will gain a holistic understanding of the impact of disease on organisms. Ethical complexities of biological research in human health care are integrated throughout the curriculum. Pedagogically, emphasis is on lab-centered, hands-on learning rather than the traditional lecture format.

Laboratories are designed to include the latest computer technology, and to allow collaborative experimental experiences. Active learning techniques are built into our instruction as theory and concepts will be explained and experienced. The Biology Concentration includes an emphasis on undergraduate research. Students will learn the process of science, and in doing so will learn how to learn. Students in the biology concentration will be prepared for entry level positions in biological sciences and for graduate study in the health professions (medical, dental, veterinary, optometry, etc), medical sciences (biochemistry, physiology, microbiology, anatomy, etc.), and biological sciences. Students in the biology concentration will also meet specific student learning outcomes for both biology and the natural science programs in general. Some of the science goals are as follows:

All science students must demonstrate the ability to evaluate and to implement the scientific process, its application in different settings and, creative alternative problem solving approaches that are explored within the context of standard scientific conventions.

Students must demonstrate a knowledge of the interaction between science and society.

Students must demonstrate the development of a knowledge base that includes the prevailing scientific paradigms, the historical nature of these paradigms, and aesthetic considerations of that knowledge.

Outcomes specific to the biology concentration are as follows, but a more detailed list is available from the advising area or the program leader for biology:

- Students must demonstrate a knowledge of biological systems from the perspective of molecules, cells and organisms including a historical view of their development.
- Students must demonstrate a holistic understanding of the impact of disease on organisms.
Students must demonstrate an understanding of ethical complexities of biological research in human health care.

Students must demonstrate the ability to function effectively in a laboratory setting.

Prerequisites
The following courses must be successfully completed with a grade of “C” or higher prior to starting work in the Biology Concentration:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBC 1010C</td>
<td>General Biology with Lab I</td>
<td>4</td>
</tr>
<tr>
<td>BSC 1011C</td>
<td>General Biology with Lab II</td>
<td>4</td>
</tr>
<tr>
<td>Acceptable substitutes: ZOO X010C, BOT X010C, BSC X041C, BOT X013C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 1045C</td>
<td>General Chemistry with Lab I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1046C</td>
<td>General Chemistry with Lab II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 2210C</td>
<td>Organic Chemistry with Lab I</td>
<td>4</td>
</tr>
<tr>
<td>Acceptable substitutes: PHY X043X043L, X048X048L, X049X049L or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 2211C</td>
<td>Organic Chemistry with Lab II</td>
<td>4</td>
</tr>
<tr>
<td>Acceptable substitutes: PHY X053X053L, X048X048L, X049X049L or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAC X311</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Acceptable substitutes: MAC 2233, 2253, X281</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAC X312</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>Acceptable substitutes: STA 2122, 2023, 2024, 2321 or equivalent, MAC 2234, 2254, 3282</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: All combined lecture and laboratory courses (marked with “C”) are equivalent to taking the lecture and laboratory separately as two courses.

Required Courses (18 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 3033C</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3134C</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>ZOO 3713C</td>
<td>Vertebrate Form and Function</td>
<td>3</td>
</tr>
<tr>
<td>ISC 3100C</td>
<td>Scientific Process</td>
<td>3</td>
</tr>
<tr>
<td>BSC 4800C or EVR 4820 or ISC 4900</td>
<td>Current Topics (choose 2)</td>
<td>2</td>
</tr>
<tr>
<td>BSC 4910</td>
<td>Senior Project Research in Biology</td>
<td>2</td>
</tr>
<tr>
<td>BSC 4911</td>
<td>Senior Project Presentation in Biology</td>
<td>2</td>
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</table>

ELECTIVE COURSES (select 18 hours from the following list)

Molecular Biology

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCH 3023C</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4523C</td>
<td>Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4783C</td>
<td>Cell Membrane Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BSC 4422C</td>
<td>Methods in Biotechnology</td>
<td>3</td>
</tr>
</tbody>
</table>

Cellular Biology

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCB 3020C</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PCB 4533C</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4507C</td>
<td>Virology, Mycology, and Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4203C</td>
<td>Pathogentic Microbiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Organismal Biology

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 3033C</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ZOO 4743C</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3253C</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>ZOO 4763C</td>
<td>Histology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3414C</td>
<td>Behavioral Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3364C</td>
<td>Physiological Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Electives

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 4910</td>
<td>Independent Study/Research in Biology</td>
<td>3</td>
</tr>
<tr>
<td>BSC 4930</td>
<td>Special Topics in Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

XXX 3-4000 Upper division elective from the environmental studies or earth systems science concentrations | 3 |

The Computer Science Concentration

Program Leader: John Murray

The computer science concentration is designed with multiple, human-centered goals in mind. Participants will engage in traditional computing studies, internships, and community-based computing activities. Participants will also be exposed to recent developments in biology which are providing metaphors for solving important computational problems.

Goals of the computer science concentration include:

- Acquisition of knowledge, skills, and processes appropriate to a computer professional
- Development of values such as courage, fortitude, generosity, and wisdom
- Participation in the creative process
- Engagement in the world

Prerequisites

The following courses must be successfully completed with a grade of “C” or higher prior to starting work in the Computer Science Concentration. (Courses listed in parentheses below are suggested FGCU courses which will fulfill common prerequisite requirements.)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 2311</td>
<td>Calculus w/Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2312</td>
<td>Calculus w/Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2048C</td>
<td>General Physics I w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2049C</td>
<td>General Physics II w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>XXX 4xxx</td>
<td>Two science courses for science majors</td>
<td>6</td>
</tr>
<tr>
<td>(BSC 101C General/Biology I)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(BSC 101C General/Biology II)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COP 4xxx</td>
<td>Introductory Programming in Ada, C, C++, Pascal, or any equivalent language</td>
<td>3</td>
</tr>
<tr>
<td>(CEN 2010 Programming Methodology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COP 3xxx</td>
<td>Data structures course</td>
<td>3</td>
</tr>
<tr>
<td>(COP 2532 Programming Abstractions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COP 4xxx</td>
<td>Programming Languages course</td>
<td>3</td>
</tr>
<tr>
<td>(COP 2550 Programming Systems)</td>
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<td></td>
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</tbody>
</table>

Required Courses (36 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP 3611</td>
<td>Computation and Neural Systems</td>
<td>3</td>
</tr>
<tr>
<td>CDA 3104</td>
<td>Computer Organization and Assembly Language</td>
<td>3</td>
</tr>
<tr>
<td>CDA 3200</td>
<td>Digital Systems</td>
<td>3</td>
</tr>
<tr>
<td>CDA 4150</td>
<td>Computer Architecture</td>
<td>3</td>
</tr>
<tr>
<td>CEN 3031</td>
<td>Software Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CEN 4513</td>
<td>Computer Networks</td>
<td>3</td>
</tr>
<tr>
<td>COP 2xxx</td>
<td>Programming Methodology II</td>
<td>3</td>
</tr>
<tr>
<td>COP 4610</td>
<td>Operating Systems</td>
<td>3</td>
</tr>
<tr>
<td>COP 4906</td>
<td>Senior Project</td>
<td>2</td>
</tr>
<tr>
<td>COP 3400</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>MAD 3107</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAD 3107</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAS 2121</td>
<td>Linear Operators and Differential Equations</td>
<td>4</td>
</tr>
</tbody>
</table>

ELECTIVE COURSE as described below (3 hours)

Select one course from the list below. (Note: For students in the computer science concentration, this elective course also serves as the single elective course in the College of Integrated Learning described above.)
The Earth Systems Science Concentration

Program Leader: Michael Savarese

The undergraduate program in Earth Systems Science (ESS) is a rigorous, interdisciplinary program combining physical, natural, and historical sciences to understand global and local environmental problems. Earth Systems Science focuses on the processes affecting the various Earth components or spheres (biosphere, hydrosphere, atmosphere, and lithosphere) and their interdependencies. The program also emphasizes the history of environmental change throughout the Earth’s 4.5 billion years of existence and the inductive methods used to infer historical phenomena. An understanding of the Earth’s previous environmental states provides a perspective for present and future change. In addition, Earth history provides an empirical database for predicting the effects of modern anthropogenic alteration. ESS, because of its curricular overlaps with FGCU’s program in Environmental Studies, is a possible degree alternative for those students who want additional training in the allied sciences or for those wanting a stronger background in the geosciences. Many of the degree requirements for both programs are similar and both permit a great deal of flexibility for individualized program design.

ESS is designed to train future earth system scientists and science educators. Students completing the degree program will be well-prepared for graduate programs in a variety of sciences (e.g., geology, environmental science, marine science, biology, chemistry); trained in the practices of science, enabling them to assume entry level technician positions in industry or government; or have a diverse physical and natural scientific background to teach science at the primary or secondary school levels. Since the program employs concepts from all sciences, it is assumed that students entering the program already have had an introductory exposure to geology, biology, physics, chemistry, and calculus.

The ESS curriculum will make contributions to a variety of disciplines, including: recent environmental change; a prehistoric perspective on present-day environmental problems; macroevolution and evolutionary ecology; paleoclimatology and paleoceanography; coastal processes and evolution; marine science; hydrogeology and environmental geology; and biogeochemistry. Like biology students, ESS students meet specific science goals as well as meet these goals and outcomes, more specific to the Earth Systems Science concentration:

- Obtain a working knowledge of the major Earth systems
- Acquire an historical perspective of Earth change throughout the planet’s 4.6 billion year history.
- Obtain a basic knowledge of the traditional scientific disciplines
- Ability to function effectively in both laboratory and field settings
- Initiate and complete an independent scientific research project

Prerequisites

The following prerequisites have been submitted to the Florida Board of Regents for approval. These courses must be successfully completed with a grade of “C” or higher prior to starting work in the Earth Systems Science Concentration:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 3010</td>
<td>General Biology w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 2055</td>
<td>General Chemistry w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2054</td>
<td>College Physics w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2311</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>STA 2023</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: All combined lecture and laboratory courses (marked with “C”) are equivalent to taking the lecture and laboratory separately as two courses.

Required Courses (12 HOURS)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISC 3145</td>
<td>Global Systems</td>
<td>3</td>
</tr>
<tr>
<td>ISC 3120</td>
<td>Scientific Process</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose either (4 credits total):

- ISC 4940 Internship in Earth Systems Science
- Or the two-course sequence of:
  - ISC 4910 Senior Project Research
  - ISC 4911 Senior Project Presentation

Choose 2 of the following (2 credits total):

- ISC 4930 Current Topics Seminars
- EVR 4820 Current Topics
- BSC 4920 Current Topics
Elective Courses from the Following List (24 HOURS)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>PCB 3364C</td>
<td>Physiological Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3414C</td>
<td>Behavioral Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4342C</td>
<td>Population Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4441C</td>
<td>Landscape and Ecosystems Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4330C</td>
<td>Global Ecology</td>
<td>3</td>
</tr>
<tr>
<td>GLY 4244C</td>
<td>Biogeochemistry</td>
<td>3</td>
</tr>
<tr>
<td>GLY 4074C</td>
<td>Climatology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4333C</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>GLY 4203C</td>
<td>Earth’s Lithosphere</td>
<td>3</td>
</tr>
<tr>
<td>OCE 4008C</td>
<td>Oceanography</td>
<td>3</td>
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</table>

Select 3 courses from Earth Systems Pathway (9 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVRECP/AEB 3-4000</td>
<td>Elective in biology from organ, cellular or molecular biology ...</td>
<td>3</td>
</tr>
<tr>
<td>XXX 3-4000</td>
<td>Elective from any science/math concentration</td>
<td>3</td>
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</table>

Selection from each of the following (6 hours):

<table>
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<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AML 3201</td>
<td>Lit and Culture of the U.S., 1860-1912</td>
<td>3</td>
</tr>
<tr>
<td>AML 3351</td>
<td>Lit and Culture of the U.S., 1912-1945</td>
<td>3</td>
</tr>
<tr>
<td>AML 3322</td>
<td>Lit and Culture of the U.S., 1700-1820</td>
<td>3</td>
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<tr>
<td>AML 3323</td>
<td>Lit and Culture of the U.S., 1820-1860</td>
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</tr>
<tr>
<td>AML 3342</td>
<td>Lit and Culture of the U.S., 1945 to present</td>
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<tr>
<td>AML 3413</td>
<td>Anglo-American Lit. &amp; Culture to 1740</td>
<td>3</td>
</tr>
<tr>
<td>AML 3601</td>
<td>African-American Lit. &amp; Culture, to 1914</td>
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</tr>
<tr>
<td>AML 3602</td>
<td>African-American Lit. &amp; Culture, 1914-present</td>
<td>3</td>
</tr>
<tr>
<td>AML 3605</td>
<td>Latino Literature</td>
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<tr>
<td>AML 3703</td>
<td>The Immigrant Exp. in Lit. of U.S.</td>
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<tr>
<td>ENL 3210</td>
<td>British Medieval Literature and Culture, to 1485</td>
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<tr>
<td>ENL 3220</td>
<td>British Renaissance Literature and Culture, 1485-1605</td>
<td>3</td>
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<tr>
<td>ENL 3221</td>
<td>17th Cent. British Lit. &amp; Culture, 1605-1700</td>
<td>3</td>
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<tr>
<td>ENL 3222</td>
<td>18th Cent. British Lit. &amp; Culture, 1700-1780</td>
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<tr>
<td>ENL 3241</td>
<td>19th Cent. British Lit. &amp; Culture I, 1780-1862</td>
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<tr>
<td>ENL 3251</td>
<td>19th Cent. British Lit. &amp; Culture II, 1862-1920</td>
<td>3</td>
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<tr>
<td>ENL 3273</td>
<td>20th Cent. British Lit. &amp; Culture I, 1920-1945</td>
<td>3</td>
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<tr>
<td>ENL 3281</td>
<td>20th Cent. British Lit. &amp; Culture II, 1945-present</td>
<td>3</td>
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<tr>
<td>LIT 3144</td>
<td>Modern European Novel</td>
<td>3</td>
</tr>
<tr>
<td>LIT 3301</td>
<td>Cultural Studies and Popular Arts</td>
<td>3</td>
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<tr>
<td>LIT 3400</td>
<td>Interdisciplinary Topics in Lit.</td>
<td>3</td>
</tr>
<tr>
<td>LIT 3062</td>
<td>The Lit. of Conquest &amp; Exploration</td>
<td>3</td>
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<tr>
<td>AML 4111</td>
<td>The 19th Century Novel in the U.S.</td>
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<tr>
<td>AML 4121</td>
<td>The 20th Century Novel in the U.S.</td>
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<tr>
<td>AML 4281</td>
<td>Literature of the South</td>
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<tr>
<td>AML 4285</td>
<td>Florida Writers</td>
<td>3</td>
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<tr>
<td>AML 4274</td>
<td>Lit. by Women of Color in the U.S.</td>
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<tr>
<td>AML 4276</td>
<td>Seminar in African-American Lit.</td>
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<tr>
<td>AML 4330</td>
<td>Selected Authors from the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>AML 4332</td>
<td>Individual Authors from the U.S.</td>
<td>3</td>
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<tr>
<td>AML 4453</td>
<td>Selected Topics in Lit. and Culture of the U.S.</td>
<td>3</td>
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<tr>
<td>AML 4713</td>
<td>Working-Class Literature in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4112</td>
<td>The 18th Century British Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4112</td>
<td>The 19th Century British Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4112</td>
<td>The 20th Century British Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4363</td>
<td>Selected British Authors</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4338</td>
<td>Shakespeare and Elizabethan Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4505</td>
<td>British Literary &amp; Cult. Periodism</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4550</td>
<td>Selected Topics in British Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4093</td>
<td>Contemporary Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4099</td>
<td>Modernist Narrative Technique</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4183</td>
<td>Post-Colonial Literature and Theory</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4192</td>
<td>Caribbean Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4353</td>
<td>Ethnic Studies</td>
<td>3</td>
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<tr>
<td>LIT 4355</td>
<td>African and Diaspora Literature</td>
<td>3</td>
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Required Courses (12 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>ENG 3914</td>
<td>Introduction to Literary and Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4950</td>
<td>Senior Seminar in Literary and Cultural Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

And one of the following two-course sequences:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AML 2010</td>
<td>Intro. to the Literature and Culture of the U.S. I, 1860-1912</td>
<td>3</td>
</tr>
<tr>
<td>AML 2020</td>
<td>Intro. to the Literature and Culture of the U.S. II, 1860-1945</td>
<td>3</td>
</tr>
<tr>
<td>ENL 1022</td>
<td>Intro. to British Literature and Culture I, 1780-1862</td>
<td>3</td>
</tr>
<tr>
<td>ENL 2022</td>
<td>Intro. to British Literature and Culture II, 1780-1945</td>
<td>3</td>
</tr>
</tbody>
</table>

ELECTIVE COURSES (24 hours)

Of the following courses, students must include:

- 9 hours in Junior Level Readings Courses and 9 hours in Senior Level Seminars
- 3 hrs. in Pre-1800 Literature and Culture; 3 hrs. in 1800-1945 Literature and Culture; and 3 hrs. in Contemporary Literature and Culture (these 9 hrs. can overlap with the 9 hrs. in Junior Level Courses and the 9 hrs. in Senior Level Seminars)
- 6 hours in each of the three areas of United States Literature and Culture (AML), British Literature and Culture (ENL), and other Literatures and Cultures (LIT) (these 18 hours can overlap with the above requirements)

The English Concentration

Program Leaders: Myra Mendible and Jim Wohlpart

The increasingly complex challenges of the 21st century call for University graduates who can think creatively and critically and who can communicate effectively. Students in the English Concentration develop skills that enhance their ability to thrive in dynamic, vibrant cultural landscapes; that initiate a lifelong process of inquiry, exploration, and discovery; and that can be applied in changing professional and personal settings. The program teaches research, analysis, and argumentation skills that allow students to evaluate and interpret texts from a variety of perspectives. Literary and cultural studies promotes an awareness that extends beyond aesthetic appreciation: students enrich their understanding of themselves and their world by delving into underlying causes, formulating and communicating complex ideas, and exploring the converging forces that produce cultural beliefs and artifacts.

Prerequisites

Students entering the English Concentration are required to complete either the first year Composition sequence (ENC 1101 and 1102) or 6 hours of study in English courses that meet the Gordon Rule. We strongly recommend that students complete the 6 hour Sophomore level Introduction to United States Literature and Culture sequence or the 6 hour Sophomore level Introduction to British Literature and Culture sequence before beginning upper division course work. The 6 hours of prerequisites will not count towards the 36 hours in the concentration but can count towards fulfilling General Education Program requirements. No P/F or S/U grades and no grades below a “C” will count towards fulfilling the prerequisites or the requirements for the concentration.
The Environmental Studies Concentration

Program Leader: Win Everham

The Environmental Studies Concentration in the Liberal Studies Program is designed to prepare students for the rapidly expanding, and dynamic, possibilities for jobs related to the critical environmental issues facing our planet. Through integrated interdisciplinary learning experiences based in the classroom, in the laboratory, in the field, and off-campus, students will meet science goals shared by those in the natural sciences and will develop skills and experience in: 1) the ability to gather, analyze, and synthesize information; 2) the process of science, its application to developing public policy, and the ethical issues of this application; 3) effective communication and problem solving in professional settings, including as part of collaborative teams; 4) a systems perspective on environmental issues that includes the historical, cultural, economic, and ecological considerations; 5) the ecosystems of Southwest Florida and the ability to apply this local knowledge to other regions of the globe; and 6) the application of the concept of sustainability.

Prerequisites

The following courses must be successfully completed with a grade of “C” or higher prior to starting work in the Environmental Studies Concentration:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 1011C</td>
<td>General Biology II w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1045C</td>
<td>General Chemistry w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>STA 2023</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BSC 1051C</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses (20 HOURS)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVR 3020</td>
<td>Environmental Philosophes</td>
<td>3</td>
</tr>
<tr>
<td>ISC 3120C</td>
<td>Scientific Process</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3410C</td>
<td>General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EVR/BSC 4920</td>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>ISC 4930</td>
<td>Current Topics (choose two)</td>
<td>2</td>
</tr>
<tr>
<td>EVR 4326</td>
<td>Conservation Strategies for a Sustainable Future</td>
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</tbody>
</table>

Select a total of six hours:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVR 4940</td>
<td>Internship in Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>EVR 4950</td>
<td>Senior Project in Environmental Studies</td>
<td></td>
</tr>
<tr>
<td>EVR 4960</td>
<td>Senior Project in Environmental Studies</td>
<td></td>
</tr>
</tbody>
</table>

ELECTIVE COURSES (SELECT 6 ADDITIONAL HOURS AS DESCRIBED BELOW)

(Note: these electives are organized into two required sequences and flexible elective pathways. Students may choose to concentrate in one pathway or to select any combination among them.)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 3307</td>
<td>Latin American Environments</td>
<td>3</td>
</tr>
<tr>
<td>LAS 3322</td>
<td>Caribbean Environments</td>
<td>3</td>
</tr>
<tr>
<td>AFS 3235</td>
<td>African Environments</td>
<td>3</td>
</tr>
<tr>
<td>ASN 3412</td>
<td>Asian Environments</td>
<td>3</td>
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</table>

Select 13 credits:

General Pathway

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVR 4080</td>
<td>Special topics in Environmental Studies</td>
<td>(may be repeated)</td>
</tr>
<tr>
<td>EVR 4085</td>
<td>Independent Study in Environmental Studies</td>
<td>may be repeated</td>
</tr>
<tr>
<td>PCB 3400C</td>
<td>Ecosystem Monitoring and Research Methods</td>
<td></td>
</tr>
<tr>
<td>AMH 4428</td>
<td>Southwest Florida History</td>
<td>4</td>
</tr>
<tr>
<td>AMH 3423</td>
<td>Modern Florida</td>
<td>3</td>
</tr>
<tr>
<td>HIS 3930</td>
<td>Environmental History</td>
<td>4</td>
</tr>
<tr>
<td>DISP 4714C</td>
<td>Environmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ISC 3145C</td>
<td>Global Systems</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3430C</td>
<td>Limnology and Wetlands</td>
<td>3</td>
</tr>
<tr>
<td>EVR/BSC 4920</td>
<td>Or ISC 4930 Current Topics (select the one not</td>
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</tr>
<tr>
<td></td>
<td>taken as part of the environmental</td>
<td></td>
</tr>
<tr>
<td></td>
<td>studies core)</td>
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</table>

Environmental Education Pathway

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>EVR 3021</td>
<td>Environmental Literature</td>
<td>3</td>
</tr>
<tr>
<td>EVR 3025</td>
<td>Cultural Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EED 4334</td>
<td>Introduction to Environmental Education</td>
<td></td>
</tr>
<tr>
<td>SRE 4305</td>
<td>Communication Skills in the Science Classroom</td>
<td>3</td>
</tr>
<tr>
<td>SRE 3333</td>
<td>Teaching Methods in the Secondary School Science</td>
<td>3</td>
</tr>
<tr>
<td>SRE 3333</td>
<td>Teaching Methods in Middle School Science</td>
<td>3</td>
</tr>
<tr>
<td>BSC 3030</td>
<td>Biology and Society</td>
<td>2</td>
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Environmental Science and Technology Pathway

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>PCB 3345C</td>
<td>Physiological Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3414</td>
<td>Behavioral Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3324C</td>
<td>Soil Ecology</td>
<td>3</td>
</tr>
<tr>
<td>OCE 4008C</td>
<td>Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>EVR 4867</td>
<td>Risk Assessment</td>
<td>3</td>
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<tr>
<td>HIS 3470</td>
<td>History of Science and Technology</td>
<td>4</td>
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<tr>
<td>BSC 3404C</td>
<td>Environmental Quantitative Techniques</td>
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<tr>
<td>EVS 4008</td>
<td>Environmental Technologies</td>
<td>3</td>
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<tr>
<td>CAP 4033</td>
<td>Simulation and Modeling</td>
<td>3</td>
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Environmental Policy and Planning Pathway

<table>
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<th>Course Title</th>
<th>Credit hours</th>
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<tr>
<td>MAN 3341</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>EVR 4324</td>
<td>Integrated Ecosystems Management I</td>
<td>3</td>
</tr>
<tr>
<td>EVR 4325</td>
<td>Integrated Ecosystems Management II</td>
<td>3</td>
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<tr>
<td>EVR 4035</td>
<td>Environmental Law</td>
<td>3</td>
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<tr>
<td>ECP 4302</td>
<td>Environmental Economics</td>
<td>3</td>
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<tr>
<td>SYD 4020</td>
<td>Global Population</td>
<td>3</td>
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<tr>
<td>AES 4025</td>
<td>American Agriculture and Society</td>
<td>3</td>
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</tbody>
</table>

The History Concentration

Program Leader: Irvin D. Solomon

The study of history develops the mind and sparks a capacity for critical inquiry. Each student of the past learns the process of historical inquiry. Easily stated generalizations will not suffice for students of history as they become increasingly aware of the complex world in which we live. Because of its breadth of subject matter, along with its training in critical think-
ing and analysis of data, a history program offers students a background they can apply in many careers, professions, or graduate programs. It provides a solid base from which undergraduates can move into a wide variety of specialized programs in graduate or professional schools, or into a teaching career. Beyond these, the study of history has provided the background for thousands of the nation’s most successful lawyers, bankers, government administrators, business executives, authors, performing artists, journalists, ministers, and politicians.

Prerequisites

The following courses must be successfully completed with a grade of “C” or higher prior to starting work in the History Concentration. (Courses used to apply toward prerequisites will not be counted in the Concentration.)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>XXX xxxx</td>
<td>Two introductory courses in History with AMH EHJH, LAH, ASH, HIS, or WOH prefix</td>
<td>6</td>
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Required Courses (15 hours)

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<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>HIS 4104</td>
<td>Historical Epistemology</td>
<td>4</td>
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<tr>
<td>HIS 4956</td>
<td>Pro-Seminar in History</td>
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</table>

One from each of the following AMH sequences:

| AMH 3571 | African-American History to 1865 | 4 |
| AMH 3572 | African-American History since 1865 | 4 |
| AMH 2010 | U.S. History to 1877 | 3 |
| AMH 2020 | U.S. History since 1877 | 3 |

Elective Courses (select 21 hours; at least 12 at 3000 or above)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>AFH 3454</td>
<td>The Africans</td>
<td>4</td>
</tr>
<tr>
<td>AFH 3100</td>
<td>African History to 1850</td>
<td>4</td>
</tr>
<tr>
<td>AFH 3200</td>
<td>African History since 1850</td>
<td>4</td>
</tr>
<tr>
<td>AMH 2010</td>
<td>U.S. History to 1877</td>
<td>3</td>
</tr>
<tr>
<td>AMH 2020</td>
<td>U.S. History since 1877</td>
<td>3</td>
</tr>
<tr>
<td>AMH 3110</td>
<td>American Colonial History to 1750</td>
<td>4</td>
</tr>
<tr>
<td>AMH 3172</td>
<td>The Civil War</td>
<td>4</td>
</tr>
<tr>
<td>AMH 3201</td>
<td>The United States, 1877-1929</td>
<td>4</td>
</tr>
<tr>
<td>AMH 3252</td>
<td>The United States since 1929</td>
<td>4</td>
</tr>
<tr>
<td>AMH 3421</td>
<td>Early Florida</td>
<td>4</td>
</tr>
<tr>
<td>AMH 3423</td>
<td>Modern Florida</td>
<td>4</td>
</tr>
<tr>
<td>AMH 3571</td>
<td>African-American History to 1865</td>
<td>4</td>
</tr>
<tr>
<td>AMH 3572</td>
<td>African-American History since 1865</td>
<td>4</td>
</tr>
<tr>
<td>AMH 3330</td>
<td>Undergraduate Seminar in American History</td>
<td>3</td>
</tr>
<tr>
<td>AMH 4302</td>
<td>Studies in American Civilizations</td>
<td>4</td>
</tr>
<tr>
<td>AMH 4428</td>
<td>Southwest Florida History</td>
<td>4</td>
</tr>
<tr>
<td>ASH 3404</td>
<td>Modern China</td>
<td>4</td>
</tr>
<tr>
<td>ASH 4442</td>
<td>History of Modern Japan</td>
<td>4</td>
</tr>
<tr>
<td>ASH 3300</td>
<td>The Chinese</td>
<td>4</td>
</tr>
<tr>
<td>EHU 3140</td>
<td>The Renaissance</td>
<td>4</td>
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<tr>
<td>EHU 1000</td>
<td>The Western Tradition, Part I</td>
<td>3</td>
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<td>EHU 1201</td>
<td>The Western Tradition, Part 2</td>
<td>3</td>
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<tr>
<td>EHU 2011</td>
<td>Ancient European History</td>
<td>3</td>
</tr>
<tr>
<td>EHU 2031</td>
<td>Modern European History</td>
<td>3</td>
</tr>
<tr>
<td>EHU 3142</td>
<td>Renaissance and Reformation</td>
<td>4</td>
</tr>
<tr>
<td>EHU 3208</td>
<td>History of 17th and 18th Century Europe</td>
<td>4</td>
</tr>
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<td>EHU 3206</td>
<td>History of 20th Century Europe</td>
<td>4</td>
</tr>
<tr>
<td>EHU 3462</td>
<td>German History 1870 to Present</td>
<td>4</td>
</tr>
<tr>
<td>EHU 3572</td>
<td>Russian History 1865 to Present</td>
<td>4</td>
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<tr>
<td>HIS 3065</td>
<td>Introduction to Public History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 3470</td>
<td>History of Science and Technology</td>
<td>4</td>
</tr>
<tr>
<td>HIS 3930</td>
<td>Special Topics</td>
<td>4</td>
</tr>
<tr>
<td>HIS 3955</td>
<td>Study Abroad</td>
<td>1-6</td>
</tr>
<tr>
<td>HIS 4400</td>
<td>Directed Readings</td>
<td>1-4</td>
</tr>
<tr>
<td>HIS 4920</td>
<td>Colloquium in History</td>
<td>4</td>
</tr>
<tr>
<td>LAH 3300</td>
<td>The Americas</td>
<td>4</td>
</tr>
<tr>
<td>LAH 3130</td>
<td>Colonial Latin America</td>
<td>4</td>
</tr>
<tr>
<td>LAH 3200</td>
<td>Modern Latin America</td>
<td>4</td>
</tr>
<tr>
<td>LAH 3430</td>
<td>History of Mexico</td>
<td>4</td>
</tr>
<tr>
<td>LAH 3470</td>
<td>History of the Caribbean</td>
<td>4</td>
</tr>
</tbody>
</table>

The Mathematics Concentration

Program Leader: Chuck Lindsey

The world is rapidly becoming more quantitative, and mathematicians and statisticians are in increasing demand in a wide range of fields, including business, agriculture, computer science, communications, engineering, environmental studies, government, and the natural and social sciences. Mathematicians and statisticians are being sought for these fields generally because of their general analytical and problem-solving skills, as well as for specific knowledge. Students choosing a math concentration will study up-to-date discoveries in mathematics that are being used in modern theory and applications, making use of the latest technological tools for investigating mathematical and statistical concepts and problems. They will get practice in solving real-world problems, formulating and analyzing quantitative models, and presenting results.

It is strongly recommended that transfer students complete a course in Differential Equations and an introductory Statistics course during the first two years. (Note: Students completing general education at FGCU should take STA 2037 to fulfill the statistics requirement.) No P/F or S/U grades and no grades below a “C” will count to fulfill the prerequisites or the requirements for the Concentration.

Prerequisites

These courses should be taken during the first two years of study. Transfer students who have not completed these courses or their equivalents must successfully complete these as part of the Mathematics concentration.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COP xxxx</td>
<td>Computer Language</td>
<td>3</td>
</tr>
<tr>
<td>COP xxxx</td>
<td>Calculus I, C, C++, or C+</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2311</td>
<td>Calculus I, Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2312</td>
<td>Calculus II, Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2313</td>
<td>Calculus III, Analytic Geometry III</td>
<td>4</td>
</tr>
<tr>
<td>PHY 1001</td>
<td>Physics I, General Physics</td>
<td>4-8</td>
</tr>
<tr>
<td>PHY 2001</td>
<td>Physics II, General Physics</td>
<td>4-8</td>
</tr>
</tbody>
</table>

Combined lecture and laboratory courses (marked with “C”) are equivalent to taking the lecture and lab separately as two courses. Completion of a two-semester sequence in Physics is highly recommended for students pursuing a mathematics concentration.

Required Courses (30 hours)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 2191</td>
<td>Mathematical Foundations</td>
<td>3</td>
</tr>
<tr>
<td>MTH 2121</td>
<td>Linear Operators and Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>MAP 3161</td>
<td>Methods of Applied Math I</td>
<td>4</td>
</tr>
<tr>
<td>MAP 3162</td>
<td>Methods of Applied Math II</td>
<td>4</td>
</tr>
<tr>
<td>MAP 3163</td>
<td>Methods of Applied Math III</td>
<td>4</td>
</tr>
<tr>
<td>MAP 4901</td>
<td>Abstract Algebra I</td>
<td>3</td>
</tr>
<tr>
<td>MAA 4226</td>
<td>Advanced Calculus</td>
<td>4</td>
</tr>
<tr>
<td>MAT 4937</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>
The Psychology Concentration

Program Leader: Ken Tarnowski

Students who complete the Psychology Concentration in the Liberal Studies Program will be equipped for the rapidly-changing professional world, for teaching in middle or high school, or for graduate study. The Psychology Concentration itself will focus on broad training across a variety of content areas within Psychology. Substantive areas to be covered are clinical, social, developmental, cognitive, quantitative, and biological bases of behavior. Students will also receive training in conducting independent research and will have the opportunity to participate in independent research study and applied community practice.

Prerequisites

The following courses must be successfully completed with a grade of “C-” or higher prior to starting work in the Psychology Concentration (Courses listed in parentheses below are suggested FGCU courses which will meet the prerequisite requirements):

Required Courses (30 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 212</td>
<td>Social Science Statistics</td>
<td>3</td>
</tr>
<tr>
<td>CLP 4143</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>DEP 4005</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EXP 4523</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>FSB 4013</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3044</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EXP 4404</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3123</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4900</td>
<td>Senior Seminar in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOP 4004</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses (select 6 hours from the following list)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSB 4004</td>
<td>Comparative Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CLP 4314</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CLP 4414</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>CLP 4433</td>
<td>Psychological Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>DEP 4480</td>
<td>Psychology of Adulthood and Aging</td>
<td>3</td>
</tr>
<tr>
<td>EXP 3022</td>
<td>Sensation and Perception</td>
<td>3</td>
</tr>
<tr>
<td>EXP 4304</td>
<td>Motivation</td>
<td>3</td>
</tr>
<tr>
<td>INF 4004</td>
<td>Introduction to Industrial/organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSE 4034</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4054</td>
<td>History and Systems in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4911</td>
<td>Directed Individual Study (applied community practicum)</td>
<td>3</td>
</tr>
</tbody>
</table>

The Social Sciences Concentration

Program Leader: Richard W. Coughlin

The major fields of Anthropology, Economics, Political Science, and Sociology are encompassed within the Social Science Concentration. This 36 hour program provides three essential curriculum components: Core Courses in the Social Sciences, Discipline Track Courses, and Guided Electives. The Core Courses are interdisciplinary and designed to cover the concepts, methods, and processes of inquiry which are used by all of the social sciences. These courses include research methods and a practicum or internship experience. The Discipline Track provides the in-depth study of Anthropology, Economics, Political Science, or Sociology. Guided Electives provide a great deal of flexibility for a student to pursue her/his intellectual and professional interests as a student of the social sciences. These Guided Electives might be used to further deepen one’s chosen discipline, or they might be used taken outside the social sciences program and, indeed, outside the College of Arts and Sciences, with faculty and advisor approval. What is critical is that they are explicitly linked to the intellectual and professional interests of the student.

The Social Sciences Concentration is designed to prepare students for careers in the discipline fields, business, government, and the non-profit sector. This program is also excellent preparation for graduate school, law school, and other kinds of professional training. The program stresses the development of real-world analytical and writing skills. We expect our students to be able to respond effectively to social, political, economic, or cultural issues. Through in-depth study in the discipline, interdisciplinary study across the disciplines, and thoughtful choices for the guided electives, the Social Science Program combines rigor, breadth and flexibility. The result is a curriculum that serves the professional and intellectual interests of students.

Prerequisites

Two introductory courses (6 credit hours) from the following social science disciplines: anthropology, economics, political science, or sociology. Students must earn a C or higher in each of these pre-requisites. Courses counted toward prerequisite requirements will not count toward the Concentration.

The Social Science Core (12 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS 3010</td>
<td>Introduction to Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ISS 4055</td>
<td>Senior Seminar in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ISS 4940</td>
<td>Interdisciplinary Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SYA 3300</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
DISCIPLINE TRACK COURSES (Student chooses ONE discipline and takes 12 semester hours within that PARTICULAR discipline.)

Anthropology
A prerequisite for the anthropology track can be met by taking either ANT 2000, Introduction to Anthropology, or ANT 2410, Cultural Anthropology, as a part of the general education component of study. There are no prescribed courses in the Anthropology track. Students may select any four courses from among various upper-level offerings. Nine credit hours (three courses) must be at the 3000 level; three credits (one course) must be a 4000 level course.

Economics
Course #  Course Title                   Credit hours
ECO 3101 Intermediate Price Theory ........................................ 3
ECO 3203 Money and National Income Determination .............................. 3
Two additional three-credit electives. The prefix must be ECO, ECP, or ECS and they must be at the 3000 or 4000 level.

Political Science
Course #  Course Title                   Credit hours
INR 3002 International Relations ........................................ 3
CPO 3002 Comparative Politics ........................................ 3
POS 3204 Political Theorists ........................................ 3
POS 4901 Public Policy ........................................ 3
Other upper division political science courses may be substituted for these with the permission of the political science faculty and a College of Arts and Sciences advisor.

Sociology
Course #  Course Title                   Credit hours
SYA 3010 Sociological Theory OR ........................................ 3
SYD 3330 Social Stratification ........................................ 3
SYA 4654 Program Development OR ........................................ 3
Area studies course in sociology with a prefix of SYA, SYD, or SYG.

Two additional three-credit upper-division electives are required in addition to the six credit hours outlined above. Consult with sociology faculty and a College of Arts and Sciences advisor to make sure that courses selected will count.

Guided Electives (12 HOURS)
Each of these courses must be related to the social sciences and a maximum of two of the courses (6 hours) can be drawn from the student’s chosen discipline track. These courses must be linked to the student’s learning objectives within the ISS program and must be reviewed and approved by the Social Sciences faculty and a College of Arts and Sciences advisor.

Spanish Concentration
Program Leaders: Valerie Smith and Enrique Marquez
The Spanish Concentration is designed to provide students with a broad background in the Spanish language and the different cultural groups, which have been influenced by that language. Students who concentrate in Spanish have the opportunity to explore a wide variety of topic and subject areas. In addition to the conversation, grammar and writing courses, exciting courses which students may take include Latin American Theatre, Cultural Expressions of Indigenous People in Latin America, Special Topics in Afro-Hispanic Culture and Spanish for Native Speakers. They will be able to practice Spanish and learn more about peoples with Spanish influenced heritage through face to face interaction, field experiences and, in some instances, study abroad opportunities.

Prerequisites
It is expected that students will enter the concentration with some proficiency in Spanish. Students should show evidence of successful completion of Spanish through the intermediate level by either passing the courses (6-12 hours) with a grade of “C” or higher or taking the placement examination.

Required Courses (27 hours)
Take all of the following (18 credits)
Course #  Course Title                   Credit hours
SPN 3200 Composition ........................................ 3
SPN 3411 Advanced Oral Expression ........................................ 3
SPN 4410 Advanced Conversation ........................................ 3
SPN 4537 Special Topics in Afro-Hispanic/Latin American Culture .............. 3
SPN 4539 Cultural Expansions of Indigenous Peoples in Latin America ...... 3
SPN 4539 Spanish Symposium ........................................ 3
Take One of the following two courses (3 credit hours)
SPT 3130 Latin-American Literature ........................................ 3
SPW 3230 introduction to Spanish and Latin-American Literature ............ 3

Take one of the following two-course sequences (select 6 hours)
SPN 3500 Survey of Spanish Culture and Civilizations I ........................................ 3
SPN 3500 Survey of Spanish Culture and Civilizations II ........................................ 3
or
SPN 3520 Latin American Cultures and Civilizations I ........................................ 3
SPN 3521 Latin American Cultures and Civilizations II ........................................ 3

Elective Courses (select 9 hours)
Course #  Course Title                   Credit hours
SPN 3013 Spanish for Professional Personnel ........................................ 3
SPN 3013L Spanish for Professional Personnel Laboratory ............................... 1
SPN 3022 Spanish for Teachers I ........................................ 3
SPN 3023 Spanish for Teachers II ........................................ 3
SPN 3030 Spanish for Health Professionals I ........................................ 3
SPN 3031 Spanish for Health Professionals II ........................................ 3
SPN 3040 Spanish for Criminal Justice Personnel I ........................................ 3
SPN 3041 Spanish for Criminal Justice Personnel II ........................................ 3
SPN 3043 Spanish for Human Services I ........................................ 3
SPN 3044 Spanish for Human Services II ........................................ 3
SPN 3270 Study Abroad ........................................ 1-4.5
SPN 3314 Spanish Grammar & Composition for Native Speakers ................. 3
SPN 3340 Spanish for Native Speakers ........................................ 3
SPN 3430 Conversation and Composition I ........................................ 3
SPN 3431 Conversation and Composition II ........................................ 3
SPN 3440 Spanish for the Global Economic Marketplace I ............................... 3
SPN 3441 Spanish for the Global Economic Marketplace II ............................... 3
SPN 3710 The Spanish Language ........................................ 3
SPN 4510 Directed Independent Research ........................................ 3
SPN 4940 Intern Practicum ........................................ 3
SPT 3100 Masterpieces ........................................ 3
SPT 3219 U.S. Latino/Hispanic Cultures ........................................ 3
SPT 3524 Women Writers of Latin America ........................................ 3
SPN 4530 Translation Skills I ........................................ 3
SPN 4531 Professional Translation ........................................ 3
SPN 4536 Oral Skills for Interpreters ........................................ 3
SPN 4810 Simultaneous Translation ........................................ 3
SPN 4812 Introduction to Oral Translation ........................................ 3
SPN 4814 Conference Interpreting ........................................ 3
SPW 4371 Twentieth Century Spanish Novel ........................................ 3
SPW 4304 Latin American Theatre ........................................ 3
SPW 4500 Directed Study ........................................ 1-3
SPW 4530 Selected Topics ........................................ 1-3

30 UNDERGRADUATE PROGRAMS
The Theatre Concentration

Program Leader: Henry Diers
All students in the theater concentration will complete the 18 credits of collegium courses as well as three credits of university colloquium and a three credit upper division elective, like all other College of Arts and Sciences students. The remaining requirements were still unclear at press time, because the Theatre Concentration is still under development. Please contact Henry Diers for information.

Non-Concentration Options

Contracted Individualized Program Options
To allow more flexibility in meeting individual student interest and learning goals, students may choose to design their own course of study, subject to written agreement with appropriate faculty and advisors in the college. An individualized course of study consists of 36 credit hours, of which 24 credit hours must be upper-level courses. Choice of courses is limited primarily to existing College of Arts and Sciences courses. However, some courses may be chosen from other colleges with their approval. The individually developed course of study must have an acceptable rationale and coherence, and all individual course prerequisites must be met. To ensure that a course of study can be successfully developed, students interested in this option should consult a college advisor as soon as possible.

A student who receives approval for an individualized program option must also complete the 21 credit hour requirement of the Collegium of Integrated Learning and all University graduation requirements, including the University Colloquium (IDS 3920) and the service learning requirement.

Human Communication Option
This option exists within the Contracted Individualized Program Options and includes courses in speech, rhetoric, philosophy of human communication, literature, writing, and a variety of electives.

For information about the Non-Concentration Options, contact the College of Arts and Sciences advising office.
College of Business

(941) 590-7300

Richard Pegnetter, Dean

Hudson Rogers, Associate Dean

The role of a modern business education is to prepare students for success in the 21st century. That success must embrace both personal growth and a productive economic contribution. The College of Business at Florida Gulf Coast University views the development of the individual as the most significant measure of its academic programs. By integrating critical thinking skills, superb technology understanding, global awareness, and a perspective of entrepreneurial business values across the curriculum, the college provides its graduates with a powerful foundation on which to build their business careers. Linkages with the business community, outstanding faculty, and an emphasis on the learning experience—all are hallmarks of the business college experience at FGCU and critical elements of future success.

Mission

The Florida Gulf Coast University College of Business is dedicated to providing leading-edge educational programs and services designed to enhance the skills and competencies of university students and working professionals in the five county region of Southwest Florida. We achieve this through a variety of flexible partnerships, programs, and scholarships within a ‘second circle’ model that bridges the university and the domestic and international community in a technologically advanced and rapidly changing global economy.

Goals

The College of Business provides the necessary education for initial entry into the labor market and for continued lifelong professional growth through a unique mixture of faculty resources, integrated business learning, stakeholder partnerships, and technological strategies driven by the highest levels of academic quality. To accomplish these goals, the college will:

◆ continuously improve its programs and methods of instruction to provide an outstanding education and an environment that facilitates team-oriented learning and problem solving;

◆ seek input and feedback from employers to ensure that its program prepares students to meet immediate and long-term needs;

◆ ensure that students have a firm foundation of liberal arts and sciences courses which enable them to think critically and communicate effectively;

◆ integrate the use of technology throughout its programs so that students are proficient and comfortable with its use;

◆ provide opportunities for students to participate in teams and develop interpersonal, leadership, and decision making skills within the learning environment;

◆ ensure that students are educated in the strong values associated with the core tools of accounting, finance, marketing, human resource development, management, information systems, business communication, and economics;

◆ integrate core values and skills enriched with cross-functional global, ethical, quality, and environmental awareness and perspectives;

◆ expose students to the issues of new organizational structures and the successful adaptation to constant change which characterizes successful careers and lifelong learning;

◆ foster and create academic programs and business partnerships locally responsive to the economic development needs of Southwest Florida and strengthened through the state, national, and global outreach where appropriate; and

◆ ensure faculty growth and competence to enhance their teaching, service, and scholarship roles.

The College of Business is in candidacy status with the American Assembly of Collegiate Schools of Business (AACSB).
Undergraduate Programs

The College of Business offers programs leading to a Bachelor of Science degree with a major in:

- Accounting
- Computer Information Systems
- Finance
- Management
- Marketing

The College of Business offers programs for non-business majors to earn a minor in:

- Computer Information Systems
- Management
- Marketing

Admission to the College of Business

Admission to the College of Business is open to all students who have been accepted to Florida Gulf Coast University, are in good academic standing, and have completed the common prerequisite courses with a grade of “C” or higher. Students must submit a formal application for admission to the college and to declare a major and concentration.

Transfer Students

Transfer credits ordinarily will be accepted from regionally accredited institutions and evaluated for appropriate credit toward requirements in the student’s program. The College of Business requires all transfer students to satisfactorily complete a minimum of 30 credit hours of business courses at FGCU. Please note the College of Business academic residency requirement for graduation exceeds the minimum requirement established for the university.

Student Academic Advising and Records

The College of Business, Office of Student Affairs provides the following services:

- Academic advising and program information
- Career advising by faculty mentors
- Orientation for students applying for admission to the College of Business
- Registration and drop/add information
- Evaluation of transcripts and articulation of course work for transfer students
- Maintenance of academic advising records for all admitted students
- Certification of graduation

For additional information, please contact the College of Business, Office of Student Affairs at (941) 590-7302.

Graduation Requirements for the Bachelor of Science Degree

Students must satisfactorily complete a minimum of 120 credit hours. A grade of “C” or higher must be earned in all College of Business required courses. Specific requirements for graduation include the following:

First Two Years

General Education

The general education program requires students to complete 36 credit hours of course work in the subject areas of communication, mathematics, social science, humanities, and natural science (refer to General Education Program). In addition, students must satisfactorily complete CIAST, the writing and computation course requirements of Gordon Rule, and the foreign language requirement (refer to Foreign Language Admission Requirement).

Common Prerequisites

Students planning for admission to the College of Business must complete the following common prerequisite courses with a grade of “C” or higher:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGS 1100</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ACG 2021</td>
<td>Core Concepts of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>or ACG 1001 &amp; ACG 2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACG 2071</td>
<td>Core Concepts of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2033</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2023</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2233</td>
<td>Elementary Calculus</td>
<td>3</td>
</tr>
<tr>
<td>STA 2023</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
Third and Fourth Years

Business Common Core

All business students must complete the following common core courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 3010</td>
<td>Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUL 3130</td>
<td>Legal &amp; Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3240</td>
<td>Money, Markets &amp; Management of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3025</td>
<td>Contemporary Management Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3004</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MAR 3023</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPC 2023</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENC 3213</td>
<td>Professional Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Major Requirements

Students must complete 27 credit hours of required and elective courses in a declared major. Please refer to the specific department section for a list of these courses.

University Requirements

All students must complete the following:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>GEB 4800</td>
<td>Service Seminar: Business Strategy</td>
<td>3</td>
</tr>
<tr>
<td>Service Learning</td>
<td>For information, please contact a college academic advisor, the EaglesConnect office, or access the EaglesConnect website at <a href="http://www.gcu.edu/connect">www.gcu.edu/connect</a>.</td>
<td></td>
</tr>
</tbody>
</table>

Elective Courses

Students may be required to complete additional business and non-business elective courses to reach the total of 120 credit hours required for an undergraduate degree. Within the total hours, students must complete at least 60 credit hours (50 percent) in non-business course work and 57 to 60 credit hours in business course work. A minimum of 48 credit hours must be earned at the upper division (courses numbered 3000 and higher).

Department of Accounting, Taxation and Business Law

Faculty

Steve Thompson, Chair

Deanna Burgess, Lisa Moet, Joe Rue, and Judyth Swingen

The Department of Accounting offers a program leading to a Bachelor of Science in Accounting. This program prepares students for careers in government, industry, public accounting, and service organizations. The accounting curriculum includes courses in auditing theory and practice, design and control of computer-based accounting systems, financial reporting standards and procedures, business law, management use of accounting data for decision making and performance evaluation, and income taxation.

Students completing a degree in accounting often seek professional certifications such as Certified Internal Auditor (CIA), Certified Management Accountant (CMA), and/or Certified Public Accountant (CPA). Florida Statutes require candidates for CPA licensure to complete a minimum of 150 credit hours, with at least 36 credit hours of upper division accounting courses and 39 credit hours of general business education. The general business hours must include at least 21 credit hours of upper division courses and 6 credit hours of business law. Accounting majors at Florida Gulf Coast University can fulfill these CPA education requirements by completing the accounting major at the undergraduate level and either the Accounting Fifth-Year Certificate program or the MS in Accounting and Taxation. Students selecting the MS in Accounting and Taxation option will also need to meet graduate school admission requirements (refer to Graduate Programs).

The accounting, business law, and tax faculty are committed to preparing graduates who are not only technically competent, but who possess the full range of business professional skills. Faculty require students to use a variety of technology tools for class assignments. Courses include projects designed to enhance critical thinking, oral and written communications, and teamwork skills. Students are also introduced to ethical and global issues.

Program Requirements

First Two Years

During the first two years, students planning to major in accounting should complete the general education course work and the common prerequisites required of all business majors, as well as ACG 2091 - Accounting Tools. In order to enroll in certain junior level accounting courses, accounting students must earn a grade of "B" or higher in ACG 2021 - Core Concepts of Accounting I, ACG 2071 - Core Concepts of Accounting II, ACG 2091 - Accounting Tools, and CGS 1100 - Introduction to Computers. A grade of "C" or higher is required in all other common prerequisite courses.

Third and Fourth Years

During the junior and senior years, accounting students will complete the business common core courses, university requirements, and required and elective courses in the accounting major. Students should meet with a College of Business academic
advisor to discuss these requirements. (Note: Students must complete ACG 2091 Accounting Tools or the waiver exam prior to enrolling in junior level accounting courses.)

Required courses for the Accounting major (27 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 2091</td>
<td>Accounting Tools</td>
<td>2</td>
</tr>
<tr>
<td>ACG 3103</td>
<td>Financial Reporting &amp; Analysis I</td>
<td>4</td>
</tr>
<tr>
<td>ACG 3113</td>
<td>Financial Reporting &amp; Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ACG 3341</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACG 3401</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>TAX 3012</td>
<td>Business Income &amp; Property Transactions</td>
<td>3</td>
</tr>
<tr>
<td>QMB 3200</td>
<td>Economics &amp; Business Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Approved upper division accounting courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Accounting Fifth-Year Certificate Program (Additional 30 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 5555</td>
<td>Independent Audit II</td>
<td>3</td>
</tr>
<tr>
<td>BUL 5831</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>Accounting Electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Non-Accounting Electives

Courses selected in consultation with a college advisor

Department of Computer Information Systems and Decision Sciences

Faculty

Walter Rodriguez, Chair
Roy Boggs, Terry Dennis, Tom Harrington, Kazuo Nakatani, Mark Pendergast, Alex Ruiz-Torres, and Judy Wynekoop

The Department of Computer Information Systems and Decision Sciences offers a program leading to a Bachelor of Science in Computer Information Systems (CIS). This program prepares students for careers in the computer and information technology industry, as well as for careers in government and service organizations. The CIS curriculum includes introductory courses in computers and information systems, visual-oriented and object-oriented computer programming, systems analysis, design, data communications and networking, database concepts and administration, operating systems, architecture, operations management, legal and ethical environment, and business practices.

CIS professionals create, develop, and oversee the computer and communications systems used in managing products, processes, and services. The result is information that improves organizational and customer services and makes the whole enterprise smarter and more efficient. CIS graduates typically begin their careers in areas such as applications and computer programming, systems analysis, database management, network administration, multimedia systems, information management consulting, and project management.

CIS students develop their knowledge and skills in their selected technical areas by participating in internships and completing electives and a senior capstone project where they may develop their own software related business products, processes, or enterprises. Additional leadership and entrepreneurial skills are gained by attending the CIS Lecture Series, participating in the Computers and Information Society activities, and attending professional meetings in the information technology field.

CIS students build on general education and the core business disciplines of accounting, finance, marketing, management, and strategy. Communication, general management skills, and international business concepts are integrated throughout the CIS curriculum. Students completing a degree in CIS often seek technical certifications such as Microsoft Certified Software Engineer, among others. The computer information systems and decision sciences faculty are committed to preparing graduates who are not only technically competent, but who possess the full range of business professional skills. Faculty provide students with experiences in the use of a variety of software applications and friendly computer programming tools. Courses include projects designed to enhance critical thinking, oral and written communications, and teamwork skills. Students are also introduced to ethical and global issues via the study of CIS business cases.

Program Requirements

First Two Years

During the first two years, students planning to major in CIS should complete the general education course work and the common prerequisites required of all business majors. A grade of “C” or higher is required in all common prerequisite courses.

Third and Fourth Years

During the junior and senior years, CIS students will complete the business common core courses, university requirements, and the required and elective courses for the CIS major. Students should meet with a College of Business academic advisor to discuss these requirements.

Required courses for the CIS major (27 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 3103</td>
<td>Financial Reporting &amp; Analysis I</td>
<td>4</td>
</tr>
<tr>
<td>ACG 3113</td>
<td>Financial Reporting &amp; Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ACG 3341</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACG 3401</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>TAX 3012</td>
<td>Business Income &amp; Property Transactions</td>
<td>3</td>
</tr>
<tr>
<td>QMB 3200</td>
<td>Economics &amp; Business Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Approved upper division accounting courses</td>
<td>6</td>
</tr>
<tr>
<td>Note:</td>
<td>Other programming courses may be substituted with prior approval of the CIS Department</td>
<td></td>
</tr>
</tbody>
</table>
Minor in Computer Information Systems for Non-Business Majors

The Computer Information Systems minor provides non-business majors the opportunity to explore the world of computers and information systems. Students will learn a series of computer applications and programming tools used to gain competitive advantage in the global information-age. To obtain a minor in CIS, students must complete a five-course (15 credit hours) sequence and select one elective (3 credit hours) from a list of CIS courses (see below). A grade of “C” or higher is required in all courses, and at least 12 of the 18 credit hours must be completed at FGCU. For additional information, please contact a College of Business academic advisor.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GCS 1100</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3101</td>
<td>Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3236</td>
<td>Introduction to Business Programming</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3113</td>
<td>Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ISM 4331</td>
<td>Information Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>Select one course from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ISM 3212</td>
<td>Database Concepts &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3220</td>
<td>Data Communications &amp; Networks</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3232</td>
<td>Intermediate Business Programming</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3142</td>
<td>Web Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

Engineering Partnership

Students are able to earn a Bachelor of Science in Engineering via distance learning technologies, through a partnership agreement between Florida Gulf Coast University (FGCU) and the University of Central Florida (UCF). The cooperative partnership, hailed as a major boost to expand economic and employment opportunities for the region, offers students courses in civil, computer, electrical, environmental, industrial and mechanical engineering. Under the agreement, FGCU provides general education and pre-engineering core courses on campus or through distance learning technologies. UCF, located in Orlando, delivers the engineering core and major courses via distance learning and other technologies. Students completing the program requirements are awarded the BS in Engineering from UCF.

For additional information, please contact the College of Business, Department of Computer Information Systems and Decision Sciences or visit the FGCU engineering web site at: [http://www.fgcu.edu/engineering](http://www.fgcu.edu/engineering)

Department of Finance

Faculty

Steve Thompson, Chair

Dan Borgia, Brad Hobbs, and Shelton Weeks

Finance is the art and science of obtaining, administering, and managing money. Along with management and marketing, finance is one of the basic business functions of the free enterprise system. Every organization must perform the finance function, and almost every decision that organizations make have financial implications. Students majoring in finance are introduced to the theory, concepts, applications, institutional environment, and analytical tools essential for proper decision making.

The Department of Finance offers a program leading to a Bachelor of Science in Finance with concentrations in investments, real estate, and small business and corporate finance. The finance curriculum focuses on the preparation of finance majors for a rewarding and challenging professional career in financial management, banking, investments, or real estate.

The finance program develops the analytical and behavioral skills necessary for success in dynamic domestic and global financial environments. Courses are designed to provide students with an understanding of the relationship between business finance and the economic system in the context of the management decision making process.

The appropriate use of technology, new organizational structures, entrepreneurial thinking, and international awareness is integrated throughout the program. The goal of the finance program is to impart knowledge and competence in finance that will prepare students for entry-level and leadership positions in private and public sector organizations.

Concentrations

The investment concentration is designed for finance majors who are interested in investments and related financial service careers. This curriculum provides students with an understanding of the risk and return characteristics of a wide array of investment instruments. The concentration will prepare students for careers as money managers, stockbrokers, financial planners, and similar occupations.

The real estate concentration is among the most important sectors of the United States economy. The
real estate concentration is designed for finance majors who intend to enter the real estate field. The real estate specific courses rely heavily on the tools acquired in earlier finance courses. This concentration provides students with the tools necessary for understanding the workings of real estate markets with particular emphasis on property valuation and investment.

The small business and corporate finance concentration is designed for students interested in a broad understanding of financial management and its role in the operation of business organizations. The curriculum focuses on such issues as capital budgeting techniques, dividend policy, capital structure decisions, optimal financing decisions, and capital investments under certainty and uncertainty.

Program Requirements

First Two Years
During the first two years, students planning to major in finance should complete the general education course work and common prerequisites required of all business majors. A grade of “C” or higher is required in all common prerequisite courses.

Third and Fourth Years
During the junior and senior years, finance students will complete the business common core courses, university requirements, and required and elective courses in the finance major and concentration of their choice. Students should meet with a College of Business academic advisor to discuss these requirements.

Required courses for the Finance major (9 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 3414</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3504</td>
<td>Principles of Investments</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3244</td>
<td>Money &amp; Capital Markets</td>
<td>3</td>
</tr>
</tbody>
</table>

Required courses for specific Finance concentrations (18 hours):

Students should select a concentration depending on their area of interest.

Investments

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 3514</td>
<td>Security Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 4443</td>
<td>Financial Policy/Seminar</td>
<td>3</td>
</tr>
<tr>
<td>FIN 4533</td>
<td>Derivative Securities</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Approved upper division business courses</td>
<td>9</td>
</tr>
</tbody>
</table>

Real Estate

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REE 3103</td>
<td>Valuation of Real Property</td>
<td>3</td>
</tr>
<tr>
<td>REE 3204</td>
<td>Advanced Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>REE 3303</td>
<td>Real Estate Investment Decision Making</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Approved upper division business courses</td>
<td>9</td>
</tr>
</tbody>
</table>

Small Business and Corporate Finance

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 3470</td>
<td>Financial Management for Entrepreneurs</td>
<td>3</td>
</tr>
</tbody>
</table>

Department of Management

Faculty

Gerald Schoenfeld, Chair
Karen Eastwood, Charles Fornaciari, Charles Mathews, Richard Pegnetter, Monika Renard, Arthur Rubens, and Gerald Segal

The Department of Management offers a program leading to a Bachelor of Science in Management with concentrations in general management, entrepreneurship, and human resource management. Management programs prepare students for action oriented professions. Managers acquire and combine human, financial, physical, and informational resources to produce a product or service desired by some segment of society.

Depending on the concentration, the management major prepares graduates for entry-level positions in profit and non-profit organizations including government. The program goal is to prepare students not only for their entry-level positions, but also for careers in management. Entry-level jobs include, but are not limited to management trainee, assistant manager, customer service representative, human resource generalist, executive sales representative, account executive, labor relations manager, or a specialist in human resource management. Graduates may also choose to work for a small or family-owned business or to become an entrepreneur.

Concentrations

The general management concentration is designed for management majors who prefer to remain broad based in their selection of courses.

The entrepreneurship concentration is designed for management majors who desire a career as an entrepreneur either in their own venture or a family-owned firm or who wish to re-energize medium to large organizations. The concentration will provide the theoretical framework and practical skills most often required for success in the entrepreneurial and family business fields or in larger organizations.

Human resource management is the process of accomplishing organizational objectives by attracting, selecting, retaining, compensating, and developing the employees in an organization for the benefit of the employees, company, and society. The con-
centation focuses on the development of knowledge and problem solving skills within the human resource component areas of staffing, training, compensation, labor relations, and employment law.

**Program Requirements**

**First Two Years**

During the first two years, students planning to major in management should complete the general education course work and the common prerequisites required of all business majors. A grade of "C" or higher is required in all common prerequisite courses.

**Third and Fourth Years**

During the junior and senior years, management students will complete the business common core courses, university requirements, and required and elective courses in the management major and concentration of their choice. Students should meet with a College of Business academic advisor to discuss these requirements.

**Required courses for the Management major (12 hours):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 3301</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3441</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3603</td>
<td>Management of Small Business</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4129</td>
<td>Leadership &amp; Group Dynamics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required courses for specific Management concentrations (15 hours):**

Students should select a concentration depending on their area of interest.

**Department of Marketing**

**Faculty**

Gerald Schoenfeld, Chair
Lee Duffus, Barry Langford, Hudson Rogers, and Ludmila Wells

The mission of the Department of Marketing is to advance excellence in marketing education in a dynamic global environment by maintaining a commitment to learning-centered undergraduate and graduate programs, scholarships, and service.

Marketing involves determining customer needs and satisfying those with the right product, at the right price, in the right place, and backed by the right level of promotion. The marketing major focuses on developing the skills that enable managers to develop and maintain successful relationships with consumers and organizational customers through the planning, implementation, and control of marketing activities.

The marketing curriculum prepares students for careers in marketing by developing their understanding of the social and economic forces at work in national and global markets. The program emphasizes the use of analytical and behavioral skills and approaches to identify target markets, positioning,
consumer behavior, product development, and marketing management. Students are exposed to humanities courses and a core of foundation courses from the functional areas of business. The appropriate use of technology, new organizational structures, ethics, and international awareness is integrated throughout the program.

The Department of Marketing offers a program leading to a Bachelor of Science in Marketing with concentrations in advertising, general marketing, hospitality/tourism, retail management, sales management, and services marketing. These specialized areas of marketing give students exposure to exciting and unique opportunities and challenges. Marketing is also excellent preparation for graduate school.

Concentrations

The advertising concentration emphasizes creative strategy and presentation of material and development of effective advertising campaigns. Graduates in advertising will be prepared for professional careers in advertising agencies, businesses enterprises, trade and professional associations, governmental agencies, and not-for-profit institutions.

The general marketing concentration is designed for marketing majors who prefer to remain broad based in their orientation and selection of courses. A degree in general marketing prepares students for challenging marketing positions in profit and non-profit organizations. Possible areas of employment include marketing research, advertising, public relations, customer relations/service, packaging, sales, distribution, retailing, wholesaling, pricing, sales promotion, and international marketing.

The hospitality/tourism concentration prepares students for challenging opportunities in Florida’s largest and most dynamic industry. Career tracks include front desk, restaurant, kitchen, guest services, room services, banquet and catering, food and beverage, reservations, and general management.

The retail management concentration will prepare students for sales and management roles including selling, buying, store layout, assortment, and retail operations and decision making. Retail management involves activities directly related to the sale of goods and services for personal, household, and non-business uses.

The sales management opportunities exist in a wide range of profit and not-for-profit organizations. Traditionally, a major career path in marketing has been through the sales department. Depending on the organization, advancement is typically rapid, with movement through such positions as territory sales manager, district sales manager, and national sales manager.

The services marketing concentration prepares students for careers in diverse industries including travel, lodging, food, financial, repair, information, medical, and personal services. Service marketing concerns the marketing of services of any kind. The service sector is the largest and fastest growing sector of the United States economy.

Program Requirements

First Two Years

During the first two years, students planning to major in marketing should complete the general education course work and the common prerequisites required of all business majors. A grade of “C” or higher is required in all common prerequisite courses.

Third and Fourth Years

During the junior and senior years, marketing students will complete the business common core courses, university requirements, and required and elective courses in the marketing major and concentration of their choice. Students should meet with a College of Business academic advisor to discuss these requirements.

Required courses for the Marketing major (18 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 3400</td>
<td>Professional Selling</td>
<td>3</td>
</tr>
<tr>
<td>MAR 3503</td>
<td>Understanding Consumers</td>
<td>3</td>
</tr>
<tr>
<td>MAR 3613</td>
<td>Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MAR 4333</td>
<td>Promotion Management</td>
<td>3</td>
</tr>
<tr>
<td>MAR 4804</td>
<td>Marketing Analysis &amp; Strategy</td>
<td>3</td>
</tr>
<tr>
<td>QMB 3200</td>
<td>Economic &amp; Business Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Required courses for specific Marketing concentrations (9 hours):

Students should select a concentration depending on their area of interest.

Advertising

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV 3000</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>ADV 3001</td>
<td>Creative Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective: Approved upper division marketing course

General Marketing

Select three upper division marketing courses in consultation with a college academic advisor.

Hospitality/Tourism

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 4713</td>
<td>Hospitality/Tourism Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MAR 4841</td>
<td>Services Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective: Approved upper division marketing course

Retail Management

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 4232</td>
<td>Retail Management</td>
<td>3</td>
</tr>
<tr>
<td>MAR 4203</td>
<td>Logistics &amp; Channels of Distribution</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective: Approved upper division marketing course

Undergraduate Programs 39
Sales Management
Course #   Course Title                                      Credit Hours
MAR 4403   Sales Management & Control                        3
MAR 4203   Logistics & Channels of Distribution               3
Elective   Approved upper division marketing course            3

Services Marketing
Course #   Course Title                                      Credit Hours
MAR 4411   Services Marketing                                 3
MAR 4461   Principles of Purchasing                           3
Elective   Approved upper division marketing course            3

Minor in Marketing for Non-Business Majors

The Department of Marketing offers a minor for non-business majors who desire an understanding of the theory and practice of marketing in a dynamic business environment. Students completing this minor will acquire the fundamental knowledge and skills needed to develop the competencies required by successful marketers. The marketing minor consists of six courses (18 credit hours). A grade of “C” or higher is required in all courses, and at least 12 of the 18 credit hours must be taken at FGCU. For additional information, please contact a College of Business academic advisor.

Required courses for the Marketing minor
(18 hours):
Course #   Course Title                                      Credit Hours
CIS 1100   Introduction to Computers                         3
MAR 3023   Introduction to Marketing                           3
ADV 3001   Principles of Advertising                           3
MAR 3503   Understanding Consumers                           3
MAR 3400   Professional Selling                               3
Elective   Approved upper division business course            3

Undergraduate Programs

College of Education

(941) 590-7750

Lawrence Byrnes, Dean

The School of Education was formerly part of the College of Professional Studies. The College of Education is dedicated to helping students acquire the knowledge and skills necessary for meaningful careers in schools and agencies. Based upon a firm liberal arts foundation, undergraduate and graduate programs provide a community-based approach to the integration of theory and practice. Programs will rely heavily upon well-supervised field education and internship experiences to enable graduates to readily assume positions in their professional fields. Through its many partnerships with schools, districts and agencies, college faculty participate in the everyday work world of their fields. This provides students with an exposure to an interdisciplinary, egalitarian, and cooperative model of professional practice between faculty and practitioners. Students will emerge ready for effective team practice and lifelong learning.

Mission and Vision
A work in progress...

Vision Statement (as of March 1999)

Florida Gulf Coast University College of Education’s vision is to provide an ecology of excellence that enables learners to acquire, construct, and communicate knowledge, skills, and attitudes that empower them to create a quality of life in their respective communities that fulfills the needs of all individuals.

The Mission of the School of Education is:

- To develop learning professionals in diverse learning communities who model principles of best practice, sustained and applied inquiry, technological proficiency, expectations of high standards of performance for selves and others, and reflective life-long learning and service;
Accreditation

The College of Education has begun the process of gaining special accreditation for its programs with the appropriate professional accrediting agencies in accordance with those agencies' established schedules:

Education programs – Florida Department of Education and National Council for Accreditation of Teacher Education

College of Education

The College of Education is committed to providing high quality preparation programs for preK-12 teachers, administrators, and other education personnel, including those who work in counseling in both community and school settings and those who are involved with educational technology in a variety of settings. All programs involve solid grounding in the discipline as well as application of theory in school or agency sites.

Preparation in undergraduate degree programs lead to certification through the State Department of Education. Certification is also available through selected graduate degree programs. In addition, students who already possess baccalaureate or advanced degrees may take selected courses toward initial teacher certification. Many area educators also enroll in courses to maintain currency in the field and to maintain their teacher certification. Please consult an academic advisor or designated school district personnel for further information.

Advising

The College of Education advises students who are preparing to enter College of Education programs, who have been admitted to its programs, and who are seeking advice concerning certification and recertification requirements that can be satisfied by enrolling in its courses. Please contact advising staff at 590-7790 for information concerning pre-admission, admissions, and certification or 590-7765 for information about current students, graduation, and certification.
Field Experience and Internships in the College of Education

Field and final internship experiences are available to degree-seeking students in FGCU’s undergraduate and graduate programs. These experiences include observing and teaching in early childhood, elementary, secondary classrooms or in classrooms whose students have special educational needs, assuming the role of counselor in a school or community agency, or by completing an administrative assignment in a school.

Field experiences and final internship sites are selected from the five counties served by FGCU. School placements are approved by the College of Education and meet Florida Department of Education requirements to serve as field sites and may change each semester. Sites are chosen, in part, by the availability of clinical education trained teachers, and by the school’s capability to accept cohort groups consisting of interns from different programs. The quality of educational placements and the opportunities to observe and teach diverse students are paramount when placing pre-service teachers. Community counseling field experiences and internships are assigned based on equivalent criteria.

Students must apply for all field experiences and final internships. Completion of an application during the regular semester (fall and spring) preceding the semester of placement is required. Applications may be due up to eight (8) months in advance depending upon the level and program of field experience. Applications may be obtained from the College of Education Internship Office and it is the student’s responsibility to keep abreast of relevant requirements and deadlines. Students are limited to one additional course with the final undergraduate internship.

Special requirements for enrollment in undergraduate field experiences and final internship include admission to the College of Education, completion of required course work, and a combined minimum grade point average of 2.5 in professional education and specialization course work, as well as an overall minimum GPA of 2.5. Undergraduates must have a C or higher in all professional and subject area courses. Upper level field experiences additionally require successful completion of all subsections of the CLAST.

Certification/Licensure

College of Education undergraduate and graduate programs are designed to prepare students to secure certification as teachers, school counselors, and administrators, and licensure as mental health counselors. Certification and licensure procedures are separate from College of Education courses or degrees and generally require passing state administered competency exams. Information about these exams may be obtained in the College of Education office. See the appropriate state or school district materials to complete certification and licensure application procedures.

Statement on Internship/Certification Eligibility

Students who have arrest or conviction records may be denied an opportunity to complete internships or to achieve certification in the state of Florida. Please check with an academic advisor regarding this issue as soon as possible.

Faculty and Administrative Staff

The College of Education is committed to providing excellent instruction through its full-time and part-time faculty. Because of the nature of the programs, many faculty cross disciplines and teach courses required in more than one program.

The following is a list of the current full-time faculty in the College of Education:

Dennis Patanicek, Director and Professor

Madelyn Isaacs, Assistant Director and Associate Professor, Counselor Education

Cecil Carter, Associate Professor, Educational Leadership

Victoria Dimidjian, Professor, Early Childhood and Counselor Education

C. William Engel, Professor, Mathematics Education and Educational Technology

Edwin George, Assistant Professor, Educational Technology

Marci Greene, Associate Professor, Special Education

Patrick Greene, Instructor, Educational Technology

Lynn Hartle, Associate Professor, Early Childhood Education
Cynthia Hewitt-Gervais, Assistant Professor, Research and Measurement
Joyce Honeychurch, Associate Professor, Secondary Education
Linda Houck, Associate Professor, Special Education
Gil Hutchcraft, Professor, Research and Measurement
Eunsook Hyun, Associate Professor, Early Childhood Education
Brenda Lazarus, Professor, Special Education
Cynthia Lott, Associate Professor and Internship Coordinator
Sally Mayberry, Professor, Math and Science Education
Roy Mumme, Associate Professor, Social and Philosophical Foundations of Education
Charleen Olliff, Associate Professor, Elementary Education
Carolyn Spillman, Professor, Elementary Education
J. Michael Tyler, Associate Professor, Counselor Education
Thomas Valesky, Professor, Educational Leadership
Elia Vazquez-Montilla, Associate Professor, ESOL
Patricia Wacholtz, Assistant Professor, Secondary Education
Edward Beckett, Advisor/Counselor
Sherree Houston, Advisor/Counselor

Undergraduate Admissions Information

Admission to an upper level teacher education program is contingent upon meeting the following minimum college requirements:

♦ Completion of the General Education requirements. An A.A. from a Florida public institution meets these requirements.

♦ An overall minimum GPA of 2.5 on all attempted hours plus a minimum ACT score of 20 (19 if taken prior to October 1989) or SAT score of 950 (840 if taken prior to April 1, 1995) is required for admission to the College. An overall minimum GPA of 2.25 on all attempted work will be accepted for students with a 22 or higher ACT (21 if taken prior to October 1989) score or SAT score of 1030 (940 if taken prior to April 1, 1995).

♦ Admission to programs is based upon the applicant’s performance on either test. If the number of applicants exceeds the capacity of a program, preference will be given to students with higher scores. Students who meet all other requirements but have not achieved minimum test scores or minimum GPA may be considered.

Prerequisites

Additional criteria include the prerequisites listed below for all incoming education students:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 2005</td>
<td>Introduction to Education</td>
<td>3</td>
</tr>
<tr>
<td>EME 2040</td>
<td>Educational Technology (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>EDG 2701</td>
<td>Teaching Diverse Populations</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to EDG 2701, an additional 6 hours must be taken with an international or diversity focus.

For Early Childhood Education, Elementary Education and Special Education majors only:

In addition to these three education courses, 51 hours must be chosen from the following liberal arts and sciences areas: (a) communications; (b) mathematics; (c) natural and/or physical sciences; (d) fine arts and/or humanities; and (e) social sciences. These hours must include:

♦ A minimum of 9 hours in communications, including a speech course.

♦ A minimum of 9 hours in mathematics, excluding MAT 1033 and computer courses.

♦ A minimum of 9 hours in the natural and/or physical sciences, with a minimum of one associated lab.

♦ A minimum of 9 hours in the humanities.

♦ A minimum of 9 hours in the social sciences, including a psychology or human growth and development course.\"
Transition Statement

All Undergraduate programs in the College of Education are currently under revision. Students admitted for the fall, 1999 semester will be considered transition program students. Because of the transitional nature of these programs, substitute experiences and/or courses may be a part of the transition program. Transition program students will be eligible for Florida teacher certification if they complete the program within specified deadlines. Plans and course outlines for revised programs will be available during the fall 1999 semester.

TRANSITION PROGRAM

Early Childhood Education (B.S.):

The baccalaureate program in early childhood education is designed to prepare students for certification as teachers for children from age 3 to grade three. Competencies include content-specific knowledge applicable to the unique developmental needs of this age population including a thorough understanding of cultural diversity, individual differences and skills to work with children in individual ways, particularly English for Speakers of Other Languages (ESOL) students; and an emphasis on capabilities of teachers to work with children with atypical abilities and special needs. This early childhood program includes course work and extensive field experiences which enable students to dynamically integrate theory and teaching practices.

Course List

Total Program Hours: 60

Required courses Degree Program Core (54 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 4112</td>
<td>Child Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4008</td>
<td>Literature in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4003</td>
<td>Programs for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4121</td>
<td>Integrated Curriculum: Social Science, Humanities and Arts</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4122</td>
<td>Integrated Curriculum: Science/Math</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4300</td>
<td>Cognitive Experiences for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4303</td>
<td>Creative and Affective Experiences for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4401</td>
<td>Child, Family and Teacher Relations</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4706</td>
<td>Language and Emerging Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4940</td>
<td>Internship: Early Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4942</td>
<td>Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4943</td>
<td>Field Experience III</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4201</td>
<td>Young Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4231</td>
<td>Assessment, Evaluation and Reporting Progress of Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PET 4035</td>
<td>Health, Safety, Nutrition &amp; Motor Skills</td>
<td>3</td>
</tr>
<tr>
<td>RED 4310</td>
<td>Early Literacy Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

University Requirements (6 hours):

IDS 3920  University Colloquium ........................................ 3
EDF 3604  Senior Seminar: Social Foundations of Education ......... 3

Service Learning Requirement: All undergraduate, degree-seeking students are required to complete service learning hours before graduation. Students who enter FGCU as freshmen and sophomores are required to have a total of 80 service learning hours. Students who transfer as juniors and seniors are required to have a total of 40 service learning hours.

Service learning is an undergraduate degree requirement. For information, contact college advisers, the EaglesConnect Office or access the EaglesConnect website at www.fgcu.edu/connect.

TRANSITION PROGRAM

Elementary Education (B.S.):

The baccalaureate program in elementary education is designed to prepare students for teaching in Florida’s elementary schools and for certification by the Florida Department of Education as elementary school teachers (grades one through six). The program of study includes course work and extensive experience in elementary school settings throughout FGCU’s five-county service area (Charlotte, Collier, Glades, Hendry, and Lee) to enable students to integrate theory with teaching practice.

Course List

Total Program Hours: 60

Required Courses in the Degree Program Core (54 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 4301</td>
<td>Teaching Methods in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>EDE 4304</td>
<td>Teaching Elementary School Mathematics and Science</td>
<td>3</td>
</tr>
<tr>
<td>EDE 4940</td>
<td>Internship: Elementary Education</td>
<td>9</td>
</tr>
<tr>
<td>EDE 4941</td>
<td>Childhood Education Internship I</td>
<td>3</td>
</tr>
<tr>
<td>EDE 4942</td>
<td>Childhood Education Internship II</td>
<td>4</td>
</tr>
<tr>
<td>EDF 3122</td>
<td>Learning and the Developing Child</td>
<td>3</td>
</tr>
<tr>
<td>EDG 4430</td>
<td>Measurement for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>EDG 4620</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDS 4371</td>
<td>Creative Arts and Movements</td>
<td>3</td>
</tr>
<tr>
<td>LAE 4314</td>
<td>Language Arts in Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>LAE 4414</td>
<td>Literature in Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>MAE 4310</td>
<td>Teaching Elementary School Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>RED 4310</td>
<td>Early Literacy Learning</td>
<td>3</td>
</tr>
<tr>
<td>RED 4511</td>
<td>Literacy in the Intermediate and Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>SGE 4310</td>
<td>Teaching Elementary School Science</td>
<td>3</td>
</tr>
<tr>
<td>SSE 4313</td>
<td>Teaching Elementary School Social Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

University Requirements (6 hours):

IDS 3920  University Colloquium ........................................ 3
EDF 3604  Senior Seminar: Social Foundations of Education ......... 3

Service Learning Requirement: All undergraduate, degree-seeking students are required to complete service learning hours before graduation. Students who enter FGCU as freshmen and sophomores are required to have a total of 80 service learning hours. Students who transfer as juniors and seniors are required to have a total of 40 service learning hours.

Service learning is an undergraduate degree requirement. For information, contact college advisers, the EaglesConnect Office or access the EaglesConnect website at www.fgcu.edu/connect.
Secondary Education (B.S.):

This degree program will admit its final class for the current undergraduate program for the fall 1999 semester. Students interested in programs leading to certification to teach secondary Biology, English, Mathematics or Social Sciences should consult a College of Education advisor for more information.

The undergraduate program in secondary education is designed to prepare students to meet Florida teacher certification requirements for teaching in middle and high schools in the following areas: Biology, English, Mathematics, and Social Sciences. The program combines extensive course work and field experiences throughout the five-county service area at both the middle and high school levels. Extensive course work in the content area — the area to be taught — is expected and required in addition to the professional education course work and field experiences.

English

Additional Admission Prerequisites include:

Public Speaking SPC X600 ......................................... 3
Literature course .................................................... 3
Electives in English .................................................. 9

Course List

Total Program Hours: 60

Required Courses in the Degree Program Core (14-15 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 3122</td>
<td>Learning and Developing Child</td>
<td>3</td>
</tr>
<tr>
<td>LAE 3334</td>
<td>Reading and Writing in the Content Area</td>
<td>4</td>
</tr>
<tr>
<td>EDF 4629</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4430</td>
<td>Measurement for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>EEX 4011</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4243</td>
<td>Education of the Exceptional Adolescent and Adult</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Required Courses in the Biology Concentration (39-40 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCE 4320</td>
<td>Teaching Methods in Middle Grades Science</td>
<td>3</td>
</tr>
<tr>
<td>SCE 4330</td>
<td>Teaching Methods in the Secondary Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SCE 4940</td>
<td>Internship Science Education</td>
<td>9</td>
</tr>
<tr>
<td>BSC 3030</td>
<td>Biology and Society (taken with SCE 4320)</td>
<td>2</td>
</tr>
<tr>
<td>ISC 312C</td>
<td>Scientific Process</td>
<td>3</td>
</tr>
<tr>
<td>BSC 4912</td>
<td>Senior Seminar in Biology</td>
<td>2</td>
</tr>
<tr>
<td>BSC 4920</td>
<td>Current Topics in Biology</td>
<td>1</td>
</tr>
<tr>
<td>EVR 4286</td>
<td>Conservation Strategies for a Sustainable Future</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3033C</td>
<td>Concepts of Ecology (taken with SCE 4330)</td>
<td>2</td>
</tr>
<tr>
<td>PCB 3460C</td>
<td>Ecosystems Monitoring and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EVR 4920/ISC 4930</td>
<td>Current Topics (choose 1)</td>
<td>1</td>
</tr>
</tbody>
</table>

One of the Following:

- LAE 4323 Methods of Teaching English, Middle School 3
- LAE 4464 Adolescent Literature 3
- LAE 4335 Methods of Teaching English, High School 3
- LAE 4940 Internship English Education 9

One of the Following:

- LIT 3301 Cultural Studies and the Popular Arts 3
- LIT 3144 Modern European Novel
- LIT 3622 Literature of Conquest & Exploration
- LIT 4192 Caribbean Literature
- LIT 4335 African & Diaspora Literature
- LIT 4603 Magical Realism
- LIT 4664 Literature of the Americas 3

Two of the Following:

- AML 3143 Anglo-American Literature & Culture to 1740
- AML 3221 Literature and Culture of the United States 1700-1820
- AML 3223 Literature and Culture of the United States 1820-1860
- AML 3092 Literature and Culture of the United States 1860-1912
- AML 3051 Literature and Culture of the United States 1912-1945
- AML 3242 Literature & Culture of the United States 1945
- AML 3601 African American Literature & Culture to 1914
- AML 3602 African American Literature & Culture 1914-present
Two of the Following:
ENL 3210 British Medieval Literature and Culture, to 1485
ENL 3221 British Renaissance Literature and Culture, 1485-1605
ENL 3221 Seventeenth-Century British Lit. and Culture, 1605-1700
ENL 3230 Eighteenth-Century British Literature and Culture, 1700-1780
ENL 3241 Nineteenth-Century British Lit. and Culture I, 1790-1852
ENL 3251 Nineteenth-Century British Lit. and Culture II, 1832-1890
ENL 3272 Twentieth-Century British Literature and Culture, 1890-1945
ENL 3288 Shakespeare and Elizabethtian Culture
ENL 3291 British Literature and Culture 1945-Present
ENL 4112 18th Century British Novel
ENL 4122 19th Century British Novel
ENL 4132 20th Century British Novel

University Requirements (6 hours):

Course # Course Title Credit hours
IDS 3201 University Colloquium ........................................... 3
IDS 3604 Senior Seminar: Social Foundations of Education ........... 3
University Electives ..................................................................... 0-1

Service Learning Requirement: All undergraduate, degree-seeking students are required to complete service learning hours before graduation. Students who enter FGCU as freshmen and sophomores are required to have a total of 80 service learning hours. Students who transfer as juniors and seniors are required to have a total of 40 service learning hours.

Service learning is an undergraduate degree requirement. For information, contact college advisors, the EaglesConnect Office or access the EaglesConnect website at www.fgcu.edu/connect.

TRANSITION PROGRAM

Social Sciences

Additional Admission prerequisites include:
Calculus and Analytic Geometry I ............................................. 4
Calculus and Analytic Geometry II .......................................... 4
Computer Programming Language ......................................... 3
[applicable to microcomputers]
Electives in Mathematics ....................................................... 4

Course List

Total Program Hours: 60

Required Courses in the Degree Program Core (14-15 hours):
EDF 3122 Learning and Developing Child ................................... 3
LAE 3334 Reading and Writing the Content Area ......................... 3
EDG 4110 Curriculum and Instruction ..................................... 2
EDG 4120 Measurement for Teachers ....................................... 2
EEX 4091 Foundations of Special Education (3cr.) ..................... 2
EEX 4243 Education of the Exceptional Adolescent and Adult (2cr.) 2

Required Courses in the Mathematics Concentration (37-38 hours):
MAE 3202 Teaching Mathematics in the Middle Grades ............. 3
MAE 3203 Teaching Senior High School Mathematics ............... 3
CGS 4010 Computers in Mathematics Education ...................... 3
MAE 4010 Internship: Mathematics Education ............................. 3
MAE 4111 Mathematical Foundations ...................................... 3
MAS 4301 Elementary Abstract Algebra .................................... 3
MTG 4212 College Geometry ..................................................... 3
MAT 4454 History of Mathematics ........................................... 3
MAS 4214 Elementary Number Theory ..................................... 3

One of the following:
MAS 2121 Linear, Operators, and Differential Equations (4) ....... 3-4
MAS 2103 Elementary Linear Algebra (3cr.) ............................. 3
University Requirements (6 hours): ....................................... 3
IDS 3201 University Colloquium ............................................. 3
EDG 3604 Senior Seminar: Social Foundations of Education ....... 3
University Electives .................................................................. 3

Service Learning Requirement: All undergraduate, degree-seeking students are required to complete service learning hours before graduation. Students who enter FGCU as freshmen and sophomores are required to have a total of 80 service learning hours. Students who transfer as juniors and seniors are required to have a total of 40 service learning hours.

Service learning is an undergraduate degree requirement. For information, contact college advisors, the EaglesConnect Office or access the EaglesConnect website at www.fgcu.edu/connect.

TRANSITION PROGRAM

Social Sciences

Additional Admission prerequisites include:
Calculus and Analytic Geometry I ............................................. 4
Calculus and Analytic Geometry II .......................................... 4
Computer Programming Language ......................................... 3
[applicable to microcomputers]
Electives in Mathematics ....................................................... 4

Course List

Total Program Hours: 60

Required Courses in the Degree Program Core (14-15 hours):
EDF 3122 Learning and Developing Child ................................... 3
LAE 3334 Reading and Writing the Content Area ......................... 4
EDG 4110 Curriculum and Instruction ..................................... 2
EDG 4120 Measurement for Teachers ....................................... 2
EEX 4091 Foundations of Special Education (3cr.) ..................... 2
EEX 4243 Education of the Exceptional Adolescent and Adult (2cr.) 2

Required Courses in the Social Sciences Concentration (39 hours):
SSE 4333 Teaching Middle Grade Social Science ..................... 3
SSE 4334 Secondary Social Science Teaching Methods ............... 3
SSE 4940 Internship: Social Science Education ......................... 9

Two of the following:
ISS 3010 Introduction to Social Sciences
GEO XXX Geography or SYD 4020 Global Populations................. 6

One of the following:
CPO 3002 Comparative Politics
POS 3024 Political Theory ....................................................... 3

One of the following:
SYO 3120 The Family
SYO 3250 Sociology of Education
SYO 3330 Social Stratification
SYD 3700 Ethnic and Minority
SYD 4020 Global Populations .................................................. 3

One of the following:
ASH 3404 History of Mod China
LAH 3417 History of Caribbean
LAH 3303 Hist. Of Mod Ind. AM
ASH 4442 Modern Japan
AFH 3100 African History Part 1
AFH 3200 African History Part 2 ............................................. 3

One of the following:
EUH 3142 Renaissance and Reform
EUH 3200 History of 17th and 18th Century Europe .................... 3
EUH 3206 History of Twentieth Century Europe ......................... 3

One of the following:
AMH 3571 African-American History Part 1
AMH 3572 African-American History Part 2

46 UNDERGRADUATE PROGRAMS
One of the following:
AMH 3421 Early Florida
AMH 3423 Modern Florida
AMH 4428 SW Florida History

University Requirements (6 hours):
IDS 3920 University Colloquium ................................................................. 3
EDF 4004 Senior Seminar; Social Foundations of Education .......................... 3
University Electives .............................................................. 0-1

Service Learning Requirement: All undergraduate, degree-seeking students are required to complete service learning hours before graduation. Students who enter FGCU as freshmen are required to have a total of 20 service learning hours. Students who transfer as juniors and seniors are required to have a total of 40 service learning hours.

Service learning is an undergraduate degree requirement. For information, contact college advisers, the EaglesConnect Office or access the EaglesConnect website at www.fgcu.edu/connect/

TRANSITION PROGRAM

Special Education (B.S.):

The undergraduate special education program prepares students to work with children who have emotional and behavioral disturbances, mental retardation, and specific learning disabilities. Students majoring in special education may attain certification in one or more areas: emotional and behavioral disabilities (E/H certification), developmental disabilities/mental retardation (MR certification), and specific learning disabilities (LD certification). Central to the special education program are field experiences, beginning in the first semester with increasing involvement throughout the program. Students may also earn an endorsement in Elementary Education with additional courses.

Course List

Required Courses in the Degree Program (46 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 4011</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4201</td>
<td>Educational Assessment of Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4243</td>
<td>Education of the Exceptional Adolescent and Adult</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4846</td>
<td>Clinical Teaching in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4804</td>
<td>Behavior Management for Special Needs and</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4940</td>
<td>Internship: Exceptional Student Education</td>
<td>9</td>
</tr>
<tr>
<td>MAE 4310</td>
<td>Teaching Elementary School Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>RED 4310</td>
<td>Early Literacy Learning</td>
<td>3</td>
</tr>
<tr>
<td>RED 4511</td>
<td>Literacy in the Intermediate and Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDF 3122</td>
<td>Learning and the Developing Child</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4430</td>
<td>Measurement for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>EDF 4620</td>
<td>Curriculum and Instruction</td>
<td>3</td>
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</tbody>
</table>

One of the following:
EDG 4371 Creative Arts and Movement
SSE 4313 Teaching Elementary School Social Studies
SCE 4310 Teaching Elementary School Science

One of the following:
EEX 4706 Language and Emerging Literacy
LAE 4314 Language Arts in Childhood Education
SPA 4000 Communication Disorders in the Public School
LAE 4414 Literature in Childhood Education

Required Courses in the Emotional/Behavioral Disorders Concentration (8 hours):

EED 4011 Introduction to Behavior Disorders ........................................ 3
EED 4941 Supervised Practicum in Behavior Disorders
(Taken twice—first time for two credits; second time for three credits.) .... 5

Required Courses in the Developmental Disorders/Mental Retardation Concentration (8 hours):

EMR 4011 Introduction to Mental Retardation ......................................... 3
EMR 4941 Supervised Practicum in Mental Retardation
(Taken twice—first time for two credits; second time for three credits.) .... 5

Required Courses in the Specific Learning Disabilities Concentration (8 hours):

ELD 4011 Introduction to Specific Learning Disabilities ..................... 3
ELD 4941 Supervised Practicum in Specific Learning Disabilities
(Taken twice—first time for two credits; second time for three credits.) .... 5

University Requirements (6 hours):
IDS 3920 University Colloquium ............................................................. 3
EDF 4004 Senior Seminar; Social Foundations of Education ..................... 3

Service Learning Requirement: All undergraduate, degree-seeking students are required to complete service learning hours before graduation. Students who enter FGCU as freshmen are required to have a total of 20 service learning hours. Students who transfer as juniors and seniors are required to have a total of 40 service learning hours.

Service learning is an undergraduate degree requirement. For information, contact college advisers, the EaglesConnect Office or access the EaglesConnect website at www.fgcu.edu/connect/
College of Health Professions

(941) 590-7450

Cecilia Rokusek, Dean

Mission Statement

The College of Health Professions (CHP) offers exemplary, future-oriented undergraduate and graduate programs designed for entry-level students as well as health professionals seeking career advancement. Curricula are designed to validate previous knowledge and skills and are accessible on campus and through distributive learning. Professional, core, and general education courses emphasize lifelong professional development. Interdisciplinary and discipline-specific experiences focus on health promotion and the coordination of client care services. The hallmark of this college is a learning-centered environment that fosters excellence in teaching and learning; values service and scholarship through teaming; and affirms a commitment to diversity.

Health Professions - Programs of Study

Goals

The College of Health Professions has the responsibility to:

♦ prepare students to assume vital roles as health professionals delivering care in a dynamic, interdisciplinary and global environment;

♦ promote the values of ethical and compassionate care and commitment to lifelong professional development;

♦ support student and faculty in scholarly activities that advance the college mission;

♦ promote active involvement of faculty and students in service to the community and the profession; and,

foster the career advancement of health professionals.

Program Descriptions

The College of Health Professions offers the following degrees:

B.S. in Clinical Laboratory Science
B.S. in Health Science
B.S. in Nursing
B.S. in Occupational Therapy
M.S. in Physical Therapy
M.S. in Health Science

Application Process and Deadlines

The College of Health Professions has limited access programs with selective admissions; acceptance is highly competitive and not all candidates can be admitted. The application process involves two separate applications: one to Florida Gulf Coast University and one to a specific department or program in the College of Health Professions. The CHP Supplemental Application for Admission and other materials specified by the respective department must be postmarked to the College by the appropriate application deadline stated below:

<table>
<thead>
<tr>
<th>Program</th>
<th>Application deadline for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment in</td>
<td>Fall</td>
</tr>
<tr>
<td>CLS*</td>
<td>Feb. 15</td>
</tr>
<tr>
<td>Health Science*</td>
<td>Feb. 15</td>
</tr>
<tr>
<td>Nursing</td>
<td>Feb. 15</td>
</tr>
<tr>
<td>OT*</td>
<td>Sept. 15</td>
</tr>
</tbody>
</table>

Only complete applications are considered. Please note, as indicated above, that not all programs enroll students every semester.

* Applications submitted after the deadline will be considered on a space available basis.
Department of Clinical Laboratory Science

**Faculty**

Jo Ann Wilson, Chair

David Brown, Deborah Brown, Cara Calvo, Clifford Renk

The Department of Clinical Laboratory Science offers three undergraduate program concentrations in Clinical Laboratory Technology, Articulated Clinical Laboratory Technology, and Biotechnology/Preprofessional leading to a Bachelor of Science degree. In addition, post-baccalaureate certification is available in Molecular Biology and Clinical Laboratory Technology. The Department strives to provide outstanding educational experiences for entry level or advanced positions in the clinical laboratory, research or biotechnology environments. Academic programs combine a foundation in basic sciences with hands-on clinical and research experiences at the university and partnered regional laboratories. Graduates of the program join a dynamic and expanding health profession or embark on additional education in graduate school or professional schools for medicine, veterinary medicine, dentistry, or physical therapy.

**Mission Statement**

The Florida Gulf Coast University College of Health Professions Department of Clinical Laboratory Science embraces the mission of providing an exemplary education for students to enter or advance existing careers as professionals in the clinical laboratory, research or molecular environments. Central to the department mission is the commitment to student-centered teaching and learning, advancement of community-partnered curriculum, service and scholarship in an atmosphere of diversity and respect. The academic programs are technologically advanced in delivery and practice to address the needs of the student population. This mission is accomplished by providing curricula that are interdisciplinary based and professionally centered, balanced in the basic sciences and enhanced with progressive clinical practice applications. The department is committed to provide continued learning opportunities to the professional community. The Department of Clinical Laboratory Science is dedicated to educating competent, qualified and ethical professionals for the regional, state, and national communities of today and tomorrow.

**Areas of Concentration**

The Clinical Laboratory Science program at Florida Gulf Coast University is a university-integrated 2+2 program. During the first 60 credit hours of coursework, students completed lower division courses including general education requirements and common course prerequisites distributed across the State University System (SUS). Students continue their upper division coursework in the Department of Clinical Laboratory Science. Education in clinical and molecular sciences encompasses the following concentrations:

**Bachelor of Science:**

**Clinical Laboratory Technology Concentration**

This concentration is designed for students who seek a Bachelor of Science degree and national certification as a clinical technologist [MT (ASCP) or CLS (NCA)] and Florida licensure as a Clinical Laboratory Technologist. Graduates of the program are prepared to work in the clinical laboratory areas of chemistry, microbiology, immunohematology, hematology, and immunology. Career opportunities continue to expand and include such diverse areas as biotechnology research, pharmaceutical sales, product development, laboratory information systems, and education. The clinical laboratory science curriculum serves as a solid preparation for medical, dental, veterinary, and graduate school as well. The curriculum builds on the basic science and general education background obtained at FGCU, at a community college, or other university. Full-time students can complete the curriculum in two years or the curriculum may be undertaken on a part-time basis. The curriculum emphasizes clinical medicine in integrated clinical laboratory science courses that utilize the technological innovations at FGCU. Clinical experience is integrated throughout the curriculum through enhanced clinical experiences. The program culminates in on-site clinical practice developed and delivered in cooperation with the clinical laboratory science community of Southwest Florida.

**Articulated Clinical Laboratory Technology Concentration**

This concentration is designed for practicing clinical laboratoriums or associate degree students wishing to complete a baccalaureate degree in Clinical Laboratory Science and desire Florida licensure as a Clinical Laboratory Technologist or Supervisor. Students with prior clinical experience and knowledge can demonstrate proficiency in selected areas by taking challenge examinations in those areas. Innovations in the program will expose the student to new technology at FGCU with courses offered at distant sites. Clinical enhancements may be provided in areas such
as molecular diagnostics, flow cytometry and transplantation. The program culminates with the Case Studies in Clinical Laboratory Science course that integrates critical thinking in clinical laboratory practice. Full-time students can complete the curriculum in two years or less, or the curriculum may be undertaken on a part-time basis. Students interested in the Articulated Concentration are urged to consult with a faculty advisor early to discuss prior clinical experience and curriculum needs.

Biotechnology/Preprofessional Concentration/Pre-
Physical Therapy Degree Option

This concentration is designed for students who seek a Bachelor of Science with an emphasis in clinical molecular biology and meeting preprofessional requirements. The curriculum integrates a molecular biology core with a medical emphasis. The curriculum serves as a solid preparation for medical, dental, veterinary, physical therapy, and graduate schools. The program emphasizes an inquiry-based curriculum that incorporates research methodology used in basic and clinical research. Practicum experience may be conducted at a biotechnology industry, clinical molecular diagnostic laboratory, research facility, or other clinical areas.

Admissions to the Department of Clinical Laboratory Sciences

The Department of Clinical Laboratory Science at FGCU has been designated by the Florida Board of Regents as a limited access program. Applicants must meet departmental admissions criteria as well as university admissions criteria (see Admission Information). Selection process is competitive and all qualified applicants may not be admitted into the program. Admissions criteria include the common prerequisites distributed over the courses listed below. Some courses may meet general educational requirements as well as fulfill program prerequisites. Applicants must complete all common course prerequisites with a grade of C (C- is acceptable) or higher.

State-Mandated Common Prerequisites

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Cr Recommended</th>
<th>FGCU Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 1XXX/1XXX</td>
<td>General Biology w/Lab</td>
<td>4 BSC 1010C</td>
<td>4 BSC 1010C</td>
</tr>
<tr>
<td>BSC 2XXX/2XXX</td>
<td>Anatomy &amp; Physiology I</td>
<td>4 BSC 1065C</td>
<td>4 BSC 1065C</td>
</tr>
<tr>
<td>CHM 1XXX/1XXX</td>
<td>General Chemistry I</td>
<td>4 CHM 1045C</td>
<td>4 CHM 1045C</td>
</tr>
<tr>
<td>CHM 2XXX/2XXX</td>
<td>Organic Chemistry I</td>
<td>4 CHM 2210C</td>
<td>4 CHM 2210C</td>
</tr>
<tr>
<td>MCB 2XXX/2XXX</td>
<td>Microbiology w/Lab</td>
<td>4 MCB 3200C</td>
<td>4 MCB 3200C</td>
</tr>
<tr>
<td>STA 1XXX or 2XXX</td>
<td>Statistics</td>
<td>3 STA 2025, 2021</td>
<td>3 STA 2025, 2021</td>
</tr>
</tbody>
</table>

Pre-physical therapy students should include Introductory/General Psychology as part of their general education program.

NOTE: These courses may also meet general education requirements at most Florida public institutions.

Applicants with any incomplete lower division course work or common course prerequisites must provide evidence that these requirements will be completed. If selected for admission, applicants must submit official documentation (e.g., transcripts, original grade reports, etc.) attesting to the successful completion of all pending courses. Students with incomplete program prerequisites may be granted provisional admission by the Department Chair.

The Department of Clinical Laboratory Science considers admission application in all academic semesters on a space available basis.

Program Requirements for Baccalaureate Degree: a program faculty advisor will assist students in preparing an academic plan that incorporates the following university and program requirements that must be fulfilled for graduation. (Service learning is a non-credit requirement for the undergraduate degree.)

Required Courses in the Clinical Laboratory Technology Concentration:

The Clinical Laboratory Technology Concentration is designed for students who seek a Bachelor of Science degree and national certification as a clinical laboratoryian [MT (ASCP) or CLS (NCA)] and Florida license as a Clinical Laboratory Technologist.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCB 4203C</td>
<td>Essentials of Clinical Laboratory Science</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4223C</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4303C</td>
<td>Hematology/Hemostasis</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4503C</td>
<td>Clinical Immunology</td>
<td>2</td>
</tr>
<tr>
<td>MCB 4503C</td>
<td>Biological Fluid Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MCB 4507C</td>
<td>Virology/Mycology/Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4625C</td>
<td>Clinical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4555C</td>
<td>Immunohematology and Transfusion Practice</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4624C</td>
<td>Clinical Enrichment</td>
<td>1.1</td>
</tr>
<tr>
<td>MCB 4821C</td>
<td>Clinical Microbiology Practice</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4822C</td>
<td>Clinical Hematology/Hemostasis Practice</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4823C</td>
<td>Clinical Biochemistry Practice</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4821C</td>
<td>Clinical Immunohematology Practice</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4822C</td>
<td>Clinical Immunology Practice</td>
<td>2</td>
</tr>
<tr>
<td>MCB 4150C</td>
<td>Case Studies in Clinical Laboratory Science</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>99</td>
</tr>
</tbody>
</table>

*MLC 4824C must be repeated for different laboratory experience for a total of two credits.
Required Courses in the Articulated Clinical Laboratory Technology Concentration:

The Articulated Clinical Laboratory Technology Concentration is designed for practicing clinical laboratory technicians or associate degree students wishing to complete a baccalaureate degree in Clinical Laboratory Science and who desire Florida licensure as a Clinical Laboratory Technologist or Supervisor.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLS 3006C</td>
<td>Essentials of Clinical Laboratory Science</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4306C</td>
<td>Hematology/Hemostasis</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4506C</td>
<td>Clinical Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MLS 3206C</td>
<td>Biological Fluid Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MCB 4507C</td>
<td>Virology/Mycology/Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4625C</td>
<td>Clinical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4505C</td>
<td>Immunohematology and Transfusion Practice</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4824C</td>
<td>Clinical Enroachment</td>
<td>1,1,1**</td>
</tr>
<tr>
<td>MLS 4821C</td>
<td>Clinical Microbiology Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4822C</td>
<td>Clinical Hematology/Hemostasis Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4826C</td>
<td>Clinical Biochemistry Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4823C</td>
<td>Clinical Immunohematology Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4836C</td>
<td>Clinical Immunology Practicum</td>
<td>2</td>
</tr>
<tr>
<td>MLS 4150</td>
<td>Case Studies in Clinical Laboratory Science</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>35-37</td>
</tr>
<tr>
<td></td>
<td>Program Total</td>
<td>60-64</td>
</tr>
</tbody>
</table>

**MLS 4824C must be taken for one credit and may be repeated for additional laboratory experiences.

Required Courses in the Biotechnology/Preprofessional/Pre-Physical Therapy Concentration:

The Biotechnology/Preprofessional/Pre-Physical Therapy Concentration is designed for students who seek a Bachelor of Science degree in Clinical Laboratory Science with an emphasis in clinical molecular biology. The curriculum serves as a solid preparation for medical, dental, veterinary, or graduate school, and for physical therapy.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 4203C</td>
<td>Immunology</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2053C</td>
<td>College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2054C</td>
<td>College Physics II</td>
<td>4</td>
</tr>
<tr>
<td>PCB 3134C</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4523C</td>
<td>Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4911L</td>
<td>Research in Molecular Diagnostics Electives (Approval)</td>
<td>12</td>
</tr>
</tbody>
</table>

*Pre-Physical Therapy students should include Developmental Psychology in their course plan.

Total: 33

Program Total: 60

Post-Baccalaureate Certificate

Post-Baccalaureate Certificate in Molecular Biology

This certificate program is designed for licensed and/or certified laboratory scientists, microbiologists, molecular biologists and other individuals who seek training and/or certification in molecular biology. The curriculum integrates a molecular biology core with a medical/diagnostic emphasis. Included in the program is practical experience in a research or molecular diagnostics laboratory. The program requires a minimum of 24 credit hours. Upon completion of the program, students are eligible to take the National Certification Agency (NCA) examination as a Certified Laboratory Specialist in Molecular Biology. Prerequisite requirements for the courses within the program can be taken at FGCU, at a community college, or at another university. Completion of the core courses is required for placement in the practicum. Full-time students can complete the program in one calendar year or it may be undertaken on a part-time basis.

Post-Baccalaureate Certificate in Clinical Laboratory Technology

This certificate program is designed for students with baccalaureate degrees in the chemical and/or biological sciences who seek licensure/certification in Clinical Laboratory Science. Individuals completing the program are prepared to work in the clinical laboratory areas of chemistry, microbiology, immunohematology, hematology, and immunology. The curriculum emphasizes clinical medicine in integrated clinical laboratory science courses that utilize technological innovations of FGCU. Clinical experience is integrated throughout the curriculum through enhanced clinical experiences. The program culminates in on-site clinical practice developed and delivered in cooperation with the clinical laboratory science community of Southwest Florida. Full-time students can complete the curriculum in three semesters or the curriculum may be undertaken on a part-time basis. The program requires a minimum of 43 credit hours. Upon completion of the program, students are eligible to sit for the national certification examination at the technologist level by the American Society for Clinical Pathologists and the National Certification Agency and the State of Florida technologist licensure examination by the Florida Board of Clinical Laboratory Personnel.

Application Information for Post-Baccalaureate Certification

To apply, submit:

- A FGCU Non-Degree Enrollment Application (post-baccalaureate), and
- A Department of Clinical Laboratory Science Post-Baccalaureate Certification Application form to the department, accompanied by official transcripts reflecting the baccalaureate or higher degree(s).

There are no application deadlines. The Department of Clinical Laboratory Science reviews applications throughout the year and admits students on a space-available basis. For more information, please contact the Department of Clinical Laboratory Science at (941) 590-7480.

Post-Baccalaureate Certificate Program in Molecular Biology

The Molecular Biology Concentration Certificate Program is designed for clinical laboratory scientists...
including medical technologists, microbiologists, molecular biologists and other individuals who seek
education and training and/or certification in mole-
cular biology by the National Certification Agency
(NCA) as a Certified Laboratory Specialist in Mo-
olecular Biology.

Prerequisites Required for Molecular Bio-
logy Certificate Program: General Biology I & II
or equivalent, General Chemistry I & II or equiva-
 lent, Organic Chemistry I & II or equivalent, Bio-
chemistry or equivalent.

Required Courses in the Molecular Biology
Certificate Program

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 303C</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4523C</td>
<td>Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4191C</td>
<td>Molecular Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td>XXXX</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4940C</td>
<td>Biotechnology/Molecular Diagnostics Practicum</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>*MLS 4500C Clinical Immunology, PCB 4786C Cell Membrane Physiology, MLS 4911R Research in Molecular Diagnostics, PCB 3134R Cell Biology</td>
<td>24</td>
</tr>
</tbody>
</table>

Post-Baccalaureate Certificate Program in Clinical Laboratory Technology

The Clinical Laboratory Science Certificate is de-
signed for post-baccalaureate students with a degree
in the biological or chemical sciences who seek cer-
sification to qualify for national certification as a cli-
nical laboratorian [MT (ASCP) or CLS (NCA)] and
Florida licensure as a Clinical Laboratory Technolo-
gist.

Required Courses in the Clinical Laboratory
Science Certificate Program

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCH 3023C</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4191C</td>
<td>Molecular Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td>MLS 3036C</td>
<td>Essentials of Clinical Laboratory Science</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4306C</td>
<td>Hematology/Hematostasis</td>
<td>2</td>
</tr>
<tr>
<td>MLS 4506C</td>
<td>Clinical Immunology</td>
<td>2</td>
</tr>
<tr>
<td>MCB 4206C</td>
<td>Pathogen Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>MLS 3206C</td>
<td>Biological Fluid Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MCB 4507C</td>
<td>Virology/Mycology/Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4625C</td>
<td>Clinical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4506C</td>
<td>Immunohematology and Transfusion Practice</td>
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</tr>
<tr>
<td>MLS 4621C</td>
<td>Clinical Microbiology Practicum</td>
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</tr>
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<td>Clinical Hematology/Hematostasis Practicum</td>
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<tr>
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<td>Clinical Immunohematology Practum</td>
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</tr>
<tr>
<td>MLS 4626C</td>
<td>Clinical Immunology Practum</td>
<td>2</td>
</tr>
<tr>
<td>MLS 4150</td>
<td>Case Studies in Clinical Laboratory Science</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td></td>
</tr>
</tbody>
</table>

Department of Interdisciplinary Studies

Faculty

Halcyon St. Hill, Chair
Paul A. Burkett, Joan Glacken, John F. Racine

Mission Statement

The Department of Interdisciplinary Studies mission emerges from, and is congruent with the mission of the College of Health Professions (CHP) and Florida Gulf Coast University (FGCU). The Department of Interdisciplinary Studies aims to meet community and market needs by providing future-oriented, accessible, student-focused undergraduate and graduate education programs that foster professional growth, career mobility, diversification, and advancement for health professionals. Faculty and administrators are committed to a philosophy of a holistic curricula which provide and support integrated interdisciplinary education and practice experiences for health professionals from a variety of disciplines within the department and across the College of Health Professions. Faculty, administrators, students, and graduates will assume the responsibility of academic excellence, empathy and professionalism within their scope of practice, and will be empowered to act as ambassadors for health care consumers, the health professions, the College of Health Professions, and Florida Gulf Coast University.

Purpose/Degree Programs

The primary charge of the Department of Interdisciplinary Studies is to offer:

- qualified candidates a Bachelor of Science degree in Health Science
- qualified candidates a Master of Science degree in Health Science
- interdisciplinary courses offered within the College of Health Professions
- continuing education programs for health professionals
Bachelor of Science in Health Science Program

Program Goals
Graduates of the Bachelor of Science in Health Science Program are prepared to serve in professional roles within the diverse current and dynamic health services delivery system. To this end, graduates will demonstrate competence in serving health care consumers in the areas of health professions education, health professions practice, and health services administration. Hence, graduates will demonstrate the following entry level competencies:

1. Basic skills and an understanding of the principles, concepts, and processes of health professions practice, education, and health services administration.

2. An understanding of the multifaceted roles of health care professionals in an interdisciplinary and multidisciplinary environment.

3. An understanding of the social, economic, political, and professional forces that shape the health care delivery system.

4. Attentiveness to the environment, ecological issues, and professional practice as related to safety practices in health services delivery.

5. Development of effective and appropriate communication skills in health services administration, health professions practice, and in the delivery of education and training.

6. An understanding of legal and ethical implications in the areas of health professions practice, education, and health services administration.

7. The application of principles of research and inquiry to investigate problems, demonstrate outcomes, and apply findings to professional practice.

8. Integrate skills, knowledge, and practice experiences that demonstrate professional growth and career mobility in health professions practice, education, and health services administration.

9. An ability to assess needs, develop priorities and implement solutions to problems using discipline specific and interdisciplinary approaches in health professions practice, education, and health services administration.

10. An understanding and utilization of technology as it relates to health professions practice, education, and health services administration.

11. Participation in community, university, and professional activities.

Description
The Bachelor of Science in Health Science is an interdisciplinary program designed to provide career advancement opportunities for entry level health profession practitioners as well as individuals that seek future careers in health care relevant to this degree such as health services administration, marketing, and sales. The program is offered on campus and/or by distance learning. The curriculum consists of the following components: (a) interdisciplinary core courses based on generic health care professional competencies, (b) health science core courses, (c) career goal concentration courses, which provide a choice of additional courses in a selected concentration area, and (d) an interdisciplinary senior seminar.

The Bachelor of Science in Health Science program offers the following three concentrations:

♦ **Health Services Administration Concentration** for those who aspire to positions in health services administration.

♦ **Health Professions Education Concentration** for those who aspire to positions in health professions education.

♦ **Health Professions Practice Concentration** for those who aspire to advance in the practice area.

The Bachelor of Science in Health Science program is recommended for students who are interested in a health profession that requires a Master of Science at the entry level, such as Physical Therapy. The Health Professions Education and Health Professions Practice Concentrations require an associate’s degree in a health profession and possession of or eligibility for license, certification, and/or registration in a health profession. The degree conferred is the Bachelor of Science in Health Science regardless of the concentration selected.

Admissions Information
The Bachelor of Science in Health Science program admission requirements include:

1. Submission of a State University System (SUS) common application for admission, and satisfaction of all applicable university admission requirements.

2. Minimum score of 550 on TOEFL for international students who speak English as a second language.

3. Submission of a completed College of Health Professions supplemental application, including
Applications may apply for either spring or fall admission. To assure consideration, applicants must be admitted to FGCU and supplemental application materials must be postmarked to the College of Health Professions prior to the semester to which the applicant is applying. Completed applications will be reviewed until one week before the beginning of classes in the semester for which the application is made.

Graduation Requirements
A program faculty advisor assists students in preparing an academic plan that incorporates university and program requirements that must be fulfilled prior to graduation. These requirements include but are not limited to:

- Foreign language.
- College Level Academic Skills Test (CLAST) or equivalent.
- Gordon Rule (6A-10.030) writing and computation courses.
- General education: Thirty-six (36) semester hours of coursework in the subject areas of communication, social sciences, humanities, natural sciences, and mathematics. Students who have completed the general education requirement of another Florida public college or university and who provide an official transcript so marked will be considered to have completed FGCU’s general education requirement. Students who have completed some general education courses at another institution will have their transcripts evaluated for possible fulfillment of FGCU’s general education requirement.
- Service learning: A non-credit requirement which involves 40-80 hours of community service.
- Completion of all degree requirements.

Grading Policies
Please refer to the Departmental Student Guidebook for grading policies.

Advising
Academic advising is an integral part of the college learning experience. Refer to the College of Health Professions and the Department of Interdisciplinary Studies Student Guidebook for details.

Bachelor of Science in Health Science – Program Overview
The following is a list of courses approved for this major by the Florida State Board of Regents.

Required Courses in the Degree Program Core (36 Total Credits)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IH 3101</td>
<td>Foundations and Dynamics of Health Services Delivery</td>
<td>3</td>
</tr>
<tr>
<td>IH 3203</td>
<td>Dynamics of Organizational Mgmt for Health Services Orgs</td>
<td>3</td>
</tr>
<tr>
<td>IH 4504</td>
<td>Research Methods and Application to Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>HS 3117</td>
<td>Principles of Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HS 3184</td>
<td>Leadership and Supervision in Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HS 4170</td>
<td>Models of Financial Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HS 4185</td>
<td>Human Resource Management in Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HS 5249</td>
<td>Teaching and Learning in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HS 3032</td>
<td>Introduction to Health Professions Practice</td>
<td>4</td>
</tr>
<tr>
<td>HS 3720</td>
<td>Health Perspectives and Assessment in Health Professions Practice</td>
<td>4</td>
</tr>
<tr>
<td>HS 4736</td>
<td>Health Professions Practice Correlation</td>
<td>2</td>
</tr>
<tr>
<td>HS 4906</td>
<td>Directed Study in Health Professions Practice</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

Health Services Administration Concentration (18 credits)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 3231</td>
<td>Client Education in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HS 4007</td>
<td>Accreditation for the Health Professions Educator</td>
<td>3</td>
</tr>
<tr>
<td>HS 4250</td>
<td>Task Analysis &amp; Curriculum Development in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>Group 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS 4191</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HS 4500</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HS 4503</td>
<td>Risk Management in Health Services</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Select 6 credit hours of electives in the Health Services Administration Concentration:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 4222</td>
<td>Long Term Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HS 4503</td>
<td>Risk Management in Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HS 4951</td>
<td>Directed Study in Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HS 4951+</td>
<td>Topics in Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HS 4191</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>HS 4729</td>
<td>Statistical Methods for Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PS 3240</td>
<td>Money, Markets, and Management of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3230</td>
<td>Behavioral Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3322</td>
<td>Total Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4280</td>
<td>Organizational Development and Change</td>
<td>3</td>
</tr>
<tr>
<td>MAR 3323</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3905</td>
<td>Health Related Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Other FGCU electives may also be selected with approval of the Department Chair.

Health Professions Education Concentration (18 credits)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 3231</td>
<td>Client Education in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HS 4007</td>
<td>Accreditation for the Health Professions Educator</td>
<td>3</td>
</tr>
<tr>
<td>HS 4250</td>
<td>Task Analysis &amp; Curriculum Development in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HS 4818</td>
<td>Practicum in Health Professions Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credit hours of electives in the Health Professions Education Concentration:

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS 4285</td>
<td>Continuing Education for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HS 4729*</td>
<td>Statistical Methods for Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HS 4915</td>
<td>Directed Study in Health Professions Education</td>
<td>3</td>
</tr>
<tr>
<td>HS 4932+</td>
<td>Topics in Health Professions Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 2604</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4430</td>
<td>Measurement for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

Other FGCU electives may also be selected with approval of the Department Chair.
Health Professions Practice Concentration (18 Credits)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 3331</td>
<td>Client Education in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4007</td>
<td>Accreditation for the Health Professions Educator</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4250</td>
<td>Task Analysis &amp; Curriculum Develop in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4819</td>
<td>Practicum in Health Professions Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 6 credit hours of electives in the Health Professions

Practice Concentration

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 2577</td>
<td>Nutrition For Human Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4500</td>
<td>Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4729*</td>
<td>Statistical Methods for Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4907</td>
<td>Directed Study in Health Professions Practice II</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4936*</td>
<td>Topics in Health Professions Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3905</td>
<td>Health Related Elective</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3301</td>
<td>Interactions with Groups and Communities</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3601</td>
<td>Human Services Delivery System</td>
<td>3</td>
</tr>
</tbody>
</table>

Other FGCU electives may also be selected with approval of the Department Chair.

University Requirement (6 Credits)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>HSS 4928</td>
<td>Health Professions Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

*may be repeated under various topics

*HSC 4729 is strongly recommended if statistics was not completed in the lower division requirements and Master’s degree is being pursued.

Total credits for the Bachelor of Science in Health Science: 120 credit hours

Department of Nursing

Faculty

Carol Davis, Chair

Jeanette Bevilacqua, Raymond Colucci, Tawna Cooksey, Peg Gray-Vickrey, Denise Heinemann, Ingeborg Mauksch, Karen Miles, Anne Nolan, Regina Payne, Georgene Spiro, M. Joyce Thornton.

Mission Statement

The Department of Nursing mission evolves from and is consistent with the mission and goals of Florida Gulf Coast University and the College of Health Professions. The pivotal charge is to offer an innovative, exemplary, community partnered, and student focused program leading to a Bachelor of Science in Nursing degree. Students are prepared as caring scholar clinicians for professional nursing practice in contemporary health care settings. Interdisciplinary and discipline specific knowledge, competencies, and practice opportunities prepare graduates to assume vital roles within an evolving 21st Century health care delivery system. The nursing curriculum, as a plan for learning, emphasizes nontraditional teaching and learning; student-centeredness; cultural sensitivity; interdisciplinary teaming; community partnerships; environmental preservation; and aesthetic sensibility. Central to the Department mission is a commitment to student centered learning and advancement of a community partnered curriculum. Flexible scheduling, including evenings and weekends, and distributed learning, including a wide variety of distance learning methods, affirm the pledge of student learning at a distance. Partnering with community affiliates to meet regional community needs for leadership in solving health care problems, for professional nurse scholar clinicians, and for advanced continuing education offerings assures a dynamic and forward thinking program. The Department of Nursing is resolved that graduates participate as a caring, compassionate, and humanizing force within a technologically sophisticated, cure-oriented health care world.

Baccalaureate Nursing Program Description

The nursing program at Florida Gulf Coast University is designed to prepare caring scholar clinicians for professional practice in contemporary health care settings. Graduates are prepared to assume vital roles in the improvement of the health care system. State-mandated common prerequisites for nursing form the foundation of study for the major. The community partnered, student-focused nursing curriculum is grounded in knowledge of the theory and practice of nursing with integration of critical thinking, communication, health promotion, caring, and cultural connectedness constructs.

Admissions Information

The Bachelor of Science in Nursing program at FGCU is designated by the Florida Board of Regents as limited access. This means that applicants must meet departmental admissions criteria as well as university admissions criteria (see Admissions Information). It also means that the selection process is competitive and that all qualified applicants may not be admitted into the program. Admissions criteria include:

- Submission of a State University System (SUS) common application for admission and satisfaction of all applicable university admission requirements.
- Completion of all state mandated common prerequisites for nursing, with a grade of “C” or higher*, prior to end of summer semester of the year in which application is made. Applicants must document courses completed, courses in progress (via official registration document), and plan for completing remaining courses. If selected for admission, applicants are required to submit official documentation (e.g., transcripts, original grade reports) attesting to successful completion of all courses prior to the first class day of semester in which accepted.
- Either a minimum cumulative grade point average of 2.75 or a minimum grade point average of 2.75 for the most recent 30 (+/-) college credit hours.
Submission of a completed College of Health Professions supplemental application, including the Department of Nursing portfolio.

RN and LPN applicants must provide evidence of licensure as a RN or LPN in the State of Florida by August 15 of the year in which application is made.

Applicants who have attended, but not completed, another Registered Nursing Program (AS, Diploma, or BSN) must provide a letter of support from Chairperson of the Department of Nursing (or designee) that addresses the following: potential for success in a BSN program; safety in providing nursing care; interpersonal communication skills and any other information that the Chairperson deems important. Applicants also provide a waiver that gives the Admissions, Advancement, and Advising Committee permission to contact nursing program(s) attended to verify information.

*A grade of “C” or higher includes all grades that fall within the C range (C-, C, C+).

Students are encouraged to complete general education, foreign language, and Gordon Rule (6A-10.030) writing and computation requirements before applying to the nursing program. The general education requirement consists of 36 semester hours of coursework in the subject areas of communication, social sciences, humanities, natural sciences, and mathematics. Students who have completed general education requirements at another Florida public college or university and provide an official transcript so marked will be considered to have completed FGCU general education requirement. Students who have completed some general education courses at another institution will have their transcripts evaluated for possible fulfillment of FGCU general education requirement.

Application Information

Students are admitted to the nursing program in fall of each year. Application materials must be postmarked to the college no later than FEBRUARY 15 in order to be considered for admission into the nursing program that begins the following fall. For more information about admission into FGCU or to request an FGCU application, please contact Office of Admissions, Registration, & Records, (941) 590-7878 or toll-free 888-889-1095. For more information about admission into the Department of Nursing, or to request supplemental application materials, please contact the advisor at (941) 590-7455.

Graduation Requirements

An assigned or selected Department of Nursing faculty advisor assists each individual student in preparing an academic plan incorporating university and program requirements that must be fulfilled prior to graduation. These requirements include, but are not limited to:

- Completion of 124 credit hours.
- Completion of a minimum of 48 upper division credit hours.
- Completion of all required nursing (NUR) and College of Health Professions Core (IHS) courses with a minimum grade of “C”. (61 credits)
- Completion of professional portfolio.
- Completion of University Colloquium. (3 credits)
- Completion of Foreign language requirement or exemption.
- Completion of College Level Academic Skills Test (CLAST) or equivalent.
- Completion of Gordon Rule (6A-10.030) writing and computation courses.
- Completion of all state mandated common prerequisites. (29-33 semester hours)
- Completion of General Education requirements: Thirty-six (36) semester hours of coursework in the subject areas of communication, social sciences, humanities, natural sciences, and mathematics. Students who have completed the general education requirement of another Florida public college or university and provide an official transcript so marked will be considered to have completed FGCU general education requirement. Students who have completed some general education courses at another institution will have their transcripts evaluated for possible fulfillment of FGCU general education requirement.
- Completion of service learning: A non-credit requirement which involves 40 to 80 hours of community service.

Common Prerequisites

The common prerequisites for nursing consist of 29-33 credit hours distributed over courses listed below. Some courses may meet general educational requirements as well as fulfill state mandated common prerequisites.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Cr Recommended for FGCU Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC X065C</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>3-4 BSC 106C (or any human anatomy &amp; physiology I course or human anatomy)</td>
</tr>
<tr>
<td>BSC X066C</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>3-4 BSC 106C (or any human anatomy &amp; physiology II course or human physiology)</td>
</tr>
</tbody>
</table>
Bachelor of Science in Nursing – Required courses in the Nursing Baccalaureate Degree Program

To be awarded a Bachelor of Science in Nursing, students must earn a minimum of 124 semester credit hours, including 64 credit hours of upper division coursework. A Department of Nursing faculty advisor assists students in preparing an academic plan incorporating university and program requirements that must be fulfilled prior to graduation.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 3125</td>
<td>Physiological Responses to Alterations in Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3145</td>
<td>Chemical, Herbal, and Nutritional Therapies</td>
<td>2</td>
</tr>
<tr>
<td>NUR 3065C</td>
<td>Health Assessment: Basis for Professional Practice</td>
<td>4</td>
</tr>
<tr>
<td>NUR 3046C</td>
<td>Population Based Care: Rural Cultural...</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3465C</td>
<td>Population Based Care: Special Populations</td>
<td>5</td>
</tr>
<tr>
<td>NUR 3629</td>
<td>Caring Scholar Clinician I</td>
<td>1</td>
</tr>
<tr>
<td>NUR 4756C</td>
<td>Population Based Care: Vulnerable Populations</td>
<td>5</td>
</tr>
<tr>
<td>NUR 4825</td>
<td>Caring Scholar Clinician II</td>
<td>1</td>
</tr>
<tr>
<td>NUR 4865C</td>
<td>Issues Based Care</td>
<td>5</td>
</tr>
<tr>
<td>NUR 4767C</td>
<td>Crisis Based Care</td>
<td>5</td>
</tr>
<tr>
<td>NUR 4526C</td>
<td>Community Partnered Care</td>
<td>4</td>
</tr>
<tr>
<td>NUR 4837L</td>
<td>Nursing: Challenging the Present, Shaping the Future</td>
<td>2</td>
</tr>
<tr>
<td>NUR 4948L</td>
<td>Practice Elective</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3905</td>
<td>Nursing Elective</td>
<td>3</td>
</tr>
<tr>
<td>XXX xxxx</td>
<td>Health Related Elective (see program advisor)</td>
<td>3</td>
</tr>
<tr>
<td>IHS 3119</td>
<td>Foundations and Dynamics of Health Services Delivery</td>
<td>3</td>
</tr>
<tr>
<td>IHS 3183</td>
<td>Dynamics of Organizational Management for Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>IHS 4732</td>
<td>Research Methods &amp; Application to Health Care Systems</td>
<td>3</td>
</tr>
<tr>
<td>IHS 4938</td>
<td>Health Professions Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>61 Hours</td>
</tr>
</tbody>
</table>

University Requirement

IDS 3920 University Colloquium .............................................. 3
Total .......................................................... 3 Hours
TOTAL 64 Hours

Service Learning: All undergraduate, degree-seeking students are required to complete service learning hours before graduation. Students who enter FSCU as freshmen and sophomores are required to have a total of 80 service learning hours. Students who transfer as juniors and seniors are required to have a total of 40 service learning hours.

Credit Hours

To be awarded a Bachelor of Science in Nursing degree, students must earn a minimum of 124 semester credit hours, including 64 credit hours of upper division coursework. The Department of Nursing policy is congruent with that of the university in regard to credit hour allocation: one semester hour of credit is awarded for one 50-minute clock hour of classroom instruction a week. For one semester hour of credit in nursing practice courses (courses with an “L” or “C” designation), three (3) clock hours of participation in a practice or laboratory setting is required by the Department of Nursing. In nursing seminar courses, for each hour of credit, there are two (2) clock hours of class. A Department of Nursing faculty advisor assists students in preparing an academic plan incorporating university and program requirements that must be fulfilled prior to graduation.

Florida Gulf Coast University has full approval from the Florida Board of Nursing (4080 Woodcock Dr., Suite 202, Jacksonville, FL 32207. Telephone number (904) 858-6940, ext. 108)

Department of Occupational Therapy

Faculty

Loredana Campanile, Chair

Amy Blake, Karen Mock, Douglas Morris, Kathleen Whitcomb

Mission Statement

The mission of the Department of Occupational Therapy at Florida Gulf Coast University is to provide an exceptional educational opportunity for students who will be the entry-level occupational therapy professionals of the future. The occupational therapy curriculum is student-focused, with an emphasis on self-directed learning, interdisciplinary collaboration, and community-based fieldwork experiences. Alternative teaching methods stress client-centered therapy practice, critical thinking, and professional competencies that provide the framework for lifelong learning, research, and compliance to ethical standards of practice. The curriculum defines the current role of the occupational therapist working with diverse populations and challenges students to be proactive to the needs of consumers and the changes in health care delivery. Awareness of cultural diversity and individual needs are emphasized in the curriculum in order to enhance the client-therapist relationship, and to teach students to be better informed, responsible, and caring citizens. The Department of Occupational Therapy is committed to a diverse student population and provides equal opportunity to all students who wish to pursue a career in occupational therapy.

The Department of Occupational Therapy strives to: Provide continuing education opportunities to all health care practitioners in the community. Educate the health care consumer about the value and scope of occupational therapy in order to make informed
decisions about individual health care management. Encourage faculty and student involvement in public service by sharing knowledge and experience, and by providing assistance and consultation. Promote and strengthen the involvement of Florida Gulf Coast University occupational therapy faculty and students, and local therapists in occupational therapy professional organizations at the regional, state, and national levels.

**Occupational Therapy (B.S.):**

Occupational therapy is a client-centered health profession which addresses the occupational needs of individuals throughout their lifespan. Occupation refers to groups of activities and tasks of everyday life which are purposeful and meaningful to an individual. Looking after oneself (self-care), enjoying life (leisure), and contributing to society (productivity) are examples of occupation. (Enabling Occupation: An Occupational Therapy Perspective, Canadian Association of Occupational Therapy Publications, Ottawa, 1997). Occupational therapists actively involve the client in the development of a therapeutic plan which will result in outcomes meaningful to the client.

A student may be considered for this curriculum with no previous occupational therapy experience (e.g. student with an associate of arts degree and appropriate coursework), or as a certified occupational therapy assistant (i.e., graduates of an occupational therapy assistant program with an associate’s degree and state licensure as an occupational therapy assistant).

**Admissions Information**

The Bachelor of Science in Occupational Therapy at FGCU has been designated by the Florida Board of Regents as limited access. This means that applicants must meet departmental admissions criteria as well as university admissions criteria (see Admissions Information). It also means that the selection process is competitive and that all qualified applicants may not be admitted into the program.

Admissions criteria include:

- Submission of a State University System (SUS) common application for admission, and satisfaction of all applicable university admission requirements.

- Completion of all common prerequisites for occupational therapy with a minimum grade of C in each course and a combined grade point average for these courses of at least 3.0. Common prerequisites must be completed prior to the application deadline (August 15 for admission the following spring semester).

- Completion of the College Level Academic Skills Test (CLAST) or equivalent and all general education, foreign language, and Gordon Rule (6A -10.030) writing and computation requirements. The general education requirements consists of 36 semester hours of coursework in the subject areas of communication, social sciences, humanities, natural sciences, and mathematics. Students who have completed general education requirement of another Florida public college or university and who provide an official transcript so marked will be considered to have completed FGCU’s general education requirement. Students who have completed some general education courses at another institution will have their transcripts evaluated for possible fulfillment of FGCU’s general education requirements.

- Completion of 60 semester credit hours of coursework with a minimum grade point average of 3.0 calculated on the most recent 60 college semester credit hours.

- Submission of a College of Health Professions supplemental application form.

- Submission of a Department of Occupational Therapy admissions portfolio. Instructions are included in the application packet.

- Completion of 100 hours of volunteer or paid work in 2 different health care settings, and a minimum of 30 hours in a setting, Occupational therapy settings are required with supervision and evaluation by a registered occupational therapist or certified occupational therapy assistant.

**NOTE:** The selection process for the Bachelor of Science in Occupational Therapy is competitive. Students who have completed all admissions criteria prior to the application deadline will receive priority consideration.

Students who are completing coursework at the time of application may be considered on a space available basis. Students must submit the following, along with the application packet:

- written plan for completion of the course(s)

- official documentation of enrollment in the course(s)

Please note that only two (2) courses of any of the common prerequisites can be completed in the semester prior to admission.

Final transcript or original grade report documenting successful completion of the course(s) must be submitted to the Department chair prior to the first day of class.
Program Overview

B.S. in Occupational Therapy

The curriculum leading to the Bachelor of Science in Occupational Therapy includes 128 semester credit hours: 60 semester credit hours of lower division coursework and prerequisites and 68 semester credit hours of upper division coursework. Six (6) months of full-time fieldwork experience (Level II Fieldwork), with no guaranteed remuneration, must be completed within 24 months following completion of academic courses. The academic component of this program may be completed on a full-time or part-time basis, with faculty approval. Service Learning is a non-credit requirement for FGCU undergraduate degrees which involves 40 to 80 hours of community service. See Eagles Connect – Service Learning Program.

An occupational therapy faculty advisor assists students in preparing an academic plan that incorporates university and program requirements that must be fulfilled prior to graduation.

Required courses in the B.S. Occupational Therapy degree program (62 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHS 3103</td>
<td>Foundations and Dynamics of Health</td>
<td>3</td>
</tr>
<tr>
<td>IHS 3106</td>
<td>Services Delivery</td>
<td>3</td>
</tr>
<tr>
<td>IHS 3203</td>
<td>Dynamics of Organizational Management</td>
<td>3</td>
</tr>
<tr>
<td>OTH 3300</td>
<td>Defining Occupational Therapy</td>
<td>3</td>
</tr>
<tr>
<td>OTH 3312</td>
<td>Dynamics of Communication</td>
<td>3</td>
</tr>
<tr>
<td>OTH 3320</td>
<td>Identification of Occupational Performance Issues</td>
<td>3</td>
</tr>
<tr>
<td>OTH 3310</td>
<td>Theoretical Approaches: Selection &amp; Application</td>
<td>1</td>
</tr>
<tr>
<td>OTH 4224</td>
<td>Assessment of Occupational Performance</td>
<td>4</td>
</tr>
<tr>
<td>OTH 4225</td>
<td>Assessment of Occupational Performance</td>
<td>2</td>
</tr>
<tr>
<td>STA 2023</td>
<td>Statistics or any Introductory Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2024</td>
<td>Any Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>DEP 2004</td>
<td>Any Life Span Human Development Course. Must include infant &amp; child &amp; adolescent &amp; adult &amp; aging</td>
<td>3</td>
</tr>
<tr>
<td>SYG 2000</td>
<td>Sociology or Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>XXX 200</td>
<td>ANT 3000</td>
<td>3</td>
</tr>
<tr>
<td>XXX 3140</td>
<td>or Any Abnormal Psychology</td>
<td>CLP 3140</td>
</tr>
</tbody>
</table>

NOTE: A grade of C or better is required in each prerequisite course. Common prerequisites are subject to change at the discretion of the State University System.

Requests for substitutions of any of the above courses should be directed to the College of Health Professions counselor/advisor, Gloria Laureano, (941) 590-7455; for request to be considered, the applicant will have to submit a course description and a course syllabus, when available.

Program Accreditation

The Bachelor of Science in Occupational Therapy at Florida Gulf Coast University has been granted Developing Program Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, (301) 655-AOTA. As a result of this action, the de-
department is now able to admit students into the occupational therapy program and has proceeded to the Initial Review Step of the accreditation process. Once accreditation of the program has been obtained, graduates of the FGCU Bachelor of Science in Occupational Therapy will be eligible to take the Certification Examination for Occupational Therapist Registered OTR®, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist Registered OTR®. Most states require licensure in order to practice; however, most often state licenses are issued based on the results of the NBCOT Certification Examination.

Undergraduate Programs

School of Public and Social Services

Phone 590-7820

Director, John McGaha

Undergraduate programs

The School of Public and Social Services at Florida Gulf Coast University offers diverse bachelors degree programs in specialized career and professional fields. The school also offers programs and projects that meet the lifelong professional development needs of practitioners.

In the pursuit of this educational goal, the School of Public and Social Services trains professionals in Criminal Justice and Human Services. The faculty recognizes the changing climate of public and social services, links learning to the community and client needs, and recognizes diversity in culture and environment.

Division of Criminal Justice

Faculty

Chair, Pamela Seay
Peggy Bradley, Tony Barringer, Tom Jordan, Sherri Smith, Mary Ann Zager

Admissions Information

Students must apply for admission to FGCU (see University admissions requirements)
Criminal Justice (BS):

The Criminal Justice program provides an extensive overview of the criminal justice system including law enforcement, corrections, the judiciary, juvenile justice, and probation and parole. The program builds upon a solid liberal arts core to achieve a balanced Criminal Justice perspective, which includes an emphasis upon the victim, the offender, the criminal justice system and society. The program’s objective is to develop a sound educational foundation for graduate work or professional practice at the bachelor’s level. Students are provided a set of core courses and experiences to orient them to the broader criminal justice system. Thereafter, they have the opportunity to specialize in law enforcement, corrections, legal studies, juvenile justice, cultural diversity, or management in criminal justice.

Prerequisites

There are no state-mandated standardized prerequisites for this program.

Sample Curriculum

Freshman and Sophomore years: 60 semester hours

♦ 36 hours of general education
♦ 24 hours of electives

Junior and Senior years: 60 semester hours

♦ 21 hours of courses required in major
♦ 3 hours of Senior Seminar
♦ (Criminal Justice Integrative) 12 hours of Criminal Justice electives
♦ 24 hours of University electives and University Colloquium

Required Courses in the Degree Program Core (21 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCJ 3024</td>
<td>Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3610</td>
<td>Jurisprudence</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3701</td>
<td>Research Methods in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4252</td>
<td>Courts and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4450</td>
<td>Leadership and Management in CJ</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4487</td>
<td>Ethics in the Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4940</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses in the Degree Program Core (12 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCJ 3340</td>
<td>Offender Treatment</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3596</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3633</td>
<td>Drugs, Alcohol, and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3666</td>
<td>Victimization</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4110</td>
<td>Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4121</td>
<td>Crime Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4215</td>
<td>Constitutional Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4282</td>
<td>Legal Issues in Corrections</td>
<td>3</td>
</tr>
</tbody>
</table>

University Requirements (6 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4934</td>
<td>Senior Seminar in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>University Electives</td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td></td>
<td>60</td>
</tr>
</tbody>
</table>

Flex Credit

The Flex Credit Option provides professional persons with life experience in the field of Criminal Justice an opportunity to earn up to 18 credit hours based on their knowledge, professional training, and background. Any person (certified or civilian) who has worked in the field of Criminal Justice for five years or more and has completed 60 semester hours from an accredited or approved college or university is eligible to participate. See the School Academic Advisor for information.

Certificate Tracks

By selecting from a defined list of elective courses, students can focus their studies on any of these topic areas: (1) Corrections; (2) Cultural Diversity; (3) Juvenile Justice; (4) Law Enforcement; (5) Legal Studies; (6) Management/Administration. Upon successful completion of the defined track electives, the student will receive a certification of completion. It is not necessary to be a Criminal Justice Major to participate in the Certificate Track program. See the School Academic Advisor for information and lists of courses.

Transfer Applicants to the Criminal Justice Program with an AS Degree from Edison Community College

Articulation agreements have been signed to allow certain specific AS degrees from Edison to transfer directly to FGCU. Students admitted with these degrees enter FGCU with upper level status and are classified as juniors. If you have, or are intending to earn, an AS degree from Edison, contact the Academic Advisor for the Criminal Justice Division for more information.

Degree through Distance Learning

The Bachelor of Science degree in Criminal Justice is available through distance learning via the Internet. Students with an AA or AS degree may take the upper division, 60 credit hours, to complete this degree. See the School Academic Advisor for information and permission.
Division of Social Work and Human Services

Faculty

Chair, Patricia A. Washington
Coordinator HUS Program, Gary Lounsberry
Timothy Barnett-Queen, Charlene Bennett, Judith Lee, Gary Mayfield

Admissions Information

Students must apply for admission to FGCU (see University admissions requirements). After FGCU acceptance, meet with Human Services Academic Advisor to develop course plan.

Human Services (BS):

The undergraduate human services major is designed to provide an interdisciplinary perspective to an array of helping and enabling services in public, nonprofit and proprietary human service agencies. Curriculum is built upon a broad liberal arts and social sciences foundation, developing a core set of skills in counseling, case management, information and referral, and community organization. Course work is augmented by 500 hours of fieldwork. The placement is arranged by the Field Coordinator. Students may, upon graduation, use their training for bachelor’s level practice or pursue graduate training in social work, counseling or one of the other helping professions such as psychology or rehabilitation counseling.

Common Prerequisites

HUS 1001 Introduction to Human Services ................. 3 credit hours
[Acceptable substitutes: CLP1000, SYG 1000, SYG 1010, EEC 1000, CHD 1135, ANT 1410]
HUS 2110 Basic Counseling Skills/Fundamental Helping Skills .......... 3 credit hours

Sample Curriculum

Freshman and Sophomore years:
60 semester hours

• 36 hours of general education

• 24 hours of electives

Junior and Senior years:
60 semester hours

• 33 hours of required Human Services courses including 9 hours of field instruction and 3 hours of field seminar

• 12 elective hours in the School of Public and Social Services: Human Services; Criminal Justice; Public Administration

• 9 University elective hours

• 6 hours required University courses: University Colloquium and Senior Seminar (Human Services Integrative)

Required Courses in the Degree Program Core
(33 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 3020</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3201</td>
<td>Interventions with Groups and Communities</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3204</td>
<td>Interventions with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3410</td>
<td>Case Management Problem Solving in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3601</td>
<td>Human Services Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3720</td>
<td>Evaluative Research in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4560</td>
<td>Social Problems and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4850</td>
<td>Experience in Human Services (field work)</td>
<td>9</td>
</tr>
<tr>
<td>HUS 4940</td>
<td>Human Services Field Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses in the Human Services Program (select 12 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCIJ 3506</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CCIJ 3553</td>
<td>Drugs, Alcohol, and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CCIJ 3665</td>
<td>Violeology</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4500</td>
<td>Ethics in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4508</td>
<td>Substance Abuse and the Family</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4538</td>
<td>Bereavement Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4539</td>
<td>Elder Abuse and Neglect</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4683</td>
<td>Substance Abuse Treatment and Resources</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4891</td>
<td>Directed Individual Studies in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4992</td>
<td>Public Policy and Aging</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4995</td>
<td>Perspectives on Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4937</td>
<td>Special Topics in Human Services</td>
<td>4</td>
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</table>

Other courses as approved by Faculty Advisor.

University Electives (Select 9 Hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 3010</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 3136</td>
<td>Adolescence</td>
<td>4</td>
</tr>
<tr>
<td>HSA 3119</td>
<td>Foundations and Dynamics of Health Services</td>
<td>4</td>
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</table>

Course # Course Title

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 4732 Research Methods &amp; Applications</td>
<td>2</td>
</tr>
<tr>
<td>to Health Care Systems</td>
<td></td>
</tr>
<tr>
<td>LT 3301 Cultural Studies and the Popular Arts</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3955 Health Related Elective: Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SYD 3600 Sociology of Community</td>
<td>3</td>
</tr>
<tr>
<td>SYD 3704 Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>SYD 3770 Race and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SYO 3120 The Family</td>
<td>3</td>
</tr>
</tbody>
</table>

3000 or above Other courses as approved by the academic advisor

University Requirement

IDS 3920 University Colloquium                     | 3            |
HUS 4931 Human Services Integrative Senior Seminar | 3            |
TOTAL CREDIT HOURS 60

Service learning is an undergraduate degree requirement. For information, contact college advisers, the EaglesConnect Office, or access the EaglesConnect website at www.fgcu.edu/connect/.
Instructional Technology and Broadcast Services

Kathleen Davey, Dean

The ever-changing nature of technology continuously alters and frequently improves the ways we live, work, and communicate. Florida Gulf Coast University is committed to using communication, broadcast, and instructional technologies to engage the minds and enhance the lives of the people of Southwest Florida; to graduating students who confidently use technology to compete successfully in the work market and to engage in lifelong learning; to supporting and improving the ways teaching and learning can occur; and to increasing access to higher education and quality public radio and television programming.

Instructional Technology Campus Services

The Office of Instructional Technology and Broadcast Services manages two student computing labs, four computer classrooms, two interactive video classrooms, an executive video conferencing room, 43 multimedia classroom systems, and a network of academic web servers. In addition, faculty, staff, and students may check out portable equipment for special purposes.

Technology support staff are located in the student computer labs and provide one-on-one assistance. Students also may schedule an appointment for software training and register for workshops that are offered periodically through the computer labs. Students can use computers in the open labs to:

- Send e-mail messages to professors and students;
- Use word processing, prepare spreadsheets, or create databases;
- Complete course assignments;
- Conduct Internet-based information searches
- Use multimedia courseware, such as simulated scientific experiments; or complete course projects that require the production of digitized media.

At FGCU teaching is improved through the design and use of instructional materials that permit students to access course assignments and materials electronically; hold electronic, out-of-class discussions; view live and taped video programs on large screens in classrooms; and access and view Internet-based databases and graphics during classroom sessions.

Distance Learning

With a commitment to making higher education accessible to a range of qualified students with diverse scheduling needs, FGCU is developing key courses and certain full-degree programs as distance learning offerings. This means that any student can participate in some courses without having to come to campus, or by coming to campus for only selected class sessions. It means that other students may complete the requirements for an entire degree program without attending campus-based courses. Some courses are offered through television or videotapes, while others are offered primarily using the Internet or two-way interactive video sites.

Distance learning courses expand the scheduling options for all students; allow some people to complete a degree without having to quit work, move, or drive long distances; and make higher education experiences available to individuals who value lifelong learning and want to integrate new knowledge into their lives. Information about distance learning courses and degree programs is continuously updated on the FGCU Distance Learning website, www.fgcu.edu.

With a computer, Internet access, and an email account students may

- Complete coursework
- Apply for admission as either a degree or non-degree seeking student
- Apply for financial aid
- View a course catalog and schedule
- Register
- Order course materials through the Bookstore
- Consult with an advisor
- Submit assignments
- Engage in discussions with other students and the instructor
Access tutoring services

The following courses are representative of distance learning opportunities at FGCU:

All of the upper division undergraduate courses required to complete:

- Bachelor of Science in Criminal Justice
- Bachelor of Science in Health Sciences

All of the graduate courses necessary to complete:

- MBA (Master’s in Business Administration)
- MPA (Master’s in Public Administration)
- Master’s in Health Science
- Master’s in Curriculum and Instruction: Educational Technology
- English for Speakers of Other Languages Endorsement (ESOL) for K-12 teachers

Elective courses, such as:

- ASH 3000 - The Chinese
- PSY 3044 - Experimental Psychology
- ANT 3410 - Cultural Anthropology
- SOP 4714 - Environmental Psychology
- HIS 3930 - History of Modern East Asia
- IDS 3305 - Issues in Media, Literature and Art
- IDS 3301 - Issues in Culture and Society

...AND MORE!

Not every course is available every semester, but the upper division and Master’s degree programs are scheduled to allow you to proceed through the program in a timely way, and every semester elective options are available. Even more course options are planned for the future.

Within Lee, Collier, Charlotte, Glades, and Hendry counties, some telecourse, videotaped classroom sessions and two-way interactive video options are available, such as:

- HUM 2510 - Understanding Visual & Performing Arts (Telecourse/Internet course)*
- EDG 4905 and 6931: School Change from the Inside Out*

*(A Telecourse/Internet course designed for Grade 6-12 school personnel seeking certification, re-certification and general professional development.)*

*Available only to residents within the WGCU-TV viewing range

Southern Regional Electronic Campus

FGCU is a member of the Southern Regional Education Board’s (SREB) electronic campus (SREC). Through the SREC, universities from 13 States list courses and programs that are available as distance learning options. This electronic catalog of distance learning opportunities may be accessed through FGCU’s distance learning website at http://www.fgcu.edu.

WGCU-TV and WGCU-FM

FGCU is home to WGCU-TV and WGCU-FM public television and public radio stations. The stations broadcast from a state-of-the-art campus facility. The television station broadcasts on channel 30/cable 3 and provides PBS, educational and self-improvement programming for Southwest Florida. The radio station can be received at 90.1 FM, from a 100,000-watt stereo signal. The format includes classical music, jazz. National Public Radio (NPR) and Public Radio International (PRI) news, as well as opera, entertainment and programming that covers financial news, business and Florida legislative issues. WGCU-FM operates 24-hours a day and its programming is also transmitted on WKMO-FM 97.7 FM, which reaches the most southern part of Collier County and Marco Island.

Through their annual schedule of programming and services, both stations:

- address the educational and curriculum priorities of K-12 and higher education in the Southwest Florida Region
- serve as a programming, production, and dissemination resource for distance education
- represent and clarify issues pertinent to the public affairs of the region, the nation, and the globe and
- support and extend the cultural interests of the public by providing a diverse schedule of high quality music, drama, dance, and visual arts programming.
Library Services

Caroline Gray, Dean

The University is a community of scholars and students united by a commitment to the pursuit of knowledge and its transmission from generation to generation. The library is the central repository for recorded knowledge and a primary point of departure to the world of electronic information. The library is grounded in the awareness of the power and responsibilities that come with knowledge and in the belief that nothing is more important to the future of our democracy than ensuring public access to information.

Integrated into the main fabric of the University’s educational delivery process, the library enhances and supports the importance of the physical University campus in a world dominated by electronic technology. Libraries put the human face on cyberspace. The library is one of the few places where you can get help from an expert — the librarian — in finding the precise information you need whether on-line or in some other form. Technology is an exciting new tool but it has not replaced other avenues for discovery and learning such as videos, audiocassettes and, yes, books.

Mission

The mission of the Florida Gulf Coast University Library is to create for southwest Florida a thriving dynamic organization to serve as a model for the state and nation in collecting, conserving, and communicating information by utilizing the latest information technologies.

The library is responsible for information resource management: acquiring, organizing, preserving, and providing access from any location to recorded knowledge, information, and data in all formats. An essential characteristic of library services is that they are carried out in real space and in computer (or virtual) space. The real time and real space characteristics of the library provide a place that preserves an intellectual center of the campus and a primary locus of interaction for faculty, students, and others who require interpersonal and research relationships. The virtual space characteristics of the library provide an electronic environment for teaching, learning, and accessing information wherever it is located or needed. Students need not be geographically or financially disadvantaged if technologies work for them as the equalizer.

Library Instruction

The goal of the library’s instructional program is to develop learner expertise in searching for, analyzing, evaluating, and managing the information needed for use in academic, personal, and professional life. The FGCU Librarians have developed an Information Literacy Program (ILP) plan that emphasizes the concepts and processes of using information and information sources, rather than specific tools, technologies, or information systems. In teaching processes rather than tools, it is intended that the skills will be transferable across a variety of information systems and remain effective long after current technology becomes obsolete. The librarian plays a key role in the educational process through work with faculty in the design of course materials and teaching methods that take advantage of emerging instructional, informational, and telecommunications technologies.

Reference and Research Consultation

Librarians and library paraprofessionals provide reference and research consultation services when and where they are needed. Library users can get reference service by telephone, by e-mail, and through an Electronic Reference Desk on the library’s web site: http://library.fgcu.edu

Borrower’s Services

Borrower’s services include checking out materials from the library, borrowing items from other libraries through interlibrary loan, and accessing course reserves in hard copy and electronic formats.

Distance learners will discover that the library has arranged for electronic course reserves and many full-text journal articles to be accessible by computer from off-campus locations. Distance learners may also use the library web site to request photocopies of journal articles. The copies will be mailed to distant students by the library at no charge.
Computer Systems Development and Support

The Library Computer Systems staff maintains a state-of-the-art network for library users with an open computer lab that provides access to electronic information resources, the world wide web, a variety of applications software, document scanning, student email, and removable storage with floppy and zip drives.

The library web site also provides a wealth of resources and information. The web site accesses the catalogs of all State University System libraries, course reserve materials, electronic databases, document delivery services, interlibrary loan, pathfinders, and links to other useful web sites.

The Library Computer Systems staff also works in collaboration with the Florida Center for Library Automation to integrate their services into the FGCU Library and to integrate FGCU data into the State University System’s (SUS) combined on-line catalog, LUIS.

Collection Development

The library collections at Florida Gulf Coast University acquired a substantial foundation to build upon through an inherited collection from the University of South Florida in Fort Myers (USF-FM) and the purchase of major retrospective collections in print and non-print media. The library staff has integrated these rich retrospective collections with new books, current journal subscriptions, media, and an extensive collection of electronic resources to serve the university and the community. In January 1999, the combined print and non-print library holdings reached 256,838 volumes.

Librarians work with each of the colleges to develop collections that support the curriculum, program offerings, service, and research of the University. To maximize University resources, the library has resource-sharing partners including the State University System Libraries and those of the Southwest Florida Library Network. The University also shares materials with the local, state, national, and international library communities through interlibrary loan.

The size of the library building belies the wealth of resources available to library users. Electronic access to current information beyond the physical limitations of the library in nearly every academic discipline is available in the library and from off campus locations. In the web based knowledge environment, digital resources are increasingly critical for providing timely access to scholarly research and for providing access to library resources for distant learners. Electronic resources collectively provide full text access to about 4000 journals.

Southwest Florida Library Network

FGCU is host to the Southwest Florida Library Network (SWFLN), which is being developed to serve the southwest Florida region as a consortium of public, academic, and special libraries. When the network is fully developed, a person will be able to walk into any library in the region and find out what is available in all of the libraries and will be able to use all of the jointly owned digital collections. The library user will be able to request books and materials from any of the libraries to be delivered to the nearest library, or in some cases to the home or office.
Student Services

(941) 590-7900

Wm. Gregory Sawyer, Dean

Student Services directs the University’s efforts to recruit, enroll, retain and graduate a diverse, high-quality student body at the undergraduate and graduate levels. A spirit of cooperation within Student Services fosters a learning environment that promotes the academic success, personal and career development of students with an emphasis on leadership skills, community services and an appreciation for diversity.

Student Services Mission

The mission of the Division of Student Services is to provide student (support) services designed to meet the needs of the university community while recognizing, encouraging and rewarding quality services. The Division of Student Services seeks excellence in developing programs and offering services that promote the student; to assist in the empowerment of the student through collaboration in learning; governance; operations and planning; to assist students in matriculating through FGCU while understanding its policies and procedures. Students will be encouraged to responsibly involved; to provide opportunities which enhance the social and cultural environment through student activities and programs; to serve as an institutional resource on information concerning students; to promote an environment appreciative of ethnic, religious, cultural and intellectual diversity which affirms that diversity is a source of renewal and vitality; to encourage a public spirit among students that recognizes that informed and engaged citizens are essential to the creation of a civil and sustainable society that works towards the common good of Florida Gulf Coast University, the state, and the world community.

The Office of Counseling & Student Health Services (CSH)

Counseling Services

Personal Services. The area of personal services includes personal counseling, consultation and referral, outreach programming, emergency on-call services, and victim assistance.

Personal Counseling. Individual and group counseling, personal consultation and referrals, outreach, and skill development programs. Personal counseling through CSH is a free, confidential, student service. CSH counselors adhere to the ethical standards established by professional associations, state licensing boards, and national certification organizations. Call 590-7950 or e-mail CSH@fgcu.edu for an appointment. The office is located on the second floor of the Student Services Building in Room 225.

Emergency On-Call. Professional counselors are available on a 24 hours basis for mental health emergencies that arise within the university community. The on-call counselor is contacted through the university police dispatcher at 590-1911.

Victim Assistance. CSH, in cooperation with Campus Police, offers information, counseling, and referral services to students who have been victims of crime or who are in abusive or difficult relationships. Community resources are available to address a variety of areas. Specific informational flyers are available in the library, as well as outside the Testing & Tutoring Lab (T-Lab), Student Services Building, second floor.

Academic Skill Development

The counseling services provided to ensure academic success for students include tutoring and testing services.

Learning Resources Services (LRS). Individualized tutoring and/or course specific study groups are provided for students in many subject areas. Tutoring and academic development services are offered through the T-Lab. Tutoring is especially helpful to students with disabilities who seek assistance from the OMAS office. Information about current programs is available by checking the Student Services web page (http://condor.fgcu.edu), which includes FGCU CONNECTION, a comprehensive and centralized list of tutorial and supplemental assistance from all sections of the FGCU community, and other web sources. Off site students
can receive personal and professional writing and math assistance. Specific content areas have web-based discussion groups that students can access through the internet. Students may obtain tutoring and other learning assistance through the LRS office in the Student Services building, Room 207.

Testing and Assessment Services. Testing services include the administration of career interest inventories, academic testing, and personality testing. In addition to testing and assessment, test proctoring and test preparation services are also provided. Testing & Assessment Services is located in the Student Services building, Room 204.

The T-Lab (Tutoring and Testing). The T-Lab has 28 state-of-the-art computers loaded with tutoring, career exploration, and testing software. Assessment services include career exploration through SIGI Plus and career interest inventories. The Center offers CLAST; CAT CLAST [computer adaptive test]; FTCE (Florida College Entry-Level Placement Test); FTCE (Florida Teacher Certification Exam); MAT [Miller Analog Test]; ACT; various career inventories; personality and psychological tests; and test prep courses for GRE, GMAT, and MAT. Trained tutors assist with AllWrite (a writing skills program), Maple, and SPSS software. A writing assistant is often available for one-on-one attention. Hours are posted in Room 204 of the Student Services Building. Walk-in appointments, as well as pre-arranged appointments are available.

Career Development Services

The services provided in Career Development include career counseling, planning, and employment services. These services are offered through the Career Development Center located on the second floor of the Student Services Building. The Coordinator of Career Development Services office is located in the Student Life office next to the Career Development Center.

Career Counseling. There are times in both the academic and job search process when students need a friend for career counseling, coaching and/or mentoring. Personal exploration enables students to understand the relationship between self-knowledge and career choice, and facilitates appropriate decision making and successful employment. A variety of career assessment instruments are available in the Career Development Center and through the T-Lab.

Career Planning. Career Planning assists students in developing an awareness of the world of work and its relationship to their academic experiences through workshops, seminars, computer software programs, and other electronic and media resources.

Employment Services. Career Development Services offers access to part-time, full-time, seasonal, internship, and on-campus job opportunities through a web-based system. Resume referral, job fairs, and on-campus recruiting provide students with direct connections to local, regional, and national employers. In addition, the State of Florida Department of Labor and Employment Security maintains a computer in the Career Development Center that is dedicated solely to positions posted on its web site.

Student Health Services

Personal Health. FGCU offers a number of health services to its students. Located in the Wellness Center, an advanced registered nurse practitioner provides a variety of services from immediate triage and basic care to education and health awareness programs. Student Health Services is committed to ensuring that students are provided timely information and education so that students can better care for themselves.

Services provided include initial care and referral for medical issues that may arise. In coordination with the Office of Admissions, Registration and Records, Student Health Services will also assist in the evaluation of medical and immunization records.

Health Insurance. FGCU offers all enrolled students the opportunity to purchase health insurance. Health insurance coverage is strongly recommended for all FGCU students whether offered through the University or from another source. Students interested in health insurance may get applications in Student Life or apply for the insurance on-line at http://www.cfl.net/fgcu/.

The Office of Recreation and Leisure Services (RLS)

The Office of Recreation and Leisure Services (RLS) provides recreational opportunities for students, faculty, and staff in intramural/extramural sports, health and fitness programs, club sports, waterfront activities, and outdoor adventures. The office provides a medium for the campus community to develop leadership, communication, teamwork and other social and athletic skills.

Hundreds of students are involved in recreation at FGCU. Whether it is scuba diving, spending afternoons in the Wellness Center, playing intramural sports or canoeing, FGCU students are physically active. This physical activity helps relieve stress, loosens up tense muscles, clears the brain-fog caused by extensive studying and offers great opportunities for
meeting people, making friends, and having fun. A complete listing of activities and events may be found in the RLS office located in the Wellness Center or by visiting our website at http://condor.fgcu.edu/SL/RLS/index.html.

Housing and Residence Life

On-campus residence life is available at North Lake Village in a brand-new, 250 bed apartment-style complex. Each apartment accommodates four students with a choice of bedroom options. For students who want privacy, there are single bedroom apartments consisting of four bedrooms with four occupants per apartment. For a student who wants a roommate, there is the double occupancy option. These apartments have two bedrooms per apartment with two people sharing each bedroom. All apartments have two bathrooms.

Student housing has a number of amenities. Each apartment is completely furnished with a sofa, two armchairs, desks, and bunkable beds. The fully equipped kitchen includes a full size refrigerator, stove, microwave oven, dishwasher, and garbage disposal. Basic cable television and local phone service in the living room area are provided free of charge, as are all utilities. Finally, data connections are provided so each student can quickly access the Internet or other University technology.

The complex is situated next to a lake and has a number of picnic and recreation areas, including a swimming pool, volleyball courts, and outdoor grills. A Commons building has a laundry facility, business center, lobby, and television area. Staff includes a live-in Director, Resident Assistants, a Senior Secretary, and student receptionists to assist students. Every week there are different programs for fun and education, and opportunities to get involved.

A single bedroom is $1,937 per semester and a double bedroom is $1,604 per semester. Meal services are available on the main at a reasonable cost. Housing residents can also take advantage of the fitness facilities located in the Wellness Center on campus. Additional information is available from the Office of Housing & Residence Life at (941) 590-1700 or at our website http://condor.fgcu.edu/SL/CH/index.html.

Office of Multi Access Services (OMAS)

The Office of Multi Access Services (OMAS) focuses on underrepresented students, multicultural/diversity issues, students with disabilities, and international students. For more information about our services, please contact the Office of Multi Access Services at (941) 590-7925, TTY (941) 590-7930, e-mail address: OMAS@fgcu.edu, Web site: http://condor.fgcu.edu/SL/OMAS/index.html. Please indicate if requested information needs to be provided in an alternate format.

Multicultural and Diversity Programs

OMAS advocates and provides support services for students of diverse racial, cultural, and ethnic heritage and sponsors multicultural and diversity programs celebrating our diverse experiences. All students are invited to participate in our multicultural programs that recognize cultures, significant historical events and persons, and provide opportunities for awareness, exploration, and understanding of diversity. OMAS also serves as a resource for student organizations whose focus is multicultural, or other groups expressing an interest in diversity issues, including the Multicultural Student Association.

Student Disability Services

OMAS promotes opportunities for full participation in university academics, programs, activities, and services by students with disabilities, through the provision of reasonable accommodations and other support services. OMAS facilitates accommodations through coordination with faculty and staff, and serves as an information resource to promote awareness and knowledge of disabilities. Disabilities as outlined by the Americans with Disabilities Act and the University may include learning, visual, hearing, speech, physical, and other disabilities. The student is responsible for identifying him or herself as having a disability, providing documentation, and consulting with the OMAS staff with sufficient notice to coordinate appropriate services. While FGCU does not currently provide disability testing, students are referred to other resources. Students are responsible for securing appropriate testing and documentation and assume these expenses. OMAS staff provide consultation and assistance in enrollment and registration, classroom accommodation, note taking, and reader services, modified, or extended test taking and interpreters. The Adaptive Learning Lab, located in the OMAS office, offers individual study areas with computer software and assistive technology helpful to students with disabilities. Students interested in assistance with educational expenses should contact the Office of
Financial Aid and Scholarships, but may find additional information on scholarships for students with disabilities in our office.

International Students

Working with the Office of Admissions, Registration and Records, OMAS enrolls all international students, processes, and maintains immigration documents. Specific admission information, instructions and forms are available in the International Student Admission Guide. Support services for international students include orientation to living and studying in the United States, cross-cultural adjustment and transition, and integrating international students into the university and community experience. International students are encouraged to share their cultures through a variety of campus programs and the International Club.
Campus Life

The Eagle Cafe

The Eagle Cafe, a bright and cheery gathering place in the center of campus, provides on-campus food services for students and staff. The cafe has a specialized menu ranging from full breakfasts to cappuccino. Breakfast includes eggs with all the trimmings, fresh baked goodies, donuts and bagels. The lunch and dinner menu features two entries, more than 30 made-to-order grill items, homemade pizza, Subway subs, deli sandwiches and salads. Fresh-baked cookies, snacks and an assortment of drinks complete the offerings.

Periodic surveys ensure the menu is designed with student tastes and trends in mind. Student requests and solicited feedback helps Demko Food Services refine its service. In addition to the cafe, Demko also provides catering for activities and events on campus.

Family Resource Center

One central mission of Florida Gulf Coast University is to maximize opportunities that increase student success. Students with children often find it difficult to attend classes, to participate in internships or community projects, or simply to study, because of the lack of childcare. The University, therefore, is committed to supporting student parents through the Family Resource Center that provides an early care and education program and other family resources.

Nurturance of dependent family members is one of the most important tasks in an individual's life, but no single person can care for another alone. Families, communities and society share responsibility for protecting, nurturing and educating our generations. Florida Gulf Coast University's Family Resource Center is a model of intergenerational care which supports student achievement, models best practices of care and education, and affirms the University's mission to respond to the needs of the Southwest Florida community and to build for the future.

The student is involved in the “heart” of higher education, that is, his or her course of study. The University will provide the “hands” that will support the student’s need to care for and nurture his or her own family. To this end, the Family Resource Center will enroll children from six weeks to five years of age. The program will offer developmentally appropriate, comprehensive services for children, including an educational program lasting approximately six hours. The program will emphasize parent involvement and will provide access to family resources through staff at the center, and faculty and graduate students in education, social work, counselor education, psychology, sociology, and health professions. The center will provide opportunities for research related to the development and care of young children and for supervised internships, practicum projects and student teaching.

There is a one-time application fee of $25. In addition, a $25 materials fee is charged each semester. Meals and snacks for older infants, toddlers and preschoolers are $2 per day. FGCU students have first priority for enrolling their children, then FGCU faculty and staff, and then families within the community-at-large.

For more information and to complete an initial application form, go to the Family Resource Center's Website at http://frc.fgcu.edu/. The Center’s phone number is (941) 590-7855.

<table>
<thead>
<tr>
<th>Infant/ Toddler Preschool</th>
<th>(6 wks-2 yrs)</th>
<th>(2-5 yrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>$55</td>
<td>$50</td>
</tr>
<tr>
<td>Faculty/Staff who earn</td>
<td>$70</td>
<td>$65</td>
</tr>
<tr>
<td>below $50,000</td>
<td>$85</td>
<td>$75</td>
</tr>
<tr>
<td>Faculty/Staff who earn</td>
<td>$70</td>
<td>$65</td>
</tr>
<tr>
<td>above $50,000</td>
<td>$100</td>
<td>$85</td>
</tr>
</tbody>
</table>

University Bookstore

The University Bookstore is operated by Florida Gulf Coast University as a self-supporting auxiliary service. It provides a wide variety of new and used textbooks, study guides and other course supplies, cards, gifts, and FGCU sportswear and memorabilia.

Textbooks are expensive because they are costly to write, publish, ship, and sell. Accelerated research contributes to a relatively short shelf life as new editions are published. Your textbook investment represents approximately 3% of the total cost of your education. The bookstore pays cash for used books throughout the year. Prices paid depend on future class use at the University and store inventory levels.
Current editions of non-adopted textbooks in good condition will be purchased at the current market value. Many of our services are now available by using the web page, including textbook ordering. Please visit us at www.bkst.com.

Refunds
All refunds must be requested within the refund period, be accompanied by the original sales receipt and be unmarked, if purchased new. During fall and spring semesters, textbooks may be returned for full credit up to 15 calendar days from the opening day of classes or within two days of purchase thereafter. During the summer term, textbooks may be returned for full credit within seven days from the opening day of classes or within two days of purchase thereafter. Defective textbooks will be replaced throughout the term. There are no refunds for texts purchased during the last week of classes or during the examination period.

Payment
Personal checks may be written for the amount of purchase. There will be a significant penalty on all returned checks. MasterCard, VISA, Discover, and American Express are accepted.

Lost or Stolen Textbooks
Writing your initials on a random page in each textbook will help identify your books, should they be lost or stolen. Report a loss to the bookstore and the University Police. If you attempt to sell back a book that has been reported lost or stolen, you will be reported.

Bookstore Hours
Monday through Thursday from 8:00 a.m. to 7:00 p.m. and Friday from 8:00 a.m. to 3:00 p.m.

Vehicle Registration and Parking
By rule (6C10-8), the University requires all students, faculty and staff to register their vehicles if they operate or park a motor vehicle on property owned by or in control of the University. This rule is in effect 24 hours a day for each day of the year. Copies of this rule and a schedule of fees and fines may be obtained from the Parking Services Unit of the Police Department located in Students Services Building 5, Room 103. Permit and Decal fees are $50.00 for a full year or $20.00 per term. Permits for motorcycles are $25.00 and are good for one year.

Telephone numbers:
Parking Services 590-1912 or ext. 1912
Administrative/Non-Emergency 590-1900 or ext. 1900
Emergency from a Campus Phone 590-1911 or ext. 1911
Emergency from a pay phone 911
Emergency from a cellular phone *FGCU

University Police
Florida Gulf Coast University Police and Safety Department provides a full range of public safety services to the University community 24 hours a day, seven days a week. Services provided by the department include, but are not limited to routine patrol on foot, bicycle or vehicle; alarm monitoring; escorting students, faculty and staff on request; motorist assistance with lockouts, dead batteries, etc.; lost and found, and educational programs (RAD, Securing Your Home, Robbery Prevention).
Undergraduate Admission Information

Florida Gulf Coast University encourages applications from all qualified applicants regardless of race, sex, religion, culture, age, disability, or ethnic background. (Admission to the University does not guarantee admission to programs designated as limited access or teacher certification.) The Office of Admission, Registration and Records provides prospective students, parents, and other interested individuals with admission counseling, presentations, tours, and informational workshops. All credentials and documents submitted during the enrollment process become the property of FGCU and will not be returned to the applicant or forwarded to another institution, agency, or person. Furnishing any false or fraudulent statements or information in connection with the admission or enrollment process may result in disciplinary action, denial of admission, and invalidation of credits or degrees earned.

Campus Tours

Student-guided campus tours are available to all interested individuals and last approximately one hour. To take a tour, you must reserve your space at least 48 hours in advance. Tours leave from the Office of Admission, Registration and Records in the Student Services Building. Group tours or special requests can be accommodated. Call toll free, 1-888-889-1095 or (941) 590-7874 to schedule a guided campus tour.

Applying for Admission

1. FGCU utilizes the State University System (SUS) common application form for first-time-in-college students and transfer students. A hard copy of the admission application is available by calling toll free 1-888-889-1095 or (941) 590-7874 or by visiting the Office of Admission, Registration and Records in the Student Services Building. Admission applications may also be obtained from Florida high school guidance counselors and community college advisors.

2. Students may apply for admission online by following the instructions found at the FGCU website at http://www.fgcu.edu

3. Applications are accepted as early as 12 months before the requested entry date. Students should apply and send in official transcript(s) as early as possible. If the student applies close to the enrollment date of the term, it may be suggested that the student attend the University as a non degree-seeking student for a semester, until all application documents can be sent to FGCU.

4. There is a non-refundable $20 application fee for all new students. The admission application will not be processed until the application fee is received. (If the applicant has previously paid the fee for a non degree-seeking application AND HAS BEEN CONTINUOUSLY ENROLLED, the application fee for the degree-seeking application will be waived.)

5. Application information for graduate admission is listed in the Graduate Programs section of this catalog.

6. Mail application, all transcripts, non-refundable $20 application fee, and official SAT or ACT scores to FGCU at the following address:

Florida Gulf Coast University
Office of Admission, Registration and Records
10501 FGCU Blvd. S.
 Ft. Myers, FL 33965-6563

Admission Categories

First Time in College Applicants

A first-time-in-college student must be a graduate of an accredited high school and have completed 19 Carnegie units (15 academic and four elective classes) which are yearlong courses and not remedial in nature. FGCU recalculates the student’s high school grade point average using grades in the following: 4 units of English (at least three with substantial writing); 3 units of mathematics at the level of Algebra I or higher (Algebra A, B can be used for one year of math); 3 units of natural science (at least two with laboratory); 3 units of social science (includes history, political science, economics and sociology); and 2 units of the same, sequential foreign language. One point will be added for credits earned in honors, advanced placement, and International Baccalaureate courses (for grades of “D” or higher). Appropriate academic and elective courses are listed in the Counseling for Future Education Handbook published by the Florida Department of Education. Initial appli-
cation review is based on high school grade point average in the academic units and performance on one standardized admission test. Acceptable tests include: SAT, SAT-I, ACT, or the E-ACT.

First-time-in-college students are admitted to FGCU based on meeting one of the following admission criteria:

♦ A student may have a 3.0 grade point average on a 4.0 scale paired with one of the standardized admission tests. (If a student has under the minimum SAT-I or ACT score (revised SAT 420 verbal/440 math or enhanced ACT 16 reading/16 math/composite 16) the student will be required to complete remedial-level work provided by the community college).

or

♦ present a combination of high school GPA and admission test score as indicated in the scale below:

<table>
<thead>
<tr>
<th>Grade Point Average</th>
<th>SAT I (recentered SAT-I)</th>
<th>SAT I</th>
<th>E-ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>1140</td>
<td>1050</td>
<td>25</td>
</tr>
<tr>
<td>2.1</td>
<td>1110</td>
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<tr>
<td>2.2</td>
<td>1090</td>
<td>990</td>
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</tr>
<tr>
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<td>1060</td>
<td>960</td>
<td>22</td>
</tr>
<tr>
<td>2.4</td>
<td>1030</td>
<td>930</td>
<td>22</td>
</tr>
<tr>
<td>2.5</td>
<td>1010</td>
<td>900</td>
<td>21</td>
</tr>
<tr>
<td>2.6</td>
<td>1000</td>
<td>890</td>
<td>21</td>
</tr>
<tr>
<td>2.7</td>
<td>990</td>
<td>880</td>
<td>21</td>
</tr>
<tr>
<td>2.8</td>
<td>980</td>
<td>870</td>
<td>20</td>
</tr>
<tr>
<td>2.9</td>
<td>970</td>
<td>860</td>
<td>20</td>
</tr>
</tbody>
</table>

♦ Any student applying for admission who does not meet these requirements but may bring to FGCU other important attributes or special talents, may be admitted if, in the judgment of the faculty committee on admissions, the student can be expected to do successful academic work. For consideration, students are encouraged to submit evidence of special talents, complete the optional essay as outlined on the admission application, and submit recommendation letters.

Non-Traditional Program of Study

Any student who completes a non-traditional program of study which is not measured in Carnegie Units, such as home schooling or completion of the General Equivalency Diploma (GED), must present a test score of at least 1010 on the re-centered SAT I or 21 on the ACT.

To arrange for testing, contact the University, local high schools, community colleges, or one of the following testing centers:

American College Testing Program (ACT)
Box 168
Iowa City, Iowa 52240
Phone: (319) 337-1313
FGCU college code: #0733

SAT College Entrance Examination Board
Box 592
Princeton, New Jersey 08541
Phone: (609) 771-7600
FGCU college code: #5221

Lower Division Transfer Students

Students who are lower division transfer applicants (those with fewer than 60 hours of transferable credit as determined by the Office of Admission, Registration and Records) must meet all requirements of incoming first-time-in-college applicants as described in that section. These students must also have a minimum cumulative 2.0 grade point average (on a 4.0 scale) in all previous college work and be eligible to return as a degree-seeking student in good standing to the last institution attended.

Transfer Applicants with an A.A. Degree from a Florida Public Institution

Transfer students with Associate of Arts degrees from public institutions in Florida are governed by the Articulation Agreement between the state universities and public community colleges. (See Florida Community College Graduates section of this catalog.) Students with a Florida A.A. degree are admissible to FGCU, but are not guaranteed admission to limited access programs. Transfer students must submit the application to the university and an official transcript from every post-secondary institution attended.

Upper Division Transfer Applicants

Students with at least 60 hours of transferable credits (as determined by the Office of Admission, Registration and Records) do not need to submit test scores for admission to the university but test scores may be required for admission to a specific limited access program. If the student's grade point average is at least 2.0 on previous course work, and the applicant is in good standing at the last institution attended, the applicant is admissible to FGCU. Transfer students
must submit the application to the university as well as an official transcript from every post-secondary institution attended.

**Second Baccalaureate Degree Applicants**

Graduates from regionally accredited four-year United States institutions may apply for admission to work toward a second undergraduate degree. The first baccalaureate degree satisfies the General Education Program requirements and provides exemption from the foreign language requirement for admission. Second Baccalaureate degree applicants should submit all transcripts and an undergraduate application for acceptance into the University. Admission test scores are not required by the University, but may be required by a limited access program. Admission to a limited access program is not guaranteed.

**Students with Disabilities**

A student who is requesting special consideration for admission due to a disability should note this on the admission application in the appropriate section. The student must provide appropriate documentation of a disability and identify how the disability prohibits him/her from meeting minimum admission standards. The appropriate faculty committee on admissions will review this petition for admission. The admission decision will be made on an individual basis from documentation provided by the student. If an admission test score is required for the specific category of undergraduate admission, the test score will not be waived.

**Limited Access Program Applicants**

Admission to FGCU does not guarantee admission to limited access programs, which have application criteria beyond the minimum criteria for admission to the University. Limited access programs currently are Clinical Laboratory Science, Nursing and Occupational Therapy.

**Early Admission (full-time)**

FGCU currently has several full-time early admission agreements with local school boards for students who have completed all the requirements for their junior year in high school and have met the following criteria:

- Demonstrated exceptional academic ability
- Sufficient maturity as evidenced by age at the time of admission and/or written recommendations substantiating the candidate's maturity

- A 3.5 or higher high school grade point average
- A minimum R-SAT score of 1200 or minimum E-ACT score of 26
- Enrollment in a strong college preparatory curriculum

Applicants must submit an application for admission, a non-refundable $20 application fee, official high school transcript, official ACT or SAT test score, a personal letter outlining reasons for seeking early admission, and two letters of recommendation. One of the letters of recommendation must be from the principal or the representative of the principal. Contact the Office of Admission, Registration and Records for additional information.

**Former Student Returning (FSR) Applicant**

A former student returning is any former FGCU degree-seeking undergraduate student who has not earned a degree, who has not been enrolled at FGCU in any of the last three terms, and who wishes to re-enroll. The former student submits a new admission application by the appropriate application deadline. A new application fee is not required.

To be re-admitted, a student must meet the following requirements:

1. Be in good standing and eligible to return to the last institution attended, including FGCU.
2. Have achieved a grade point average of at least 2.0 on a 4.0 scale on all college-level academic courses attempted.

**Graduate and Post-Baccalaureate Applicants**

See the Graduate Programs section of this catalog.

**International Applicants**

Applicants are classified as international if they are not United States citizens, dual citizens, or permanent residents. International students must meet admission criteria for the program to which they apply, as well as the following:

- International students must have all credentials and admission information submitted to the Office of Admission, Registration and Records at least six months prior to the specific entry term.
- Josef Silny & Associates, Incorporated or World Education Services must evaluate credit from institutions outside the U.S. A course-by-course evaluation is required. The applicant pays for this service and contacts the evaluating agency directly.
Applicants must demonstrate English proficiency in accordance with University policy, and will be required to submit acceptable TOEFL (Test of English as a Foreign Language) scores unless the country of origin uses English as the official language. A minimum score of 213 is required on the computerized TOEFL or 530 on the written TOEFL. With the approval of the Director of Admissions and the appropriate dean, applicants may furnish satisfactory evidence of English competency in lieu of the TOEFL. Examples of "satisfactory evidence" include, but are not limited to, completion of ENC1101 and ENC1102 (or equivalent) with a grade of "C" or higher, and/or a minimum of 60 credits satisfactorily completed at an institution of higher education where all courses are taught in English.

For information on the TOEFL, contact TOEFL Educational Testing Service, Princeton, NJ 08541, USA. The University's institutional code for the TOEFL is #5125.

The applicant must file a Confidential Financial Statement confirming availability of funds to finance the first year of study before the University issues the appropriate immigration papers.

Prior to registering for classes, admitted students must submit proof of health and accident insurance to meet mandatory requirements. The University reserves the right to refuse registration to any international student who fails to comply with this insurance requirement or is unable to supply satisfactory proof of insurance. The University also reserves the right to withdraw from classes any international student who fails to maintain insurance coverage or avoids in any way the responsibility to comply with the insurance requirement.

Transit Student Applicants

Transient students are undergraduates who attend FGCU for only one term before returning to their home institutions. These students enroll at FGCU as non-degree-seeking students and must submit Immunization History forms. A transient student from another Florida university can facilitate FGCU registration by obtaining a Transient Student Form from the home institution.

Undergraduate Non-degree-seeking Applicants

Undergraduate non-degree-seeking student enrollment is on a space-available basis and has been established for those individuals who would like to enroll, but are not seeking a degree from FGCU. A non-refundable application fee of $20 will be applied for first-time applicants. Individuals seeking admission may also enroll as non-degree-seeking students during the period in which their application is in process. Individuals enrolling as a non-degree-seeking student are limited to 15 semester hours of course work. Students seeking professional certification or re-certification may request an exemption to the 15-semester hour limit by contacting the Registrar. Performance in courses taken as a non-degree-seeking student will not qualify an applicant for admission as a degree-seeking student.

Undergraduate non-degree-seeking students are subject to the same academic policies as undergraduate degree-seeking students and must adhere to deadline dates published in the University's Class Schedule. A non-degree-seeking student who has been dismissed from FGCU is not eligible for admission to FGCU as a degree-seeking student. Non-degree-seeking students are not eligible to receive University honors or to receive financial aid. Non-degree-seeking students must have proof of immunization (see immunization requirement).

Teacher Certification and Re-certification

Students with undergraduate degrees who are returning to gain teacher certification or educators seeking re-certification are classified as Teacher Certification Students. These students may enroll in undergraduate or graduate College of Education courses on a non-degree, space-available basis, and when course pre-requisite requirements are met. There is no limit to the number of credits students may earn in this category, however, the College of Education limits the number of credits earned while non degree-seeking which can be applied toward a graduate degree to 12. Furthermore, there are certain programs within the College of Education that limit to 12 the total hours a non-degree student may take for any purpose. Please see program advisors for details.

Deferring Admission

Students who do not enroll the semester they have been admitted may defer admission to a future semester by writing to the Office of Admission, Registration and Records. However, admission is not automatic. An applicant requesting a new entry date must meet the admission requirements in effect for the new term. In addition, entry dates for some programs are limited to specified terms.

If a student attends another collegiate institution in the interim, an official transcript of all work attempted is required. A new application and application fee are required when deferring admission to a term beginning more than 12 months after the original admission date.
Appealing Admission Decisions

Undergraduate applicants who do not fully meet minimum admission requirements are reviewed by the faculty Admissions and Credits Committee, which considers admission based on other evidence of ability to do successful academic work. Students who do not meet the minimum admission standards or who have been denied admission may submit an appeal along with the admission application or make an appeal within 30 days of receiving an admission denial in the mail. Students should send letters of recommendation, additional test scores, personal statements, or responses to the optional essay question on the State University System application. These documents will be helpful to the Admissions and Credits Committee as exceptions to admission criteria are considered. If students are admitted to the University yet denied admission to a limited access program, an appeal should be made to the specific program appeals committee.

Foreign Language Admission Requirement

All students admitted as freshmen, lower division transfers, or upper division transfers must satisfy or meet exemption qualifications from the statewide foreign language admission requirement.

1. First-time-in-college students and lower level transfer students must complete eight (8) to ten (10) semester hours of the same foreign language or American Sign Language at the collegiate level or complete two sequential units of the same foreign language in high school unless an exception is approved. Lower level students, except those exempt from the foreign language requirement, (outlined in next section) must satisfy the foreign language requirement prior to admission to the upper division.

2. Upper division transfer students, including A.A. degree holders from Florida public community colleges or SUS institutions who do not meet the criteria listed for lower division transfers, must satisfy the foreign language requirement prior to graduation from FGCU. Please note, some limited access programs require that the foreign language admission criteria be met before admission to the program is secured. See program descriptions for this specific information.

Exemption from the Foreign Language Requirement

Students may be exempt from the state university foreign language requirement if any of the following criteria are met:

- Students who received Associate of Arts degrees from Florida public community colleges prior to September 1, 1989; or

- Students who enrolled in Associate of Arts programs at a Florida public community colleges prior to August, 1989, and who maintained continuous enrollment until admission to and enrollment in FGCU; or

- Students who hold Baccalaureate degrees from regionally accredited colleges or universities; or

- Students may demonstrate equivalent foreign language competence through credit awarded on the basis of scores on the foreign language subject matter examinations in the College Level Examination Program (CLEP), which shall count toward the eight (8) to ten (10) semester hours. Acceptable scores for awarding CLEP credit can be found in the Transferring Credit section of this catalog. FGCU will also accept a minimum score of 443 on the MAPS, College Board Latin examination to demonstrate proficiency in a foreign language.
Academic Advising

Academic advising is essential to the discovery and development of the academic potential of students. Beyond providing up-to-date information regarding educational programs, curricula, courses of instruction, policies and procedures, advisors guide students to success by connecting them to available academic support, career planning, and counseling services.

A key element of the advising process is the advisor/student relationship. Through this relationship, the advisor helps a student select, plan, monitor, and complete educational goals.

Florida Gulf Coast University seeks to provide quality academic advising from orientation through completion of graduation requirements.

Freshmen or First-Time-in-College Students

Admitted students who have fewer than 12 transferable credit hours will meet with their assigned lower division academic advisor at Freshman Orientation. This initial advising session will introduce the student to the Florida Gulf Coast University general education program and other State requirements for graduation. The advisor will assist the student in determining how accelerated high school credits may be applied to the university general education requirements. A general education plan will be developed for each student. Students may contact their lower level advisor through the Office of Admission, Registration, and Records.

When the student has progressed successfully through general education and has declared a major of study, the student will be introduced to the respective college advisor who will guide the student through the remainder of the graduation requirements.

Transfer Students

Transfer students with more than 12 credit hours will meet advisors at Transfer Orientation. Articulation of credit will be completed prior to orientation and evaluation of accepted credits will be provided at the orientation. Students who have met Florida Gulf Coast University general education requirements or who have a Florida A.A. degree will meet with college advisors. Students who are deficient in general education credit, or who have not declared a major, will be assigned an advisor in the Office of Admission, Registration, and Records. Regular advising sessions throughout the student’s experience will ensure completion of the academic goal.

Undeclared Majors

Students who have not declared a major will be assigned to an advisor in the office of Admission, Registration, and Records who will coordinate with the Office of Career Development Services to provide guidance in selecting a career path.
Transferring Credit to FGCU

The Office of Admission, Registration and Records is responsible for receiving and evaluating transfer credit. The Office evaluates the acceptability of total credits transferable to FGCU and identifies total credits accepted at the lower division (1000 and 2000 level courses). The college of the student's major assigns equivalent upper division (3000 and 4000 level) courses and graduate (5000 and 6000 level) courses in determining which courses are applicable toward specific degrees. The University reserves the right to evaluate transfer courses on an individual basis. Age and concordance of content to current requirements may be factors in determining course transfer and acceptance toward degrees; individual colleges and programs have the authority to establish age standards for acceptance of transfer courses.

FGCU evaluates transfer course work taken at another college or university, if that institution is accredited, or in candidacy for accreditation, by one of the following regional accrediting associations:

- New England Association of Schools and Colleges, Inc./Commission on Institutions of Higher Education
- Middle States Association of Colleges and Secondary Schools
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools/Commission on Colleges
- Western Association of Schools and Colleges/Accrediting Commission for Senior Colleges and Universities and Accrediting Commission for Community and Junior Colleges

In general, credit is not given for technical, vocational, physical education or pre-college courses, or for courses completed below a grade of "D." A grade higher than a "D" may be required in certain courses to meet program requirements. Credit by departmental examination from another institution will be evaluated on a case by case basis.

Degree Acceleration Programs

College credits earned by high school or college students on the basis of the College Board’s Advanced Placement (AP) Program, College Level Examination Program (CLEP), or the International Baccalaureate (IB) Program will be accepted. Credit received from one exam program may not be duplicated by another, nor duplicated through dual enrollment credit. A maximum of 45 semester hours of CLEP, AP, IB, correspondence, and military service education credits can be applied toward a degree. For students with more than 45 applicable credits, IB and AP credits will be transferred before evaluating other credits.

Advanced Placement Program (AP): Students must submit an official Advanced Placement transcript from The College Board as evidence of completion of a college-level course taken in high school. If the examination results meet the requirements listed below, the student may be given university credit. The courses listed below indicate the FGCU course equivalency that will appear on the student’s FGCU transcript. An AP equivalence will count toward Gordon Rule requirements if the equivalent course fulfills the Gordon Rule requirement. Advanced Placement credit will appear on the student’s permanent record.

College Level Examination Program (CLEP): Students must submit an official transcript from The College Board for scores to be considered for credit. CLEP examination scores must meet the minimum standards established by the State University System and Florida Gulf Coast University. CLEP credit will appear on the student’s permanent record. The requirements for receiving credit by CLEP examination is listed in the table on the next page.

International Baccalaureate Program (IB): Students with an IB diploma will be awarded up to 30 semester hours of credit in FGCU courses for scores of four (4) or higher on IB exams, according to the equivalency table below. In awarding credit for IB diploma holders, higher-level exams will be given priority in awarding credit. Students without an IB diploma will be awarded credit only for higher-level exams on which a score of five (5) or higher is obtained. (FAC 6A-10.024(8)) An IB equivalence will count toward Gordon Rule requirements if the equivalent course fulfills the Gordon Rule requirement. See the table on page 84.

Military Service: Official credentials from military service schools will be evaluated on the basis of American Council on Education (A.C.E.) recommendations. Credit may be granted when courses are
## Schedule for Award of CLEP and AP Credit

<table>
<thead>
<tr>
<th>College-Level Examination Program (CLEP) General Examination</th>
<th>Course/area for which credit can be assigned at FGCU</th>
<th>Qualifying score</th>
<th>Maximum credit awarded at FGCU</th>
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<tbody>
<tr>
<td>English Composition with Essay</td>
<td>General Education-Freshman English (ENC 1101, 1102)</td>
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<tr>
<td>Humanities</td>
<td>Electives.</td>
<td>490</td>
<td>6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>General Education, Mathematics (3 hours) and/or elective credit. [Students will be required to complete statistics component of General Education.]</td>
<td>500</td>
<td>6</td>
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<tr>
<td>Natural Sciences</td>
<td>General Education, Natural Science for majors outside of Natural Sciences; Elective credit for Natural Sciences majors.</td>
<td>490</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>Electives.</td>
<td>490</td>
<td>6</td>
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</table>

### CLEC Subject Examination

<table>
<thead>
<tr>
<th>CLEC Subject Examination</th>
<th>Course/area for which credit can be assigned at FGCU (credit awarded is in parenthesis)</th>
<th>Qualifying score</th>
<th>Maximum credit awarded at FGCU</th>
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<tbody>
<tr>
<td>Composition and Literature</td>
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</tr>
<tr>
<td>American Literature</td>
<td>AML 2010(3), 2020(3)</td>
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<tr>
<td>Analysis and Interpretation of Literature</td>
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<tr>
<td>English Literature</td>
<td>ENL 2012(3), 2022(5)</td>
<td>49</td>
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<tr>
<td>Freshman College Composition</td>
<td>ENC 1101(3), 1102(3)</td>
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<td>College Composition</td>
<td>ENC 1101(3), 1102(3)</td>
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<td>English, Freshman</td>
<td>ENC 1101(3), 1102(3)</td>
<td>51</td>
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<tr>
<td>Foreign Languages</td>
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<tr>
<td>College French</td>
<td>FRE 1120(4)</td>
<td>42</td>
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<td>FRE 1120(4), 1121(4)</td>
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<td>FRE 1120(4), 1121(4), 2200(4)</td>
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<td>College German</td>
<td>GER 1120(4)</td>
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<td>GER 1120(4), 1121(4)</td>
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<td>GER 1120(4), 1121(4), 2200(4)</td>
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<td>College Spanish</td>
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<td>SPN 1120(4), 1121(4), 2200(4)</td>
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<td>History and Social Sciences</td>
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<td>American Government</td>
<td>PGS 2041(3)</td>
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<tr>
<td>American History I: Early Colonization to 1877</td>
<td>AMH 2010(3)</td>
<td>49</td>
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<tr>
<td>American History II: 1865 to Present</td>
<td>AMH 2020(3)</td>
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<tr>
<td>Human Growth and Development</td>
<td>DEP 2004(3)</td>
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<tr>
<td>Introduction to Educational Psychology</td>
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<tr>
<td>Principles of Macroeconomics</td>
<td>ECO 2013(3)</td>
<td>44</td>
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<tr>
<td>Principles of Microeconomics</td>
<td>ECO 2023(3)</td>
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<tr>
<td>Introductory Psychology</td>
<td>PSY 2012(3)</td>
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<td>Introductory Sociology</td>
<td>SYG 2000(3)</td>
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<td>Western Civilization I: Ancient Near East to 1648</td>
<td>EUH 1000(3)</td>
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<td>Western Civilization II: 1648 to the Present</td>
<td>EUH 1001(3)</td>
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<td>American History*</td>
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<td>Afro-American History*</td>
<td>AMH 3571(3)</td>
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<td>Introductory MICRO Economics*</td>
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<td>Science and Mathematics</td>
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<tr>
<td>Calculus with Elementary Functions</td>
<td>MAC 2233(3)</td>
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<tr>
<td>College Algebra</td>
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<td>Trigonometry</td>
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<td>College Algebra-Trigonometry</td>
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<td>General Biology</td>
<td>BSC 1010C(4)</td>
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<td>General Chemistry</td>
<td>CHM 1045(3), 1046(3)</td>
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<td>Calculus with Analytical Geometry*</td>
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<td>Tests &amp; Measurements*</td>
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<td>Business</td>
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<td>Information Systems and Computer Applications</td>
<td>CGS 1100(3)</td>
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<td>Principles of Management</td>
<td>MAN 3025(3)</td>
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<td>Introductory Accounting</td>
<td>ACG 2021(3), 2071(3)</td>
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<td>Introductory Business Law</td>
<td>BUL 3130(3)</td>
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<tr>
<td>Principles of Marketing</td>
<td>MAR 3023(3)</td>
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<td>Discontinued examinations*</td>
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<td>Computers and Data Processing*</td>
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<td>Elementary Computer Programming-FORTRAN IV*</td>
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<td>Introduction to Management*</td>
<td>MAN 3025(3)</td>
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<td>3</td>
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<td>Introductory Marketing*</td>
<td>MAR 3023(3)</td>
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<td>Money and Banking*</td>
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*Test discontinued/scores still accepted
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<th>Advanced Placement (AP) Examination</th>
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<tr>
<td>Art History</td>
<td>ARH 2050(3)</td>
<td>ARH 2050(3)</td>
<td>ARH 2050(3), 2051(3)</td>
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<td>Art Studio (Drawing Portfolio)</td>
<td>ART 1300(3)</td>
<td>ART 1300(3)</td>
<td>ART 1300(3), 1301(3)</td>
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<tr>
<td>Art Studio (General Portfolio)</td>
<td>ART 1201(3)</td>
<td>ART 1201(3)</td>
<td>ART 1201(3), 1202(3)</td>
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<td>Biology</td>
<td>BSC 1010(3)</td>
<td>BSC 1010(3)</td>
<td>BSC 1010(3)</td>
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<tr>
<td>Calculus AB</td>
<td>MAC 2311(4) or 2421(4)</td>
<td>MAC 2311(4) or 2421(4)</td>
<td>MAC 2311(4) or 2421(4)</td>
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<td>Calculus BC</td>
<td>MAC 2311(4) or 2421(4)</td>
<td>MAC 2311(4) &amp; 2312(4) or MAC 2421(4) &amp; 2422(4)</td>
<td>MAC 2311(4) &amp; 2312(4) or MAC 2421(4) &amp; 2422(4)</td>
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<td>Computer Science AB</td>
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<td>French Language</td>
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<td>FRE 1100(3) &amp; 1121(3)</td>
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<td>German Language</td>
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<td>GER 1100(3) &amp; 1121(3)</td>
<td>GER 1100(3) &amp; 1121(3)</td>
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<td>POS 2041(3)</td>
<td>POS 2041(3)</td>
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<td>AMH 2010(3) or 2020(3)</td>
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<td>ENC 1101(3)</td>
<td>ENC 1101(3), 1102(3)</td>
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<td>Latin (Virgi)</td>
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<td>SPN 2200(3) &amp; 2201(3)</td>
<td>SPN 2200(3) &amp; 2201(3)</td>
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<tr>
<td>Spanish Literature</td>
<td>SPW 3030(3)</td>
<td>SPW 3030(3)</td>
<td>SPW 3030(3)</td>
</tr>
<tr>
<td>IB course</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>--------------------------</td>
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</tr>
<tr>
<td>Advanced Math *</td>
<td>MAC 2311 (4)</td>
<td>MAC 2311 (4)</td>
<td>MAC 2312 (4)</td>
</tr>
<tr>
<td>Art/Design</td>
<td>ART 1201C (3)</td>
<td>ART 1201C (3)</td>
<td>ART 1300C (3)</td>
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<tr>
<td>Biology</td>
<td>NTS 9000 (3)</td>
<td>BSC 1010C (4)</td>
<td>BSC 1011C (4)</td>
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<tr>
<td>Chemistry</td>
<td>NTS 9000 (3)</td>
<td>NTS 9000 (6)</td>
<td>CHM 1045C (4)</td>
</tr>
<tr>
<td>Classical Latin</td>
<td>GEE 9000 (3)</td>
<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
</tr>
<tr>
<td>Computing Studies</td>
<td>GEE 9000 (3)</td>
<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
</tr>
<tr>
<td>Economics</td>
<td>ECO 2023 (3)</td>
<td>ECO 2023 (3)</td>
<td>ECO 2013 (3)</td>
</tr>
<tr>
<td>English A1</td>
<td>HUM 9000 (3)</td>
<td>HUM 9000 (6)</td>
<td>HUM 9000 (6)</td>
</tr>
<tr>
<td>Environmental Systems *</td>
<td>BSC 1051C (3)</td>
<td>BSC 1051C (3)</td>
<td>BSC 1051C (3)</td>
</tr>
<tr>
<td>French B</td>
<td>GEE 9000 (3)</td>
<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
</tr>
<tr>
<td>Geography</td>
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<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
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<tr>
<td>German B</td>
<td>GEE 9000 (3)</td>
<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
</tr>
<tr>
<td>History</td>
<td>WOH 1030 (3)</td>
<td>WOH 1030 (3)</td>
<td>WOH 1023 (3)</td>
</tr>
<tr>
<td>History of Americas</td>
<td>AMH 2010 (3)</td>
<td>AMH 2010 (3)</td>
<td>AMH 2020 (3)</td>
</tr>
<tr>
<td>History of Europe</td>
<td>EUH 2011 (3)</td>
<td>EUH 2011 (3)</td>
<td>EUH 2011 (3)</td>
</tr>
<tr>
<td>Math Methods *</td>
<td>MAC 1105 (3)</td>
<td>MAC 1105 (3)</td>
<td>MAC 1105 (3)</td>
</tr>
<tr>
<td>Math Studies *</td>
<td>MAC 1105 (3)</td>
<td>MAC 1105 (3)</td>
<td>MAC 1105 (3)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MAC 1147 (4)</td>
<td>MAC 1147 (4)</td>
<td>MAC 1147 (4)</td>
</tr>
<tr>
<td>Music</td>
<td>GEE 9000 (3)</td>
<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>GEE 9000 (3)</td>
<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
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<td>Physics</td>
<td>NTS 9000 (3)</td>
<td>PHY 2053C (4)</td>
<td>NTS 9000 (2)</td>
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<td>Psychology</td>
<td>PSY 2012 (3)</td>
<td>PSY 2012 (3)</td>
<td>PSY 2012 (3)</td>
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<td>Russian</td>
<td>GEE 9000 (3)</td>
<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
</tr>
<tr>
<td>Social Anthropology</td>
<td>GEE 9000 (3)</td>
<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
</tr>
<tr>
<td>Spanish B</td>
<td>GEE 9000 (3)</td>
<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>GEE 9000 (3)</td>
<td>GEE 9000 (6)</td>
<td>GEE 9000 (6)</td>
</tr>
</tbody>
</table>

* Courses offered at Standard Level only, so these equivalents only apply to IB diploma holders.
Credit by Examination: FGCU Colleges and departments may offer examinations for academic credit to undergraduate students upon request. Interested students should consult with the colleges or departments concerning the availability of examinations.

Florida Public Community College Graduates

If a student has an Associate of Arts (A.A.) degree from a Florida public community college, he/she is considered to have met FGCU general education requirements and is automatically awarded 60 semester hours of lower division credit, regardless of how many hours were attempted or earned. Hours above 60 may be transferred depending on a major selected; however, a student must take a minimum of 48 hours of upper level courses and meet the residency requirement to receive a bachelor's degree. For academic advising purposes, all A.A. degree credits attempted or earned will be posted to the FGCU computerized academic history. Credits for transfer applicants with incomplete general education programs or from out-of-state or private institutions will be evaluated on a course-by-course basis.

Articulation agreements between FGCU and several Florida public community colleges allow students with Associate of Science (A.S.) degrees in some areas to enter FGCU with upper level status. Contact academic advising to discuss these agreements.

Florida Statewide Course Numbering System

Courses in this catalog are identified by prefixes and numbers that were assigned by Florida’s Statewide Course Numbering System. This common numbering system is used by all public post-secondary institutions in Florida and by two participating private institutions. The major purpose of this system is to facilitate the transfer of courses among participating institutions.

Each participating institution controls the title, credit, and content of its own courses and recommends the first digit of the course number to indicate the level at which students normally take the course. Course prefixes and the last three digits of the course number are assigned by members of faculty discipline committees appointed for that purpose by the Florida Department of Education in Tallahassee. Individuals nominated to serve on these committees are selected to maintain a representative balance as to type of institution and discipline field or specialization.

The course prefix and each digit in the course number have meaning in the State Course Numbering System (SCNS). The list of course prefixes and numbers, along with their generic titles, is referred to as the “SCNS taxonomy.” Descriptions of the content of courses are referred to as “course equivalency profiles.”

Example of Course Identifier

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Level Code</th>
<th>Century Digit</th>
<th>Decade Digit</th>
<th>Unit Digit</th>
<th>Lab Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYG</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>No laboratory component in this course</td>
</tr>
<tr>
<td>Sociology, General</td>
<td>Freshman level at this institution</td>
<td>Entry-level General Sociology</td>
<td>Survey Course</td>
<td>Social Problems</td>
<td></td>
</tr>
</tbody>
</table>

General Rule for Course Equivalencies

Equivalent courses at different institutions are identified by the same prefixes and same last three digits of the course number and are guaranteed to be transferable among the participating institutions that offer the course, with a few exceptions. (Exceptions are listed below.)

For example, a survey course in social problems is offered by 31 different post-secondary institutions. Each institution uses “SYG_010” to identify its social problems course. The level code is the first digit and represents the year in which students normally take this course at a specific institution. In the SCNS taxonomy, “SYG” means “Sociology, General.” the century digit “0” represents “Entry-Level General Sociology,” the decade digit “1” represents “Survey Course,” and the unit digit “0” represents “Social Problems.”

In science and other areas, a “C” or “L” after the course number is known as a lab indicator. The “C” represents a combined lecture and laboratory course that meets in the same place at the same time. The “L,” represents a laboratory course or the laboratory part of a course, having the same prefix and course number without a lab indicator, which meets at a different time or place.

Transfer of any successfully completed course from one participating regionally accredited post-secondary institution to another is guaranteed in cases where the course to be transferred is offered by the receiving institution and is identified by the same prefix and last three digits at both institutions. For example, SYG 1010 is offered at a community college. The same course is offered at a state university as SYG 2010. A student who has successfully completed SYG
1010 at the community college is guaranteed to receive transfer credit for SYG 2010 at the state university if the student transfers. The student cannot be required to take SYG 2010 again since SYG 1010 is equivalent to SYG 2010. Transfer credit must be awarded for successfully completed equivalent courses and used by the receiving institution to determine satisfaction of requirements by transfer students on the same basis as credit awarded to native students. It is the prerogative of the receiving institution, however, to offer transfer credit for courses successfully completed which have not been designated as equivalent.

Sometimes, as in Chemistry, a sequence of one or more courses must be completed at the same institution in order for the courses to be transferable to another institution, even if the course prefix and numbers are the same. This information is contained in the individual SCNS course equivalency profiles for each course in the sequence.

The Course Prefix

The course prefix is a three-letter designator for a major division of an academic discipline, subject matter area, or sub-category of knowledge. The prefix is not intended to identify the department in which a course is offered. Rather, the content of a course determines the assigned prefix used to identify the course.

Authority for Acceptance of Equivalent Courses

State Board of Education Rule 6A-10.024(19), Florida Administrative Code, reads:

When a student transfers among regionally accredited post-secondary institutions that participate in the common course designation and numbering system, the receiving institution shall award credit for courses satisfactorily completed at the previous participating institutions when the courses are judged by the appropriate common course designation and numbering system faculty task forces to be equivalent to courses offered at the receiving institution and are entered in the course numbering system. Credit so awarded can be used by transfer students to satisfy requirements in these institutions on the same basis as native students.

Exceptions to the General Rule for Equivalency

The following courses are exceptions to the general rule for course equivalencies and may not be transferable. Transferability is at the discretion of the receiving institution for the following courses:

- Courses in the _900-999_ series (e.g., ART 2905)
- Internships, practica, clinical experiences, and study abroad courses
- Performance or studio courses in Art, Dance, Theater, and Music
- Skills courses in Criminal Justice
- Graduate courses

College preparatory and vocational preparatory courses may not be used to meet degree requirements and are not transferable.

Questions about the State Course Numbering System and appeals regarding course credit transfer decisions should be directed to the Office of Admission, Registration and Records at Florida Gulf Coast University or the Florida Department of Education, Office of Post-Secondary Education Coordination, 1101 Florida Education Center, Tallahassee, FL 32399-0400.

Transfer Credit Standards

FGCU will transfer applicable undergraduate courses with a grade of D or higher by equating them to specific FGCU courses. In some cases, colleges require grades of C or higher in certain courses. Courses with a transfer grade of C- or below may not be used toward completion of Gordon Rule requirements (FAC.6A-10.030). An equivalent FGCU course number will be entered on the student's official academic transcript along with a grade of 'T'. Transfer credits will not be computed into a student’s FGCU grade point average.

International Transfer Credits

The accreditation status and evaluation of credits from an institution outside of the United States must be made by either Josef Silny & Associates, Inc. or World Education Services, Inc. with associated costs to be paid by the student. Students may obtain information on these services from the Office of Admission, Registration and Records.
Academic and Enrollment Information

Academic Policies

Academic Amnesty

An undergraduate student may petition the Admissions and Credits Committee to declare academic amnesty. The Admissions and Credits Committee, after reviewing the petition, will decide whether to grant the student academic amnesty.

Under this policy, all college-level work that is at least five (5) calendar years old will be disregarded for admission decisions to the university.

When filing for academic amnesty, students follow the regular transfer admission procedures for re-admission. The application must include a written request for academic amnesty, a statement detailing why amnesty is requested, and documentation supporting the request. Students may not petition for academic amnesty after being accepted to the University.

If academic amnesty is approved for a former FGCU student, that student’s grade point average will be recalculated based solely on course work taken after amnesty is granted. Former FGCU students should note that all previous course work completed at FGCU or accepted as transfer credit by FGCU before amnesty is granted, will appear on a student’s official academic transcript.

Transfer students who have been granted amnesty should note that FGCU will permanently keep a record of all previous college-level work. However, FGCU will not enter that information on an official transcript, will not use the transfer work in the grade point average calculation, and will not consider those courses when certifying completion of degree requirements.

Academic Grievance Policy

See the Student Guidebook.

Academic Standards of Behavior

Students at Florida Gulf Coast University have the responsibility to practice academic honesty. To engage in activities such as cheating, plagiarism, knowingly furnishing false research data, and being in unauthorized areas after hours will subject a student to penalties as outlined in the Student Guidebook. For clarification of what constitutes academic dishonesty, see the Student Guidebook.

Academic Standing/Academic Progress

Florida Gulf Coast University has established minimum academic standards to which all students must adhere. Academic actions, such as probation, first suspension, and indefinite suspension are applied to students who fail to meet these academic standards.

All actions taken to enforce FGCU standards shall be reflected by notation on the student’s academic record; some of these notations can be permanent. Officially changing a course grade does not necessarily reverse these academic actions. An exception can be made when an error is committed and is stated on a Change of Instructor’s Grade form completed by the professor of a course.

Good Standing

Florida Gulf Coast University has determined that a student is in good standing if he or she is eligible to continue or re-enroll at the university, even if on academic probation. Colleges may choose not to consider students for admission to, and may deny continuation in, a degree program if they fail to maintain reasonable academic progress, as specified by the college or department.

Policies on academic standing, probation, and dismissal are based on the possibility that a student can overcome academic difficulty and make appropriate progress toward a degree.

Academic Probation

A student is placed on academic probation when his/her cumulative grade point average (GPA) drops below 2.0. A student placed on academic probation must earn a minimum semester GPA of 2.25 for each semester after being placed on academic probation, until his/her cumulative GPA reaches 2.00 or higher.

First Academic Suspension

A student on academic probation who fails to earn a semester GPA of 2.25 will be suspended. The first academic suspension will last for one semester and re-admission is not automatic. A student must submit a petition for re-admission, a letter indicating the reason for the academic difficulties, and must meet with his/her academic advisor to develop a plan for
achieving a cumulative GPA of 2.0 or higher. The petition should be addressed to the Office of Admission, Registration and Records. The Admissions and Credits Committee will review a student's entire academic history when deciding upon re-admission. Academic suspensions are noted on the student's official academic transcript.

**Indefinite Suspension/Academic Dismissal**

A student who has been re-admitted following the first academic suspension and who fails to achieve a semester GPA of 2.25 will be suspended indefinitely from the University. Re-admission will not be considered for a minimum of one year for any student who has been put on indefinite suspension. Indefinite suspension will be noted on the student's official academic transcript.

**Readmission after Indefinite Suspension**

A student may petition the Office of Admission, Registration and Records for re-admission during the third semester of his or her indefinite suspension. Any petition for re-admission must be filed at least eight (8) weeks prior to the beginning of the semester in which the student wishes to re-enroll. The student’s re-admission petition file will be compiled by the Office of Admission, Registration and Records and must contain:

1. A letter of petition for re-admission from the student
2. Letters of recommendation for re-admission from:
   a. The student’s academic adviser
   b. The student’s program leader
   c. The student’s dean
   d. Any other letter(s) of support the student wishes to submit.
3. The student must request that these individuals send letters on his or her behalf to the Office of Admission, Registration and Records, 10501 FGCU Boulevard South, Fort Myers, FL 33965-6565.
4. A copy of the student’s academic record obtained from the university registrar.

The student’s re-admission petition file will be forwarded to the University Admissions and Credits Committee for review. This committee will recommend approval or disapproval to the Vice-President for Academic Affairs. The decision made on the student’s re-admission will be final.

**Earning Credit While Suspended**

A FGCU freshman or sophomore student who receives a first or indefinite suspension and who subsequently receives an A.A. degree from a Florida public community college or SUS institution may be readmitted to the University. Students who attend other colleges or universities following first or indefinite suspension and re-apply for admission to FGCU will be classified as transfer students and re-admission will be based on total educational records.

**Attendance Policies**

Regular and punctual attendance and participation are expected. Although students are graded on intellectual effort and performance rather than attendance, absences may lower the student’s grade when the instructor deems class attendance and class participation essential. In those classes where attendance is considered part of the grade, the instructor must inform students at the beginning of the term in the syllabus. Any instructor who informs students in writing about the necessity of class attendance may request the Office of Admission, Registration and Records to drop a student from the class. A grade of “W” will be posted to the student’s record prior to the deadline for withdrawal without academic penalty. After that date, the instructor may assign a punitive letter grade for any student who does not abide by attendance requirements. Colleges have the authority to establish college-wide, program-wide, or course-wide policies on attendance in accordance with the above guidelines.

**Authorized Absence**

An authorized absence is an absence due to participation in a sponsored activity that has been approved in advance by the program director and the appropriate student affairs officer. Such an absence permits the student to make up the work missed when practical or to be given special allowance so that he/she is not penalized for the absence. An excused absence is an absence due to other causes, such as illness, family emergency, death in the family, or religious holiday. A student seeking an excused absence should obtain documentation such as a physician’s statement, accident report, or obituary and contact all instructors or the Office of the Dean of Student Services.

**Auditing a Course**

Auditing courses must be approved on a space-available basis, and registration for a course in audit status is only permitted during the late registration period. In addition to the payment of regular course fees, the approval of the instructor and dean of the college offering the course are required. The only exception to this process is the enrollment of Florida residents
who are 60 years of age or older and who are eligible to receive a senior citizen fee waiver. Students using this fee waiver must register according to the established academic calendar and must enroll in audit status. Courses that are audited have a grade of “X” posted on the student’s Florida Gulf Coast University academic transcript. Procedures for auditing courses are available from the Office of Admission, Registration and Records.

Changing Majors

A student wishing to change majors must complete a Change of Major form, have it signed by the appropriate advisors, and return it to the Office of Admission, Registration and Records. Students wishing to change their major to a limited access program, or undergraduate students wishing to enter graduate programs, must formally apply to those programs.

Choice of Catalog

To graduate from FGCU, each degree-seeking student must meet all graduation requirements specified in a FGCU catalog. Students have the right to choose a catalog year for their program of study. However, the choice cannot be from a term that is earlier than their matriculation term and the student must remain in continuous enrollment. Continuous enrollment is defined as enrolling at least one term in each academic year. Catalog is defined as the program and graduation requirements published each academic year for the beginning of the fall semester and concluding with the summer term.

If students cannot meet all of the graduation requirements specified in the catalog of choice due to changes by the University in matters of policy or course offerings, appropriate substitutions will be determined by the program manager to preclude penalizing the student. Due to program accreditation requirements, students in certain majors may not have this option.

Course Load

The typical full-time undergraduate course load is 12 to 18 credit hours each semester. Students should take between 30 and 33 hours annually to graduate in four years. The minimum full-time load for an undergraduate student is 12 credit hours a semester and the minimum full-time load for a graduate student is nine (9) credit hours a semester. A part-time undergraduate student is one who is enrolled in less than 12 credit hours and a part-time graduate student is one who is enrolled in less than nine (9) credit hours a semester. Students receiving Veterans Administration educational benefits should contact the university certification official for clarification of full-time/part-time status for their educational benefits. In the fall and spring semesters, the maximum number of credit hours in which an undergraduate may enroll is 18. During the summer semester, the maximum number of credit hours allowed during a six-week term is nine (9) and the maximum number of credit hours allowed during a 12-week term is 15. Semester overload permission from the undergraduate student’s academic advisor is required to enroll for more than the maximum allowable hours.

Grading System


<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Quality Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
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<tr>
<td>C-</td>
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<td>1.7</td>
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<tr>
<td>D+</td>
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<td>1.3</td>
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<td>1.0</td>
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<td>D-</td>
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<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported by Instructor</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0.0</td>
</tr>
<tr>
<td>T</td>
<td>Transfer Grade</td>
<td>0.0</td>
</tr>
<tr>
<td>TD</td>
<td>Transfer Grade of D</td>
<td>0.0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without academic penalty</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal with academic penalty</td>
<td>0.0</td>
</tr>
<tr>
<td>X</td>
<td>Audit (no academic credit)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The grades of A through D- are passing grades. A minimum grade of “C” is required for some common prerequisites, for some course prerequisites, and for some program and area requirements. A grade of “C-” does not satisfy the requirement of a minimum grade of “C.” The grades of D+, D, and D-; while considered passing for undergraduate students, are indicative of unsatisfactory work and may not be acceptable for some courses (see your Degree Program Requirements). Credit hours are not earned in courses with grades of F, I, U, W, WF, and X (see definitions above). A grade of NR will be posted for grades not reported by the instructor; A “NR” grade will be converted to an “F” at the end of the following semester. A student who is passing a course but who has not completed all of the required course work by the end of the term may, with the permission of the instructor, be assigned a grade of “I.” “I” Grades of “I” are not assigned to any course that a student fails to attend, or if a student withdraws from the university. A student who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of “F” in the course. Grades earned at other institutions will be converted to grades of “I” or “TD” (transfer grade, transfer grade of D) and not calculated in the Florida Gulf Coast University GPA. Grades will not be mailed.
Incomplete Grade Policy
An “I” grade assigned by a professor indicates that a student has not completed a limited portion of the course work required. The “I” grade is not computed in a student’s GPA. To initiate consideration for an “I” grade, a student must contact the instructor before grades are reported. The decision to award an “I” is solely the decision of the instructor. Should a professor decide to assign the grade, both the student and the professor must complete an Incomplete Grade Agreement Form. A copy of this form must be on file in the Office of Admission, Registration and Records and should be submitted by the instructor with the final grade roster. The maximum amount of time to complete course work to remove an “I” grade is one year from the ending date of the semester for which the “I” was assigned, however, instructors may restrict the amount of time given to the student to complete the course work. After one year, the “I” will be changed to an “F” if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an “I” grade.

Grade Change
Grade change requests will be considered only during the term immediately following the term in which the grades were assigned. Grades assigned during the spring semester may be changed during the following summer or fall terms. The dean (or his/her designee) of the college offering the course must approve grade changes. Grades will not be changed after a degree has been conferred.

Grade Point Average (GPA)
The Grade Point Average (GPA) is the average number of grade points per semester hours attempted and is computed by dividing the total number of grade points by the total number of semester hours attempted, less W, I, S, U, I, and NR grades. Grades received at other institutions are NOT averaged with grades received at FGCU for the purpose of meeting university average requirements. Other agencies and honorary societies will compute averages in accordance with their own standards and policies. The semester GPA is calculated based on one semester or summer term course work taken at FGCU. The cumulative GPA is calculated on all course work attempted at FGCU. The required minimum grade point average for graduation is 2.00.

GPA Honors Recognition
President’s List — Undergraduate students completing at least 12 hours of class work in regularly graded courses (excluding S/U graded courses) taken at FGCU during a semester with a grade point average of 4.0, will be eligible for President’s List recognition. Eligible students will receive written recognition from the University President.

Dean’s List — Undergraduate students completing at least 12 hours of class work in regularly graded courses (excluding S/U graded courses) taken at FGCU during a semester with a grade point average of 3.5 to 3.99, will be eligible for Dean’s List recognition. Students will be notified in writing of this recognition by the appropriate academic dean.

Graduation Requirements
Associate of Arts Degree
Minimum requirements for awarding the Associate of Arts Degree:

- Earn a minimum of 60 semester hours with a cumulative GPA of 2.0 in all course work attempted at FGCU
- Complete 36 hours of general education requirements, including course work to satisfy Gordon Rule requirements (see the General Education section of the catalog)
- Complete 24 hours of lower division elective courses
- Complete 15 of the last 30 semester hours at FGCU
- Satisfactorily complete the CLAST or an approved alternative to CLAST (as designated by the State Board of Education)
- Apply for the AA degree within two semesters of completing the requirements

Baccalaureate Degree
Minimum requirements for awarding the Baccalaureate Degree:

- Apply for graduation by the deadline indicated in the University calendar
- Recommendation by appropriate college advisor
- Earn a minimum of 120 semester hours (certain majors may require more than 120 hours) with a cumulative GPA of 2.0 in all course work attempted at FGCU. Colleges and departments may have requirements that exceed these minimums.
Satisfactorily complete the CLAST or an approved alternative to CLAST (as designated by the State Board of Education) and the writing and computation course requirements.

Earn a minimum of 48 hours of upper division course work (courses numbered 3000 and above).

Complete the general education and Gordon Rule requirements.

Complete all program requirements.

Complete 30 of the last 60 semester hours at FGCU.

Complete the University service learning requirements.

Complete the University Colloquium.

All students entering FGCU with fewer than 60 semester hours of credit are required to earn a minimum of 150 semester hours of credit prior to graduation by attendance during one or more summer terms. The University may waive the application of this rule in cases of unusual hardship (see Summer Semester Nine-Hour Residency Rule).

Satisfy State of Florida foreign language admission requirement.

**Honors at Commencement**

Baccalaureate students with an outstanding academic performance at Florida Gulf Coast University (FGCU) will be honored at Commencement. Honors will be determined by identifying all the academic semesters containing the last 50 percent of course work taken to fulfill graduation requirements and all course work taken at FGCU. Baccalaureate candidates must have an overall GPA of 3.50 (on a 4.0 scale) for all course work attempted at FGCU to be considered for honors. The grade forgiveness policy at other institutions will not be applicable in computing the GPA for honors nor are plus/minus grades awarded at other institutions.

- Candidates with a GPA of 3.50 but below 3.70 shall receive a diploma designation of *cum laude* (with honors).
- Candidates with a GPA of 3.71 but below 3.89 shall receive a diploma designation of *magna cum laude* (with higher honors).
- Candidates with a GPA of 3.90 or above shall receive a diploma designation of *summa cum laude* (with highest honors).

Each dean has the option of selecting on the basis of exceptional achievement, students to be graduated with distinction.

**Earning Two Baccalaureate Degrees**

Students desiring to obtain two Baccalaureate degrees from FGCU must meet the requirements for both degrees, earn a minimum of 150 semester hours, and work with the advisor of each degree program. The graduation application must indicate both degrees.

**Commencement**

A commencement ceremony at FGCU is held once a year at the conclusion of the spring semester. Students completing their degree requirements at the end of the summer and fall terms are encouraged to attend the spring ceremony.

Students completing degree requirements should submit applications for graduation to the Office of Admission, Registration and Records by the application deadline during the semester they anticipate completing their degrees. By submitting the form, a student will initiate the process of verifying degree requirements, ordering a diploma, and receiving information about the commencement ceremony.

**Enrollment Information and Policies**

**Student Classifications**

Undergraduate students will be classified on the basis of semester hours satisfactorily earned:
Freshman — 0 through 29 semester hours
Sophomore — 30 through 59 semester hours
Junior — 60 through 89 semester hours — fulfilled the Gordon Rule and for Florida public college transfers, completed the CLAST
Senior — 90 or more semester hours, prior to completing Baccalaureate requirements

Post-Baccalaureate/Graduate:
Post-Baccalaureate is any student enrolled in a course, regardless of course level, except a student working toward another Baccalaureate degree, who has a Baccalaureate degree but has not been admitted to a graduate program.

A Graduate student is any student enrolled in a graduate course (5000-6000 level) who has been admitted to a graduate program.

Other Student Classifications:

♦ Auditor
Any student registered for any credit course on an audit basis. No credit is received for courses taken on an audit basis.

♦ Non degree-seeking
Any student who is taking a course(s) and is not seeking an undergraduate or graduate degree.

♦ Transient (visiting student)
A student registered for one semester at the University for the purpose of transferring courses to the student’s home institution.

Immunization Requirement
As a prerequisite to registration, the State University System of Florida requires all students born after December 31, 1956, to present documented proof of immunity to measles (Rubeola) and Rubella. Prior to registration, each student must submit a completed FGCU Immunization History Form to the Office of Admission, Registration and Records.

Acceptable Proofs of Immunization:

1. Proof of two (2) vaccinations (doses) of measles received at least 30 days apart and one vaccination of rubella, after 12 months of age, and Measles vaccinations must have been received in 1968 or later and Rubella vaccination in 1969 or later, or

2. Proof of immunity by way of a blood test result (titer), or

3. A written, dated statement signed by a qualified health care provider on office letterhead which specifies the date seen and stating that the student has had an illness for three (3) days or more with a rash, fever of 101 degrees or greater, cough and conjunctivitis, and is considered to have had the Rubeola (measles) disease.

Exemptions to the Immunization Requirement:

♦ Students born before January 1, 1957.
♦ Enrolled in ONLY off-campus or distance learning courses
♦ Religious exemption

Temporary Deferments (must be submitted by a physician):

♦ Pregnancy or possibility of pregnancy
♦ Illness
♦ Allergies

Requests for health or religious exemptions or questions about acceptable proof may be directed to the Office of Admission, Registration and Records.

Additional immunization or medical tests may be required for students in certain majors.

CLAST Requirement

The College Level Academic Skills Test (CLAST) is required of all Florida public community college and university students who have completed at least 18 credit hours of college-level course work and have completed English Composition I and II as well as two (2) math courses algebra or higher. CLAST exemptions are based on a student’s grade point average (2.5 or higher) in specified English and math courses. EDUCATION MAJORS CANNOT RECEIVE AN EXEMPTION FROM THE CLAST. The State Department of Education and the FGCU College of Education require that all Education majors take and pass all sections of the CLAST as part of the requirements for teacher certification.

Students are required to successfully complete the CLAST (either by testing or exemption) prior to reaching a total of 60 credit hours. A CLAST hold will be placed on a student’s record prior to completion of the CLAST, mandating registration for the CLAST each semester until the requirement has been met.
For questions regarding testing or assessment, please contact the Testing and Assessment Coordinator at (941) 590-7955, or email: fullman@fgcu.edu.

**Repeat Hour Surcharge Policy**

In compliance with House Bill 1545, Florida Gulf Coast University will assess a repeat hour surcharge to students who enroll for the same course a third time. Each year the amount of the surcharge is determined by the Board of Regents based on 100% of the cost of instruction.

House Bill 1545 allows for certain exceptions to the surcharge and those exceptions and the amount of the surcharge will be published each semester in the Schedule of Classes.

**Residency Requirement**

Thirty (30) of the last sixty (60) hours must be earned at FGCU to receive a baccalaureate degree from FGCU.

**Summer Enrollment Requirement**

Undergraduate students entering Florida Gulf Coast University with fewer than 60 semester hours of credit must earn at least nine (9) semester hours prior to graduation by attendance during one or more summer sessions at one of the ten (10) State Universities. The University may waive the application of this rule in cases of unusual hardship. A student who wishes to have the rule waived must complete an “Undergraduate Admissions and Credits Appeal Form” available in the Office of Admissions, Registration and Records. After submission of the form to the Office of Admissions, Registration and Records, the student will be notified by mail of the action taken.

The requirement may be fulfilled only by attending one of the universities in the State University System. They are: Florida Gulf Coast University, Fort Myers; Florida Agricultural and Mechanical University, Tallahassee; Florida Atlantic University, Boca Raton; Florida International University, Miami; Florida State University, Tallahassee; University of Central Florida, Orlando; University of Florida, Gainesville; University of North Florida, Jacksonville; University of South Florida, Tampa; and University of West Florida, Pensacola.

**Withdrawal**

No entry will be made on a student’s academic records, if the withdrawal occurs before the end of the drop/add period.

Students may withdraw from the University with a grade of “W” during the first nine (9) weeks of a fall or spring semester and by the published date for the summer terms. Students must submit a completed Withdrawal Form to the Office of Admission, Registration and Records.

Withdrawal after the ninth week of the semester or after the published summer withdrawal date will result in grades of “WF.” A student who withdraws may not continue to attend class.

Students are limited to three (3) course withdrawals at the lower division (first 60 hours) and three (3) course withdrawals at the upper division (last 60 hours), after the official drop/add period (W or WF grade posted).

A student will receive a grade of “WF” should he or she withdraw from a fourth class after accruing three (3) “W” grades in each division. WF grades are used in computing grade point averages.

**Student Records**

The Office of Admission, Registration and Records is responsible for ensuring the confidentiality of all student records and has been designated by the University as the official student records custodian. The Federal Family Educational Rights and Privacy Act (FERPA) of 1974 guarantees students the right to protect information that is not classified as open directory information by federal law and University policy.

**Florida Gulf Coast University’s Open Directory Information**

The following has been designated by FGCU as open directory information:

- Full name
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Intramural events
Dates of attendance

Degrees and awards received

Most recent educational institution attended before FGCU

Enrolled students have the right to withhold directory information from the public (any non-University individual, agency, etc.); they may do so by filing a request with the Office of Admission, Registration and Records.

A parent or guardian may NOT have access to non-directory student information unless the student is claimed as a dependent for federal income tax purposes during the year preceding the term in question and for the year during which that term occurs. If the student is not a dependent, the student must complete a consent form to release any information. Faculty and staff may access and use student directory and non-directory information to conduct official University business.

Official Transcripts

Transcripts are only released with written authorization from the student. E-mail and FAX requests will only be honored if the transcript is being sent to another institution of higher education. Transcripts will not be released for students who have a financial obligation to FGCU.

A transcript request must include the student’s full name, social security number, and signature along with the names and complete addresses of transcript recipients. If grades or degree statement for the current semester are needed, the student should indicate that the transcript request is to be held until the final semester grades and/or degrees are posted. There is a $5.00 charge for each FGCU transcript requested.

Enrollment Certification

Requests for enrollment certification should be addressed to the Office of Admission, Registration and Records and include specific information needed, such as dates of attendance, student standing, residency status, and full-time/part-time status.
Tuition, Fees and Refunds

Assessment of fees is established by the Board of Regents and the Florida State Legislature. All fees and the terms and conditions relating to the payment of tuition and fees, including cancellation of classes and requests for refunds, are subject to change without notice. Every effort will be made to publicize changes for any term in advance of the registration date for that semester. The following fees and charges are based upon 1999-00 rates; however, since the catalog must be published in advance of its effective date, it is not always possible to anticipate changes and the fee schedule may be revised.

Initial Application Fee

There is a $20 nonrefundable fee for each application.

Credit Hour Fees

<table>
<thead>
<tr>
<th>Undergraduate</th>
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<th>Nonresident</th>
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<tr>
<td>Resident</td>
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Student Health Fee/Term $17.50

Student ID (one time fee) $10.00

Course audits are assessed at the appropriate resident undergraduate and graduate rates. A lab or course related fee or special purpose fee may also be charged for certain courses. Consult your Schedule of Classes to locate the courses that require fees and the amounts.

Students receive fee statements at the time they register and each time they drop or add courses and are responsible for paying fees in full by the appropriate due date stated in the Schedule of Classes. Failure to do so may result in cancellation of the student’s registration.

1998-99 Estimated Costs of Attendance

<table>
<thead>
<tr>
<th></th>
<th>With Parents</th>
<th>On Campus</th>
<th>Off Campus</th>
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</thead>
<tbody>
<tr>
<td>Tuition and Fees*</td>
<td>1,960</td>
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<tr>
<td>Books and Supplies</td>
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<tr>
<td>Room and Board</td>
<td>1,800</td>
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<tr>
<td>TOTAL COST</td>
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*Based on 15 credit hours per semester. An additional allowance is added to the appropriate budget for graduate students and those paying out-of-state fees.

Repeat Course Surcharge

Board of Regents Rule 6C-7.001 states that each student enrolled in the same undergraduate course more than twice, shall be assessed an additional $153.06 per credit hour for each such course for the third or subsequent attempt. Only the courses repeated at FGCU will count in attempts. Transfer course work will not count in the repeat calculation. Course in which grades of “W”, “WF” and “F” were earned at FGCU will count as attempts. This and all Board of Regents policies are subject to change and revision.

Fee Payment

Fees may be paid at the Cashier’s Office in person or by mail. Fees paid by mail must be received by the Cashier’s Office on or before the published due date. The University is not responsible for cash left in the night depository or sent through the mail. Make checks payable to Florida Gulf Coast University and mail to:

Florida Gulf Coast University
ATTN: Cashier’s Office
10501 FGCU Blvd. South
Ft. Myers, FL 33965-6565

The Cashier’s Office will not accept checks above the amount due or checks for cash. State law requires that a $25 service fee be assessed on a check returned unpaid by the bank. Returned checks can be redeemed only by cash, cashier’s check or money or-
The University will not accept a check from any student with two previous dishonored checks.

Failure to pay fees in full by the established deadlines will cause registration in all courses to be canceled. See the Schedule of Classes for information regarding fee liability and reinstatement of classes.

Florida Prepaid Tuition Plan
All students planning to register under the Florida Prepaid Tuition Plan (FPTP) must present their FPTP identification cards to Cashier’s Office before the published last day to pay fees. The portion of the student fees not covered by the plan, which include local fees and applicable lab fees, must be paid by the student prior to the payment deadline.

Fee Payment Deadlines
Deadlines are strictly enforced. The University is not able to grant credit, permit installment payments for any fees or to extend the fee payment period beyond the time set in the official calendar.

Financial aid is available to qualified students. Students who have applied for or receive financial aid should contact the Financial Aid Office immediately upon being notified of any delay in the receipt of financial aid to insure arrangements are made to meet payment deadlines in those instances.

Late Registration Fee
A student who registers after the established deadline will be automatically assessed a $50 late registration fee.

Late Payment
A student who pays fees after the established deadline for payments will be automatically assessed a $50 late payment fee. If applicable, this fee will be assessed in addition to the late registration fee described above.

Fee Waivers
A student using ANY fee waiver as part of the fee payment, must present the original and the student copy to the Cashier’s Office at the time of payment. See the Schedule of Classes for more information.

Payment on Accounts Due the University
In addition to its published tuition and other fees, the University assesses students for loss or breakage of University equipment, books, fines and other related charges. These charges are due immediately. University policy prohibits registration, the release of transcript or diploma for any student whose account with the University is delinquent.

The University reserves the right to assign any past due accounts to an agency for collection. When an account has been assigned, the collection agency fee will be added to the University charges for collection at the current contract rate.

Vehicle Registration and Parking Permits
See University Police section of catalog for additional information.

Refunds
Refunds will be processed and mailed to the student’s address shown on the Registrar’s files for those students whose accounts show overpayments after the last day to pay fees. Students due refunds will not be required to submit refund requests to receive their refunds; they will be automatically calculated. If there is an amount due in the accounts receivable system, that amount will be deducted from any refund due.

Refund Policies:
- 100% of registration fees and tuition will be refunded if notice of complete withdrawal from the University is documented prior to the end of drop/add period.
- 25% of registration fees and tuition will be refunded if notice of withdrawal from ALL courses at the University is documented prior to the end of the fourth week of classes.
- Any student attending the University for the first time who withdraws from classes is entitled to a prorated refund of up to 60% of fees paid for the first semester.
- Students who receive financial aid and subsequently change their enrollment status, which results in refunds, may have all or a portion of their refunds returned to the University’s Financial Aid Office.

Appeals for tuition refunds must be submitted in writing to the Office of Admissions, Registration and Records within two years after the end of the term for which the refund is requested. There are no exceptions to this policy.
Financial Aid and Scholarships

Financial Assistance

The University offers a comprehensive program of financial assistance for both traditional and non-traditional students pursuing undergraduate or graduate degrees. The Financial Aid and Scholarships Office (FASO) within the Division of Student Services is responsible for helping students secure the necessary funds to pursue their educations. The office is proactive in offering information to enrolled and prospective students about the availability of financial assistance.

The Financial Aid and Scholarship Office administers grants, scholarships, loans, and student employment programs to assist students in paying educational expenses.

A financial aid award will not be processed until a student has been admitted to a degree program or eligible certificate program. Non-degree-seeking students are not eligible for financial aid.

Types of Financial Aid

Need-Based Aid is awarded to students who demonstrate their need for financial assistance to pursue higher education. Financial need is defined as the difference between the estimated cost of attendance and the amount the student and his or her family can reasonably be expected to contribute toward educational expenses. The evaluation process is based on a federal formula and considers the income, assets of the student and family (excluding primary residence), number of persons in the household and number in college, taxes paid, and other relevant factors. Students applying for aid by the priority deadline of April 1 will maximize aid consideration, although it is advisable to apply as soon after January 1 as possible.

There are three kinds of need-based aid:

1. **Grants** are gift aid, and they do not need to be repaid. Grants include:
   - Federal Pell Grants for eligible students pursuing first baccalaureate degrees. Award amount depends on program funding. The maximum award for 1999-2000 is $3,125.
   - Federal Supplemental Opportunity Grant (FSEOG) for students with greatest need. Pell Grant recipients receive priority consideration. Awards can range from $200 to $4,000.
   - Florida Student Assistance Grants for eligible Florida residents pursuing first baccalaureate degrees and who are enrolled full-time. The Florida Department of Education, Office of Student Financial Assistance, determines eligibility. Awards based on financial need range from $200 to $1,500 or as specified in the General Appropriations Act. Application deadline is May 15.
   - Florida Gulf Coast University Grants for eligible students who are enrolled at least half-time and who are pursuing first baccalaureate degrees. Award amounts are based on need and enrollment status. Priority consideration deadline is April 1.

2. **Loans** are funds borrowed from lending institutions. Students defer repayment until they graduate, withdraw, or drop below half-time status.
   - Federal Subsidized Stafford Loans are available to undergraduate and graduate students enrolled at least half-time. Loans are offered by lending institutions and are insured by a guarantee agency. Yearly loan limits are: freshmen, $2,625; sophomores, $3,500; juniors/seniors, $5,500; and graduate students, $8,500. Yearly interest rates are variable and have a cap for the life of the loan. Interest does not accrue on a subsidized loan until the student enters repayment status. Students begin repayment six (6) months after they graduate or drop below half-time status.

3. **Employment opportunities** place students in part-time jobs with FGCU.
   - Federal Workstudy-eligible students must be enrolled and pursuing a degree. Graduate students and students pursuing a second undergraduate degree may also qualify for Federal Work Study. Students may work up to 20 hours per week while classes are in session and 40 hours per week during school breaks. Limited funding requires application by the priority deadline of April 1.
Eligibility Criteria

To qualify for financial assistance, the student must meet the following basic eligibility requirements:

- Be a U.S. citizen or eligible non-citizen;
- Be registered with Selective Service, if required;
- Not be in default on a loan, or owe a repayment of Title IV aid received at any institution;
- Be enrolled as a regular student in an eligible program of study; and
- Maintain satisfactory academic progress.

Applying for Assistance

All first-time applicants must complete the Free Application for Federal Student Aid (FAFSA) which collects basic financial information about the student and family to determine eligibility for federal, state, and institutional need-based aid programs. The FAFSA must be completed and returned to the Federal Processor in the envelope provided inside the application booklet, or may be done on-line at the Internet address www.ed.gov/studentaid. The paper FAFSA form is available through any Financial Aid and Scholarships Office or can be downloaded from the Internet at www.ed.gov/offices/ope/express.html.

Renewal FAFSA Application

A student who completed a FAFSA for the previous year may receive a preprinted Renewal Application from the U.S. Department of Education. Upon receipt, the student applies for federal aid by updating the information on the renewal form. A student who does not receive or misplaces the Renewal Application files a regular FAFSA. The student should not complete both forms, however, since only one can be processed. Renewal applications may also be done on-line at the website www.fafsa.ed.gov. A student wishing to use Renewal FAFSA on the web will need an electronic access code (EAC) which may be secured by following the link from the above web address to “Request an EAC.”

Non Need-Based Aid

Loans allow students or parents to borrow funds without demonstrated financial need.

- Federal Unsubsidized Stafford Loans may be made for half-time students who do not demonstrate financial need. Loan limits for dependent students are: freshmen, $2,625; sophomores, $3,500; juniors/seniors, $4,500. Independent and graduate students are eligible for an additional loan amount of $4,000 for the first two (2) years of undergraduate study, $5,000 for the remainder of undergraduate study and $10,000 for graduate study. Yearly interest rates are variable and have a cap for the life of the loan. Students are responsible for interest payments while enrolled in their degree program. Students begin repayment six (6) months after graduating or dropping below half-time status. Students may receive less than the yearly maximum amounts, depending on the cost of the program and other financial aid received.

- Federal Parent Loan for Undergraduate Students (PLUS) is available to parents of dependent undergraduate students enrolled at least half-time. The yearly loan maximum is equal to the cost of education less any financial aid received by the student for the academic year. A variable interest rate of up to 9% is charged from the date of disbursement. Repayment of principal and interest begins 60 days after the final loan disbursement for the academic year. Parents interested in applying for this loan must submit a completed PLUS application to the Financial Aid Office.

- Other Personal Services (OPS) employment opportunities provide temporary part-time jobs to undergraduate and graduate students regardless of financial need.

- Merit-Based Aid is in the form of scholarships awarded on a competitive basis to students with special skills, talents, characteristics, or abilities. Please refer to the Financial Aid Office for criteria for each scholarship.

Freshman Scholarships

Access Scholarship.
National Merit Program Scholarship.
Outstanding Community Trust Scholarship
Presidential Scholarship.
Valedictorian Scholarship.
Salutatorian Scholarship.
Transfer Scholarships

Community College Scholars Award.
Florida Junior/Community College Student Government Association Award. HERO Scholarship.
HERO Leadership Scholarship.
Phi Theta Kappa Scholarship.

Foundation Scholarships

Presidential Endowed Scholarships
Jackson Burgess Endowed Scholarship Fund.
Zelda Butler Memorial Scholarship Fund.
Coopers & Lybrand Endowed Scholarship Fund.
Florence Hecht Endowed Scholarship Fund.
W. Thomas Howard/Gannett Foundation Scholarship Fund.
John Kontinos Endowed Scholarship Fund.
Sanford Lawton, Jr. Endowed Scholarship Fund.
Professor and Mrs. E.L. Lord Endowed Scholarship Fund given by Richard W. and Esther A. Shaughnessy.
Edward R. Melton Scholarship Fund.
Munters Corporation Endowed Scholarship Fund.
National Bank Lee/Collier Counties Endowed Scholarship Fund (formerly NCNB of Lee County).
Jane Foster and C.B. Pat Scholarship Fund.
The Chesley Perry Endowed Scholarship Fund/Fort Myers Campus.
John E. and Aliese Price Foundation Scholarship Fund.
George Sanders, jr. Endowed Scholarship Fund.
Society First Federal Savings & Loan of Fort Myers Scholarship Fund.

Robert A. Weiss, Jr. Memorial Scholarship Fund.

Endowed Book Scholarships
Florida Federal Savings & Loan Association Scholarship Fund.
Paul and Aline Flynn Scholarship Fund.
Moseley Title Foundation Endowed Scholarship Fund.
Newman Oil Scholarship Fund.
Periwinkle Garden Club Scholarship Fund.
Silver Anniversary/Lee County Electric Cooperative Inc. Endowed Scholarship Fund.

Endowed Scholarships
Barron and Dana Collier Scholarship Fund.
Golden Apple Teacher Recognition Scholarship Fund.*
Joe A. and “Tippy” Hilliard Scholarship Fund.
Muriel K. Hudson Endowed Nursing Scholarship Fund.
William J. and Lillian S. Hudson Scholarship Fund.
India Association of Fort Myers, Inc. Scholarship Fund.
Pop and Marj Kelly Scholarship Fund.
Zonta Endowed Scholarship Fund.

Restricted Scholarships
Business Scholarship Fund.
Fernandez Family Foundation, Inc. Scholarship Fund.
Faculty and Staff Scholarship Fund.
Florida Federation of Women’s Clubs Scholarship Fund.
General Scholarship Fund (includes memorial gift scholarships).
Naples-Fort Myers Greyhound Track Scholarship Fund.
Naples Woman’s Club Environmental Scholarship Fund.
Nursing Scholarship Fund.
Book Scholarship Fund.
Ethics in Business Endowed Scholarships
William and Kathryn Beeken Scholarship Fund.
Jean S. Benson Scholarship Fund.
Bonita Springs Area Chamber of Commerce Scholarship Fund.
Endowed Charlotte County Foundation Scholarship Fund.
Gregory and Angela Valvo Collins Endowed Scholarship Fund.
Community Health Association Scholarship Fund.
Jack A. and Elizabeth A. Conner Endowed Scholarship Fund.
Alan and Selma Cooper Endowed Scholarship Fund
In Memory of Stephen David Rudman.
Betty Ann Denholtz Memorial Scholarship Fund.*
Fort Myers Women’s Network Endowed Scholarship Fund.
Greater Fort Myers Chamber of Commerce Scholarship Fund
Dr. Denise Heinemann Nursing Scholarship Fund.
Henderson Franklin Scholarship Fund In Honor of James A. Franklin, Jr.
Mary Frances Howard Nursing Scholarship Fund.
Lambros Family Scholarship Fund.
Dorothea Low Endowed Scholarship Fund In Memory of George E. Low.
Miromar Endowed Scholarship Fund.
Oswald, Trippe and Company, Inc. Endowed Scholarship Fund.*
Publix Super Markets Charities Scholarship Fund.
RIMS Scholarship Fund.
Rotary Club of Sanibel-Captiva Endowed Scholarship Fund In Memory of William Angst.
Rotary Foundation of Fort Myers South Endowed Scholarship Fund.
Riverwoods Plantation Endowed Scholarship Fund.
Douglas R. St. Cerny Endowed Scholarship Fund.
Bob and Linda Taylor Endowed Scholarship Fund.
Ronald L. and Teresa R. Thatcher Endowed Scholarship Fund.
Leah Walden Endowed Nursing Scholarship Fund.
Zonta for Women (Ethics) Scholarship Fund.*
* Initial gift to be awarded in 2000.

Taxable Financial Aid

Under the law, certain types of financial assistance, such as grants, scholarships, and fellowships, have limitations to the amount that can be excluded from the student’s reported income for tax purposes. Keep accurate records of the aid received and check with an expert in tax laws to complete income tax returns properly.

Satisfactory Academic Progress

Federal regulations require students to demonstrate satisfactory academic progress in order to receive financial assistance. Measures of academic progress include:

- Qualitative Measure of Progress – all undergraduate students must maintain a cumulative 2.0 GPA and graduate students must maintain a cumulative 3.0 GPA for continued enrollment.
- Quantitative Measure of Progress – at the end of each academic year all students must have earned a minimum of 80% of the total credit hours attempted including credit hours for courses from which the student withdrew without refund.
- Time Frame required to complete a degree cannot exceed 150% of the published program length.

Refund and Repayment Policies

- Refunds: If the student is entitled to a fee refund as a result of withdrawal, cancellation, or termination of attendance and if the student received financial aid for that period, a portion of the refund will be returned to the appropriate financial aid program(s). Any refund that remains after
all accounts have been reimbursed will be returned to the student.

- Repayment: If the student withdraws from the University after receiving financial aid funds, he or she must repay a specified percentage of the aid received, since the funds were awarded to help meet living expenses for an entire term of enrollment. The repayment amount is based on the percentage of time elapsed in the term.

Confidentiality of Student Records

The University ensures the confidentiality of student records in accordance with State University System rules, State statutes and the Family Education Rights and Privacy Act of 1974, known as the Buckley Amendment. Family financial information and the type and amount of aid are held in confidence. Information can only be released to a third party, including parents, with the student’s written consent.

Anti-Drug Abuse Act

Students convicted of drug felonies may lose their eligibility for federal financial aid programs. The Omnibus Drug Initiative Act of 1988 gives courts the authority to suspend eligibility for federal student aid when sentencing an individual convicted of possession or distribution of a controlled substance.

For a drug possession conviction, eligibility is suspended:
- one year for the first offense,
- two years for the second offense, and
- indefinitely for the third offense.

For a drug sale conviction, eligibility is suspended:
- two years for the first offense, and
- indefinitely for the second offense.

Veterans Services

Florida Gulf Coast University is approved for the education of veterans, eligible dependents, members of the selected reserve, and active-duty personnel who are eligible for benefits under public laws now in effect. All degree programs currently offered at FGCU are approved by the State of Florida, Bureau of State Approving for Veterans’ Training.

Under the current Veterans Educational Assistance Programs, which affect most veterans, the veteran receives an allowance directly from the government. The veteran is responsible for paying tuition and fees directly to the University and meeting payment deadlines applicable to all students. The Veterans Administration will make full payment only when the student carries a full academic load. To facilitate the prompt and accurate reporting of the student’s status and course load, the veteran must inform the Office of Admission, Registration and Records of their enrollment intent prior to the beginning of each semester. Changes in enrollment status made after the last day to add courses must be reported immediately.

To be eligible for full-time VA benefits, degree-seeking undergraduates must enroll for 12 or more semester hours, and degree-seeking graduate students must enroll for nine (9) or more semester hours each academic semester. VA regulations require that students take only courses that are applicable towards their degree program or other approved program and they must make satisfactory progress towards their degree. VA benefits will be terminated for students who are dismissed for academic or disciplinary reasons and can only be reinstated after academic counseling.

It is the student’s responsibility to remain in good standing with the Veterans Administration and to respond to notification of changes in regulation. The VA toll-free telephone number is 1-888-442-4551.
Undergraduate Course Descriptions

ACG 2021  Core Concepts in Accounting I  3 credits
This course focuses on the accounting information needs of various stakeholders, including managers, owners and creditors (capital markets), governmental agencies, and others. Specific topics covered include accounting and business vocabulary, the accounting process, income measurements, cash flow analysis, assets, liabilities, and financial statement content and analysis.
Prerequisites: CGS 1100 with a minimum grade of C

ACG 2071  Core Concepts of Accounting II  3 credits
This is the second in a two-course sequence that introduces core concepts of financial and managerial accounting. This course focuses on managerial decision making and the information needs of managers. Specific topics covered include break-even analysis, traditional and non-traditional measures of performance, capital budgeting, TQM, ISO-9000, and the global economy.
Prerequisites: ACG 2021 with a minimum grade of C

ACG 2091  Accounting Tools  2 credits
An interactive computer course designed to supplement Core Concepts of Accounting I and II. Business transactions are recorded and reported. Specific topics include business transactions, the accounting equation, debit/credit rules, the accounting cycle, accrual/cash basis of accounting, and inventory systems. (This course may be taken concurrently with ACG 2071.)
Prerequisites: CGS 1100 with a minimum grade of C

ACG 3103  Financial Report & Analysis I  4 credits
Studies the measurement, reporting, and analysis of financial information under generally accepted accounting principles (GAAP). Selected topics include standard setting, conceptual framework, accounting process, financial statements, time-value of money, cash, receivables, inventory, property plant and equipment, current and long-term liabilities, and an introduction to stockholders’ equity.
Prerequisites: ACG 2071 with a minimum grade of B and ACG 2091 with a minimum grade of B and CGS 1100 with a minimum grade of B

ACG 3113  Financial Report & Analysis II  3 credits
Studies the measurement, reporting, and analysis of financial information under generally accepted accounting principles (GAAP) beyond Financial Reporting & Analysis I. Selected topics include stockholders’ equity, earnings per share, investments, revenue recognition, income tax accounting, pensions, leases, accounting changes, cash flows, and full disclosures in Financial Reporting.
Prerequisites: ACG 3103 with a minimum grade of C

ACG 3341  Cost Accounting  3 credits
A thorough study of the principles and techniques used to accumulate costs for inventory valuation, product, service pricing and managerial decision making. Topics include problems and procedures related to job-order, process, and activity based costing systems, as well as budgeting, standard costing, and variances and cost allocations.
Prerequisites: ACG 2071 with a minimum grade of B and CGS 1100 with a minimum grade of B and QMB 3200 with a minimum grade of C

ACG 3401  Accounting Information Systems  3 credits
This course familiarizes accounting students with the primary processes, or cycles, of organizations, and the risks associated with each event in the processes. The emphasis is placed on controlling risks and minimizing the potential impact they have on businesses. Topics covered include the sales cycle, the purchasing cycle, the payroll cycle, controls, the general ledger architecture, and event based information systems.
Prerequisites: ACG 2071 with a minimum grade of B and ACG 2091 with a minimum grade of B and CGS 1100 with a minimum grade of B

ACG 4123  Financial Report &Analysis III  3 credits
Studies the measurement, reporting, and analysis of financial information under generally accepted accounting principles (GAAP) beyond Financial Reporting & Analysis II. Selected topics include deferred taxes, pensions, post-retirement benefits, leases, accounting changes, error analysis, cash flows, and full disclosure issues. (USF course - last offered Spring 1998)
Prerequisites: ACG 3113 with a minimum grade of C

ACG 4501  Government & Not-for-Profit  3 credits
Application of financial and managerial accounting and auditing principles and theory to both governmental and not-for-profit entities.
Prerequisites: ACG 3103 with a minimum grade of C

ACG 4632  Independent Audit I  3 credits
Studies the role of the auditor and client in independent audits guided by generally accepted auditing standards (GAAS). The auditing profession, process, and applications provide the foundation for this course.
Prerequisites: ACG 3401 with a minimum grade of C and ACG 3113 with a minimum grade of C

ACG 4671  Internal Audit  3 credits
This course introduces students to the internal audit function and the professional standards governing that function. The primary focus of this course is the control and management of organization risk. Topics include the professional standards of the Institute of Internal Auditors, audit evidence, the internal audit process, reporting standards and practices, computer audits, and fraud audits.
Prerequisites: ACG 3103 with a minimum grade of C

ACG 4901  Directed Study in Accounting  1 to 3 credits
This course is designed to allow students to explore current topics in accounting and/or auditing. A detailed project or paper must be completed under faculty supervision. (Senior standing and permission of instructor required)

ACG 4939  Special Topics in Accounting  3 credits
Topics covered in this course will vary from semester to semester. Potential topics include the history and evolution of accounting standards, accounting methods for specific industries, and emerging issues. (Senior standing)
ACG 4940 Accounting Internship 3 credits
Supervised full-time work experience in accounting for a minimum of eleven weeks. Students must obtain prior approval from the Accounting Internship Coordinator and submit a written report at the end of the internship. (Senior standing and a minimum 3.2 GPA required)
Prerequisites: ACG 3103 with a minimum grade of C and ACG 3401 with a minimum grade of C

ADV 3000 Principles of Advertising 3 credits
The purpose of this course is to introduce students to the role of advertising in society, business, and economics.

ADV 3001 Creative Strategy 3 credits
The purpose of this course is to introduce students to the theory and application of strategic advertising writing and design.
Prerequisites: ADV 3000

AEB 4025 Amer Agriculture & Society 3 credits
The role of American agricultural industry in society will be investigated. Agricultural technologies, processes and production capacity will be viewed with implications to human society. Class activities and field trips will an integral part of the course.

AFA 2000 Intro Afr & Diaspora Studies 3 credits
This class is designed to introduce students to the sociological study of the issues of race, sex, and social class. In this class, we will examine a number of issues facing American society today and how these issues are inter-related. Special emphasis will be placed on discussing how these problems are (or are not) dealt with in our society. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

AFA 3410 African-American Leaders 3 credits

AFA 3900 Directed Readings 1 to 3 credits
Under the guidance and supervision of an instructor, students develop a program of reading and possibly research which fits their individual interest, needs, or topic.

AFA 3910 Directed Independent Study 1 to 3 credits
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

AFA 3931 Sel. Topics in Afr. & Dias. St. 3 credits
This class is designed to introduce students to the sociological study of the issues of race, sex, and social class. In the class, we will examine a number of issues facing American society today and how these issues are inter-related. Special emphasis will be placed on discussing how these problems are (or are not) dealt with in our society. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

AFA 4150 Africa & the United States 3 credits
The students in this course examine the historical and current political, economic, and cultural relations between the United States and Africa.

AFA 4331 Social Inst. & the Afr-Am Comm 3 credits
The students in this course study social institutions as they relate to the Africa-American Community.

AFA 4335 Women of Color in the U.S. 3 credits
As an interdisciplinary survey of the contemporary experience of women of color in the United States, this course includes discussions of the socio-historical and cultural histories, myths and realities of the women.

AFH 3100 African History to 1850 4 credits
This course is an outline survey of pre-colonial African history, including an introduction to the use of primary sources (such as archaeology, oral tradition, cultural anthropology, comparative linguistics, documents) in reconstructing the African past.

AFH 3200 African History since 1850 4 credits
This course surveys the Colonial and post-colonial history of Africa. Emphasis on the impact of European and other alien influences on the continent, emergence of independent African states, and post-independence problems of nation building and economic development.

AFH 3454 The Africans 4 credits
The Africans examines the history and contemporary life of Africa through its critical indigenous, Islamic, and Western influences. This course focuses on such issues as African isolation, the development of Islam and Christianity, the development of the international slave trade, and the roots of the continent’s economic and social systems. It offers new perspectives and insight into the regional and world role of Africa. This course will prove useful for many disciplines, including history, the social sciences, the humanities, and education.

AFS 2250 Culture & Society in Africa 3 credits
This course focuses on topics that include African religion, value systems, art and the aesthetics, family and life cycle, impact of Islam and Christianity and conflict of cultures.

AFS 3251 African Environments 3 credits
This course is an exploration of the environmental and cultural issues of the African environment. It examines the natural environments of the African and the cultural environment. The course will require at least 7000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation.

AMH 2010 US History to 1877 3 credits
In this course a broad survey of American history from pre-Columbian times through the Civil War is provided. Special emphasis is given to critical social, cultural, and political movements and figures. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation.

AMH 2020 US History Since 1877 3 credits
A continuation of AMH 2010, this course provides a broad survey of American history from the Reconstruction Era through the present. Special emphasis is given to critical social, cultural, and political movements and figures. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation.

AMH 3110 American Colonial Hist to 1750 4 credits
Examines the evolution of American society from the earliest European-Native American contact through the eve of the American Revolution. Emphasis is on the transformation of colonial structures, expansion, ethnocultural issues, the rise of slavery, and the development of representative theories of government.
AMH 3172  The Civil War  4 credits
This telecourse is an 11-hour examination of the entire sweep of the American Civil War. It emphasizes the complex causes and lasting effects of this conflict of the battles, home fronts, ordinary soldiers, African-Americans, and military and political leaders of this era. It includes a text and student study guide. Because of its interdisciplinary nature, it will prove informative to many non-History Concentration students.

AMH 3201  The U.S., 1877-1929  4 credits
Examines the nature of American history from the end of Reconstruction through the stock market crash of the late 1920's, emphasizing intellectual, political, economic, and social/cultural trends (including civil rights and feminism).

AMH 3252  The U.S. since 1929  4 credits
Examines American history from the Great Depression through the present, emphasizing intellectual, political, economic, and social trends. Students will gain an appreciation of the interrelatedness of these movements and of the diverse character of America. Civil Rights and feminism will be thoroughly discussed as examples of reform movements.

AMH 3421  Early Florida  4 credits
Examines the history of Florida from the time of its first recorded human inhabitants through the creation of the State of Florida with its distinct local and regional characteristics in the years prior to the Civil War.

AMH 3423  Modern Florida  4 credits
Examines Florida history from the Civil War through contemporary time, emphasizing the dramatically changing social, cultural, political, and economic milieu of the state. Geographical and environmental awareness will underscore all aspects of the course.

AMH 3571  African-Amer History to 1865  4 credits
A survey of the black American experience from its roots in Africa through the Civil War. Emphasis is given to developing a critical understanding of the unique nature of the black American experience and the importance of African-American contributions to American history.

AMH 3572  African-Amer Hist since 1865  4 credits
A survey of the black American experience since the Reconstruction Era. Emphasis is given to developing a critical understanding of the unique nature of the black American experience, the importance of African-American contributions to American history, and the significance of contemporary civil rights.

AMH 3930  Undergrad. Sem. in Amer. Hist.  3 credits
Emphasizes selected historical issues or problems of particular interest to students. Topics may vary and will incorporate interdisciplinary approaches.

AMH 4428  Southwest Florida History  4 credits
Intensive examination of the regional human experience in Southwest Florida. The course begins with the movements of humans into the peninsula since 12,000 years ago and traces the complex developments in this region through European contact, colonialism, statehood, Civil War and Reconstruction, land boom, depression, wartime, and the second land boom modern era. Students will learn from an interdisciplinary approach, which includes significant economic, environmental, and demographic questions relative to the southwest coast.

AMH 4932  Studies in Amer. Civilization  4 credits
Examination of major periods, themes, and movements in U.S. History, drawing heavily on concepts from the humanities and social sciences. Useful for many non-History Concentration students.

AML 2010  Literature & Culture of US, I  3 credits
This survey of the literature of the United States from Native American Oral Traditions to the Civil War centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of this era with a solid foundation in both the authors/texts and their contexts. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C

AML 2020  Literature & Culture of US, II  3 credits
This survey of the literature of the United States from the Civil War to the present centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of this era with a solid foundation in both the authors/texts and their contexts. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C

AML 3032  Lit & Culture of US, 1860-1912  3 credits
This readings course centers on canonical and marginal literature of the United States from the Civil War to the beginning of Modernism. Students deepen their knowledge of this period of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3051  Lit & Culture of US 1912-1945  3 credits
This readings course centers on canonical and marginal literature of the United States during the Modern Era. Students deepen their knowledge of this period of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3221  Lit & Culture of US 1700-1820  3 credits
This readings course centers on canonical and marginal literature of the United States from the eighteenth century through the Revolutionary and Early National Period. Students deepen their knowledge of these periods of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3223  Lit & Culture of US 1820-1860  3 credits
This readings course centers on canonical and marginal literature of the United States during the American Renaissance. Students deepen their knowledge of this period of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3242  Lit & Culture of US 1945-pres  3 credits
This readings course centers on canonical and marginal literature of the United States from the end of World War II to the present. Students deepen their knowledge of this period of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3413  Anglo-Am Lit & Cult to 1740  3 credits
This readings course centers on canonical and marginal literature that reflects the British encounter and engagement with the Americas from the Exploration period to the Enlightenment period. Students deepen their knowledge of the early periods of British exploration and colonization of the Americas through intense study of authors/works and their contexts.
AML 3601 Afr-Amer Lit & Culture to 1914 3 credits
This reading course centers on African-American literature from nineteenth century slave narratives to the poetry and fiction of the Harlem Renaissance. Students deepen their knowledge of African-American Literature and Culture through intense study of authors/works and their contexts.

AML 3602 Afr-Amer Lit & Cult 1914-pres 3 credits
This readings course centers on African-American literature from the Harlem Renaissance to the present. Students deepen their knowledge of African-American Literature and Culture through intense study of authors/works and their contexts.

AML 3630 Latino Literature 3 credits
This readings course explores the multiple identities designated by the term “Hispanic” in the United States as they are represented in literature. The course surveys the diversity of Latino poetry and fiction, including works by both popular and lesser-known Hispanic writers. Students consider the effects of the Mexican-American War (1846-1848) on the southwestern United States and its role in the creation of a Chicano identity. Our reading also includes selections by Nuyorican, Dominican, Cuban, and other U.S. Latinos. Our analysis focuses on linguistic, thematic, and narrative techniques that shape the bicultural or hybrid text.

AML 3703 The Immigrant Exp in Lit of US 3 credits
This readings course traces the diverse cultural history of the United States from the 19th century to the present by examining various literary accounts of the immigrant experience. Students consider the impact of mass migrations on the culture of the United States, the changes in attitudes these produce, and the corresponding myths and stereotypes employed in texts by and about immigrants. The course explores the ways that ethnic assimilation takes both reflect and subvert a “melting pot” ideology and considers the influence of “new ethnicity” movements on the status of ethnic literature in the post-60s United States.

AML 4111 19th Cent Novel in the US 3 credits
This seminar begins with the rise of the novel in the United States in the eighteenth century and then charts its development to the Modern era. The course focuses on the interaction between canonical and marginal works and the historical and cultural contexts that inform them.

AML 4121 20th Cent Novel in the U.S. 3 credits
This seminar focuses on the novel in the United States in the twentieth century. The course explores the interaction between canonical and marginal works and the historical and cultural contexts that inform them.

AML 4261 Literature of the South 3 credits
This seminar focuses on critical study of various Southern writers in the United States in their historical contexts. The course centers on a variety of authors and texts that reflect Southern culture, economics, and politics.

AML 4265 Florida Writers 3 credits
This variable topic seminar focuses on writers who have lived in and/or written about Florida, such as Hemingway, Hurston, Rawlings, and Stevens.

AML 4274 Literature by Women of Color 3 credits
This seminar focuses on contemporary women writers of color in the United States: Native Americans, Asian-Americans, African-Americans, and Latinas. Readings include literature and contextual articles on historical and cultural issues. This course is cross-listed under WST 4262.

AML 4276 Seminar in African-Amer Lit 3 credits
This seminar focuses on selected topics in African-American Literature, including such topics as the Slave Narrative, the Harlem Renaissance, Contemporary African-American Literature, or a selection of African-American writers.

AML 4300 Selected Authors from U.S. 3 credits
This variable topics seminar focuses on selected writers from the United States, including such authors as Hawthorne and Emerson, Whitman and Dickinson, Douglass and Chesnutt, Twain and Crane, Fern and Chopin, Hemingway and Faulkner, Eliot and Whitman. This course may be repeated with a change of content for up to 6 hours.

AML 4303 Individual Authors from U.S. 3 credits
This variable topics seminar focuses on a specific writer from the United States. This course may be repeated with a change of content for up to 6 hours.

AML 4453 Sel Topics in Lit-Cult of U.S. 3 credits
This variable topics seminar focuses on such issues as the development of democracy as it is reflected in literature of the United States, the relation between science and literature in the United States, or the question of alienation in United States literature. This course may be repeated with a change of content for up to 6 hours.

AML 4713 Working-Class Lit in U.S. 3 credits
This seminar traces the development of a working-class literary tradition in the United States from its roots in sketches of industrial life of the 19th century to urban portraits of contemporary ghetto life. Readings include both canonical and non-canonical writers such as Rebecca Harding Davis, Upton Sinclair, Tillie Olsen, Anzia Yezierska, Meridel Le Sueur, H. T. Tsang, Carlos Bulosan, Elizabeth Stuart Phelps, and Dorothy Allison.

AMS 3700 Racism in American Society 3 credits
This course is an introduction into the causes and effects of racism in American history, literature, art, the media, and folklore. Related concepts of ethnocentrism and class conflict will also be studied.

ANT 2000 Intro to Anthropology 3 credits
This course provides a cross cultural study of the human species from both a biological and social perspective. It surveys the four major branches of Anthropology: Physical Anthropology (human biology); Archaeology (the analysis of the prehistoric and history remains of human cultures); Anthropological Linguistics (the analysis of language in its cultural context); and Cultural Anthropology (the cross cultural study of peoples living in the world today, be they in tribal, peasant, or urban societies).

ANT 2100 Introduction to Archaeology 3 credits
Course will cover historical and theoretical backgrounds of Archeology, the goals and methods of Archeology, and Archeological fieldwork techniques.

ANT 2211 Peoples of the World 3 credits
This course provides a survey of the world’s known cultures by major geographic regions. It is designed to familiarize the students with the range and variety of the human condition. Representative case studies are used to demonstrate variations in human adaptations and to encourage the development of an appreciation and respect for diverse values and lifestyles. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.
ANT 2410 Cultural Anthropology 3 credits
This course is an introduction to human diversity as expressed through communities and ethnic groups worldwide. The goals for this course are to increase student appreciation of cultural differences and to develop a descriptive and critical understanding of cultural elements.

ANT 2511 Intro to Physical Anthropology 3 credits
This course provides students with a basic understanding of the evolution of humankind and the range and extent of modern human physical diversity. Topics discussed will include primates, paleoanthropology, anthropometry, and range methods and techniques employed in this field.
Prerequisites: ANT 2410 with a passing grade

ANT 3231 Introduction to Folklore 3 credits
This course is an introduction to the cross-cultural methods and techniques regarding the collection, classification, and analysis of such materials as myths, jokes, games, and items of material culture.

ANT 3312 Native Amer Culture & Society 3 credits
This course is an introduction to the diversity of Native American cultures through ethnographic description examining adaptive responses to the environment and culture contact. The goals for this course are to increase the understanding of contemporary Native American cultures and critical issues involving acculturation of native peoples.

ANT 3340 Caribbean Cultural Patterns 3 credits
This course is an introduction to human diversity as expressed through state, communities, and ethnic groups of the Caribbean region. Among the goals for this course is an increased student appreciation of cultural differences and the development of a descriptive and critical understanding of cultural elements.
Prerequisites: ANT 2000 or SYG 2000

ANT 3403 Cultural Ecology 3 credits
Cultural ecology is essentially the study of the relationships between humans and their environments. Like all organisms, humans adapt through a range of biological attributes, but humans also have a unique capacity to employ culture as an adaptive response to environmental challenges. This course will emphasize the adaptive importance of culture and the modifications made to environments by humans to achieve better fit. Among the mechanisms of cultural adaptation we will examine are social structures, behavioral norms, belief systems, values, ethics, and technology.
Prerequisites: ANT 2000 or ANT 2410 with a minimum grade of C

ANT 3495 Methods in Anthro Research 3 credits
This course introduces qualitative and quantitative data collection through ethnography, cognitive domain analysis, ethnographic decision modeling, survey creation, and data collection and analysis. The goal of the course is to present an overview of methods available for research and to apply one of the techniques in depth to a community issue.

ANT 3640 Language and Culture 3 credits
This course is an applied approach to anthropological linguistics focusing on methods to develop materials for language retention programs in cultures without a written tradition. The goals of the course are to understand the importance of language in cultural identity and the problems faced by minority populations in language retention. Material will cover language structure, description and analysis, language acquisition, language loss, comparative studies of speech, communication, and sociolinguistics.
Prerequisites: ANT 2410 with a minimum grade of C

ANT 4241 Magic and Religion 3 credits
This course provides a cross-cultural study of the social and cultural aspects of religion. Religious and magic activities in the traditional and modern societies will be discussed. Ritual behavior, religious practitioners and symbols of belief will be considered in light of their impact on the social, political or economic aspects of people’s lives.
Prerequisites: ANT 2410 with a minimum grade of C or ANT 2000 with a minimum grade of C

ANT 4311 Southeastern Native Americans 3 credits
This course provides a survey of prehistoric and historic cultural conditions of the Southeastern United States by focusing on major culture areas. Specific tribes including the indigenous people of Florida will be detailed in ethnography. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ANT 2000 with a passing grade

ANT 4316 Cultures of the Contemp. South 3 credits
This course examines the diversity of the contemporary South through ethnography paying special attention to the concept of community, change, and continuity in the region. Contemporary issues facing the area are investigated from an historical perspective. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ANT 2000

ANT 4462 Medical Anthropology 3 credits
This course provides an examination of illness, behavior, biomedical and traditional healing systems from a comparative perspective. By analyzing illness cross-culturally, anthropologists and health care providers can better understand the inter-relatedness of technology, ecology, and health in larger populations. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ANT 2000 with a passing grade

ARE 4313 Art for the Child 3 credits
Art and the intellectual, creative, emotional, and aesthetic growth of children.

ARH 2050 History of Visual Arts I 3 credits
This course is a survey of World Art to AD 1300. Students are introduced to problems of analyzing and interpreting the art of various cultures. Emphasis is placed on developing a shared vocabulary of art, accurate observational skills and linking the visual work to the cultural that produced the work.

ARH 2051 History of Visual Arts II 3 credits
This course is a survey of World Art since 1300. Students are introduced to problems of analyzing and interpreting the art of various cultures. Emphasis is placed on linking the visual work to its cultural context and interpretation of the work's historic and contemporary meaning. Prerequisite: Art Concentration students must have taken ARH 2050 and achieved a passing grade. Open to all students.

ARH 4170 Greek & Roman Art 3 credits
This course is a comprehensive study of Archaic, Mycenaean, Etruscan, Greek and Roman painting, sculpture, and architecture. Emphasis is placed on linking the visual work to its cultural and social context. Prerequisite: Art Concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.
ARH 4200 Medieval Art 3 credits
This course is a comprehensive study of early Christian, Byzantine, and Medieval painting, sculpture, and manuscript illumination. Emphasis is placed on linking the visual work to its social, cultural, and religious context. Prerequisites: Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4301 Renaissance Art 3 credits
This course is a comprehensive study of Renaissance and Mannerist painting, sculpture, and architecture in Italy and Northern Europe. Emphasis is placed on linking the visual work to its social, cultural, and religious context. Prerequisites: Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4430 Nineteenth Century Art 3 credits
The course is a comprehensive study of nineteenth century painting and sculpture in America and Europe. Emphasis is placed on linking the visual work to its social political, cultural, and technological context. Students will research and present talks on various non-western cultures’ visual production. Prerequisites: Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4450 Twentieth Century Art 3 credits
This course is a comprehensive study of painting and sculpture and architecture from Cezanne to the present in Europe and the United States. Emphasis is placed on linking the visual work to its ideological, social political, and stylistic context. Prerequisites: Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4530 Oriental Art 3 credits
This course is an introduction to concepts of the arts in China, Japan, and other Far Eastern countries. Emphasis is placed on linking the visual work to its social, cultural, and religious context. Prerequisites: Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ART 1201C Methods and Concepts I 3 credits
This course is a foundation course in basic visual elements, and vocabulary of art, with an emphasis on acrylic paint techniques, color theory, and the safe use of materials. Fee Required

ART 1203C Methods & Concepts II 3 credits
This course is a foundation course providing students with an introduction to three-dimensional materials, techniques and processes, as well as examples of significant historical and contemporary sculptures. Introduction to the safe use of hand and power tools will be covered. Prerequisites: ART 1201C and ART 1300C

ART 1300C Drawing I 3 credits
This course focuses on observational drawing with a variety of drawing media. The course combines in-class drawing with an introduction to the vocabulary of art, as well as discussions of examples of significant historical and contemporary two-dimensional art. Also covered are issues related to the verbal and visual presentation of student art works. Fee Required

ART 1301C Drawing II 3 credits
This course builds on the technical and conceptual skills learned in Drawing I. The course focuses on architectural and landscape drawing, as well as provides an introduction to the figure, using a variety of drawing media and techniques. Historical and contemporary examples of art works concerned with related issues are reviewed. Prerequisites: ART 1300C with a passing grade and ART 1201C with a passing grade

ART 2110C Beginning Ceramics 3 credits
This course studies hand-building processes and fundamentals of glazing techniques. Emphasis is on the development of a high degree of technical proficiency and a keen sense of form in ceramic mediums as well as an introduction to the history of ceramics. Prerequisites: ART 1201C with a passing grade and ART 1300C with a passing grade

Corequisites: ART 1203C

ART 2111C Clay Sculpture 3 credits
Exploring the clay for sculptural purposes with an emphasis on large-scale structure, expanding clay’s sculptural potential, as well as an introduction to contemporary issues in clay sculpture. Prerequisites: ART 2110C with a passing grade

ART 2112C Wheel Throwing 3 credits
This is a first course in which the student learns to throw on the potter wheel. From the basic cylinder, the student learns to form a pitcher, covered jar, and other functional shapes, and to understand the traditional significance of these forms. Some alteration of thrown form is also covered. This course may be repeated. Prerequisites: ART 2110C with a passing grade

ART 2222 Intro to Computer Images 3 credits
This course is an introduction to the issues and practices involved in the creation of computer generated images and art. Issues of both hardware and software are covered, as is the relationship of computer generated images to other forms of image making and manipulation. Prerequisites: ART 1201C with a passing grade and ART 1300C with a passing grade

ART 2230C Graphic Design - Introduction 3 credits
This course is a continuation of the basic concepts introduced in Methods and Concepts I and II as they apply to graphic design. Iconography, signs and symbols, and two-dimensional and three-dimensional compositions will be used as exploratory design problems. These problems extend the methodology and conceptualizing problem-solving skills of design. Prerequisites: ART 1301C with a passing grade

ART 2330C Life Drawing 3 credits
This course studies the development of technical skills and self-expression through drawing the nude and clothed figure. It begins with anatomy studies, progresses to conceptualization of human form. Students will review the historical development of life drawing as it relates to their practice of drawing. May be repeated.

ART 2430C Fund of Printmaking:Silkscreen 3 credits
This course introduces the basic techniques and history of serigraphy. Issues related to screen production, photographic techniques and safe art material handling will be discussed. Prerequisites: ART 2510C with a passing grade

ART 2440C Fund of Printmaking: Relief 3 credits
This course is an introduction to both the practice and history relief printing in wood block, linoleum block, and collagrap. Prerequisites: ART 2510C with a passing grade
ART 2470C Fundamentals of Printmaking-Etching  3 credits
This course is an introduction to the practice and history of intaglio printing in black and white through etching with nitric acid and zinc plates. Techniques include line etching, aquatint, cut plate and embossing, and soft ground. Prerequisites: ART 2510C with a passing grade

ART 2510C Painting I  3 credits
This course helps students develop the skills/methods of composing images, along with in-depth study of painting techniques. The course will cover related contemporary and historical examples, with a focus on 20th century American and European painting. Issues of presentation including framing, sequencing and discussing work in public will be addressed. Prerequisites: ART 1201C with a passing grade and ART 1300C with a passing grade

ART 2520C Painting II  3 credits
This course helps students develop the skills/methods of producing images, along with in-depth study of painting techniques on a variety of surfaces, along with in-depth study of acrylic and other water-based painting media and techniques. The course will ask students to consider contemporary and historical examples, with a focus on post-World War II styles of art making. Issues of presentation including documentation and portfolio review will be discussed. Prerequisites: ART 2510C with a passing grade

ART 2701C Sculpture I  3 credits
This course introduces basic sculptural process of fabrication, carving, modeling, and casting. It emphasizes developing ideas through analytical responses to assignments. Continuous instruction in the use of appropriate technology to realize sculptural forms will be included. The course will cover related contemporary and historical examples, with a focus on 20th century American and European sculpture. Issues of presentation including installation, siting and lighting, as well as, how best to discuss work in public will be addressed. Prerequisites: ART 1203C

ART 2702C Sculpture II  3 credits
This course allows continued experience in more complex three-dimensional techniques. This class will emphasize both individual projects and a conceptual approach. Students will be asked to use appropriate technology and materials for the realization of their projects. Students will be asked to consider related contemporary and historical examples, with a focus on post-World War II styles of art making. Issues of presentation, including documentation and portfolio review will be discussed. Prerequisites: ART 2701C with a passing grade

ART 3232C Graphic Design II - Typography  3 credits
This course introduces students to typography and how typography works as a pure design creating form, value, direction, etc., as letter forms or marks, as well as on a communication level as a message carrier. Students will become familiar with historical and contemporary styles of typography in a variety of two- and four-dimensional media. Prerequisites: ART 2230C with a passing grade

ART 3233C Graphic Design III - Production  3 credits
This course explores the design process through solving specific, existing design problems or fulfilling specific design needs. The process takes students from conceptualizing explorations to concept refinement to final implementation. Students will produce a body of related work as preparation for a professional-level portfolio review. Prerequisites: ART 3232C with a passing grade

ART 3420C Fundamentals of Printmaking-Lithography  3 credits
This course is an introduction to the basic techniques and history of lithography. Students will learn the basic techniques of graining, drawing, etching, and printing as they relate to lithography. The course will cover related contemporary and historical examples, with a focus on 20th century American and European Lithography. Prerequisites: ART 2510C with a passing grade

ART 4221C Advanced Graphic Design  3 to 9 credits
This course focuses on design principles and techniques as used in mass-produced art. It includes projects and lectures. Prerequisites: ART 1300C and ART 1301C and ART 2230C and ART 3232C and ART 3233C

ART 4223 Advanced Computer Images  3 to 9 credits
The course is an advanced exploration of issues and practices involved in the creation of computer generated images and art. Students will be asked to identify issues in contemporary image-making and manipulation that revolve around computer technologies. Students will create a body of work in relationship to those self-identified issues. Issues of final output presentation, including appropriate means of public presentation will be discussed. Prerequisites: ART 2222 with a passing grade

ART 4921C Painting Workshop  3 to 9 credits
The focus of the course is independent studies in painting. Emphasis on competence in medium and development of individual solutions to problems. The course will ask students to identify issues in contemporary art making practice and create a personally significant body of work in relationship to those self-identified issues. Issues of presentation including production of a portfolio and exhibition practices will be discussed. Prerequisites: ART 2520C with a passing grade

ART 4922C Sculpture Workshop  3 to 9 credits
This course focuses on intensive studies in sculpture. It stresses competence in the following areas: casting nonferrous metals, steel fabrication techniques, woodworking, and landscape sculpture planning and production. The course will ask students to identify issues in contemporary art making practice and create a personally significant body of work in relationship to those self-identified issues. Issues of presentation, including production of a portfolio and exhibition practices will be discussed. Prerequisites: ART 2702C with a passing grade

ART 4923C Printmaking Workshop  3 to 9 credits
This course studies advanced techniques of silkscreen, relief printing, etching, and lithography depending on appropriate physical resources and student interests. The course will ask students to identify issues in contemporary art making practice and require them to create a personally significant body of work in relationship to those self-identified issues. Issues of presentation including issues of edition size, production of a portfolio and exhibition practices will be discussed. Prerequisites: ART 2430C with a passing grade or ART 2440C with a passing grade or ART 2470C with a passing grade or ART 3420C with a passing grade

ART 4924C Photography Workshop  3 to 9 credits
This course covers various areas of photographic study, including platinum and advanced silver printing techniques and conceptual approaches to image making. Prerequisites: PGY 2401C and PGY 4410C
ART 4930 Special Topics in Art 3 to 9 credits
The faculty develops topics of importance to students’ interests and needs. May be repeated to a maximum of three (3) semester hours.

ASH 3400 The Chinese 4 credits
This telecourse explores the history, people and heritage of one of the world’s most ancient and fascinating civilizations. Rare scenes of daily life unveil the tensions between traditional and modern China. The course culminates by posting a number of critical questions, e.g., will China’s traditional culture survive, what caused the current protests at Tianamen Square, is China’s future one of turbulence or peaceful evolution, how are China’s technological and economic advances going to affect the nature of its society and its role in the global community?

ASH 3404 Modern China 4 credits
A detailed study of the nature and development of modern China from the time of sustained Western contact (17th century) through the present. Provides discussions of the end of dynastic China, the consolidation of socialism, the Maoist upheavals, and the rise of China as an economic trade giant.

ASH 4442 History of Modern Japan 4 credits
Examines the social, cultural, political, religious, and economic developments of Japan since 1800. Stresses the rise of Japan as a regional power and the influence of modern Japan as a world trade power.

ASN 2005 Introduction to Asian Studies 3 credits
This course provides an overview of Asian-American social structure and factors which support or impede social change, collaboration and cultural maintenance. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

ASN 3412 Asian Environments 3 credits
The natural environments of Asia and critical environmental issues are examined within their ecological, cultural, economic, and historical contexts. Multiple sources of information including scientific data and artistic impression are utilized. Prerequisites: BSC 1051C with a minimum grade of C or IDS 3301 with a minimum grade of C.

AST 2201C Stellar Astronomy 4 credits
General principles of Astronomy with emphasis on the structure and evolution of stars, stellar systems, galaxies and the universe. Topics include stellar birth and death, neutron stars and black holes, galactic distances and the expansion of the universe. Observing of stars, constellations, binary and variable stars, star clusters, nebulae, indoor and/or internet activities including radiative properties of the stars, spectra, stellar and galactic distances, Hubble’s Law, distance/web based observing. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies. (Lab fees assessed) Fee Required

BCH 3023C Biochemistry 3 credits
The chemistry of proteins, lipids, carbohydrates, and nucleic acids will be studied. The principles of enzymeology, metabolism and bioenergetics will be investigated. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. Prerequisites: CHM 2211C with a minimum grade of C and BSC 1011C with a minimum grade of C Fee Required

BSC 1010C Gen’l Biology w/Lab I 4 credits
This course is intended for science majors. The principles of biology are studied from the molecular to the cellular level. Topics include: basic biochemistry, the cell doctrine, the physiological phenomena of life, elementary bioenergetics and biosynthesis, cellular and organismal reproduction and the gene concept. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. Fee Required

BSC 1011C Gen’l Biology w/Lab II 4 credits
This course is intended for science majors. General Biology with lab II examines biological systems from the organismal level through the system level. Topics include: theory of evolution, biodiversity and systematics, and ecology. The curriculum is inquiry based and fully integrated with laboratory and field experiences which emphasize active learning strategies. Fee Required

BSC 1020C Human Systems 3 credits
This course is intended for non-science majors. The basic principles of human biology will be studied. The following components will be investigated: cell biology, reproduction and genetics and human anatomy and physiology including human impacts on ecological systems. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. Fee Required

BSC 1051C Enviro Bio-SW Fla Environment 3 credits
The environment of southwest Florida is used as an example to investigate environmental concepts within their ecological, cultural, economic, and historical contexts. Multiple sources of information including scientific data and artistic expression are utilized. The curriculum is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies. Fee Required

BSC 1085C Hum Anat & Physio w/Lab I 4 credits
This course is intended for health science majors. Students will investigate the structure and function of the human body systems, including integumentary, skeletal, muscular, nervous and endocrine systems. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. Fee Required

BSC 1086C Hum Anat & Physio w/Lab II 4 credits
This course is intended for health science majors. Students will continue their investigation of the structure and function of the human body systems, including cardiovascular, respiratory, renal, gastrointestinal, reproductive and immune systems. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. Prerequisites: BSC 1085C with a minimum grade of C Fee Required

BSC 2024C Human Species 3 credits
The goal of this course is to provide a basic understanding of the evolution of mankind and the development of earlier cultures. Among other topics discussed are primates and research methods and techniques used by physical anthropologists to reconstruct past cultures. Prerequisites: ANT 2000 with a minimum grade of C Fee Required
BSC 2300C Biological Systems I 3 credits
This is the first semester of a two-semester course which will consider biology from a systems perspective. Topics will include general system characteristics, unique aspects of biological systems, system complexity, evolution, comparative system architecture, levels of abstraction, biological control systems, redundancy, and artificial system synthesis. Chemical fundamentals, cell structure and function, elements of molecular biology, physiology and anatomy, taxonomy, complex system organization, and emergent properties of biological systems will also be considered. Case studies and system simulation will be utilized extensively. Artificial life, genetic programming, and computational metaphors based on biology will also be discussed. A range of projects will be required.
Fee Required

BSC 2301C Biological Systems II 3 credits
This is the second semester of a two-semester course which will consider biology from a systems perspective. Topics will include general system characteristics, unique aspects of biological systems, system complexity, evolution, comparative system architecture, levels of abstraction, biological control systems, redundancy, and artificial system synthesis. Chemical fundamentals, cell structure and function, elements of molecular biology, physiology and anatomy, taxonomy, complex system organization, and emergent properties of biological systems will also be considered. Case studies and system simulation will be utilized extensively. Artificial life, genetic programming, and computational metaphors based on biology will also be discussed. A range of projects will be required.
Prerequisites: BSC 2300C with a minimum grade of C
Fee Required

BSC 3030 Biology & Society 2 credits
Biological implications of the interactions among human society, population and technology in relation to the environment and natural systems. Historical perspectives will be considered. This course will be taught integrated with Teaching Methods in Middle Grade Science.
Prerequisites: BSC 1030C with a minimum grade of C and BSC 1051C with a minimum grade of C

BSC 3121 Scientific Process in Biology 2 credits
Students are introduced to the philosophy and methodology of the scientific practice in classroom discussion and laboratory and field experiences. Students, through self-practice and collaborative review, learn: philosophical and practical differences between scientific, historical science; hypothesis generation & testing; experimental design; construction of a research proposal; composition of a scientific paper; oral presentation; and critical review. This course will be taught integrated with Communication Skills in the Science Classroom.

BSC 3404C Environ Quantitative Techniques 3 credits
Students will practice laboratory and field techniques for environmental monitoring and analysis, and will develop competency with appropriate instrumentation, data management strategies and statistical procedures.
Fee Required

BSC 4422C Methods in Biotechnology 3 credits
This course explores the techniques and applications of biotechnology with strong emphasis on laboratory investigation. Recombination DNA technology will be the focus of study with applications in plant and animal systems. Impacts of biotechnology on society will be examined, such as the human genome project and agricultural biotechnology.
Prerequisites: BCH 3023C with a minimum grade of C and PCB 3063C with a minimum grade of C
Fee Required

BSC 4900 Dir Ind Study/Research in Bio 2 to 4 credits
Individual study by students under the direction of a faculty mentor. The topic will be selected based on mutual consensus between the student and the faculty mentor.

BSC 4910 Senior Project Research in Bio 2 credits
Research projects or certain aspects of research are carried out by one or more students under the supervision of a faculty mentor. The research project is designed to hone skills in applying research principles and obtaining practice in data collection, analysis.

BSC 4911 Sr Project Presentation in Bio 2 credits
A continuation of the senior project, students will be expected to prepare and present a summary of their research. The presentation may be oral, written, multimedia, etc. Work will be completed with the faculty mentor.
Prerequisites: BSC 4910 with a minimum grade of C

BSC 4912 Senior Seminar in Biology 3 credits
Students conduct research in scientific teaching methodologies under the supervision of a faculty mentor. The seminar will culminate in the presentation of inquiry-based materials which can be used in the secondary biology classroom.

BSC 4920 Current Topics in Biology 1 credits
Special sessions exploring the literature in Biological Sciences. Topics may vary; they are selected on the basis of what is new or currently relevant in the field. Students will receive Satisfactory "S" or Unsatisfactory "U" grades for this course.
Prerequisites: ISC 3120C with a minimum grade of C or BSC 3121 with a minimum grade of C

BSC 4930 Special Topics in Biology 2 to 4 credits
Courses will be developed based on topics of current or special interest to students or faculty. Topics or focus vary depending on student/faculty interest. Students will receive Satisfactory "S" or Unsatisfactory "U" grades for this course.

BSC 4940 Internship in Biology 2 to 4 credits
An internship provides the student with an opportunity to work on a project in the field or laboratory setting. This work is usually completed off-campus and the student will work with a qualified supervisor at the site as well as a faculty mentor.

BUL 3130 Legal & Ethical Enviro of Bus 3 credits
This course is designed to introduce the student to the contemporary legal and ethical environment of business. Topics covered include the legal system, ethics, constitutional law, criminal and civil law, intellectual property, environmental law, contracts, and agency and employment law. A principal feature of the course is to investigate ethical dilemmas arising in the business environment and to develop critical thinking abilities for application to various contemporary legal problems.

BUL 3320 Law & Business I 3 credits
This course covers the nature of legal and societal institutions and environments, and major aspects of public, private, UCC and related business law.

CAP 3611 Computation & Neural Systems 3 credits
This course is designed to introduce students to computation and neural systems. Topics will include a review of general physiology from a systems perspective, comparative neurophysiology and evolutionary biology, perception systems computational aspects of information processing within the cen
CAP 4620 Artificial Intelligence 3 credits
This course will cover a range of topics in the field of artificial intelligence. Topics to be discussed include a brief history of artificial intelligence, an overview of human intelligence, problem solving and representation, control strategies, search techniques, predicate calculus, production-rule systems, expert systems, intelligent agents, natural language understanding, an introduction to neural networks, genetic algorithms, and artificial life. Case studies and programming of artificial intelligence (AI) systems will be emphasized.
Prerequisites: COT 3460

CAP 4660 Robotic Systems 3 credits
This course will consider the analysis and design of robotic systems. Autonomous, semi-autonomous, fixed, and virtual robots will be considered. Topics will include a review of dynamic systems, transducers and actuators, degrees of freedom in robotic systems, robotic control strategies and algorithms, adaptive behavior in robotic systems, and system implementation. Case studies and laboratory exercises will be an integral part of the course.
Prerequisites: COT 3460 with a passing grade

CAP 4680 Knowledge-Based Systems 3 credits
This course will cover a range of topics in knowledge-based systems. Topics to be discussed include an introduction, what is A.I., applications of A.I., what is an expert system?, the structure of expert systems, knowledge acquisition, a simple expert system, knowledge engineering, methods of knowledge representation, building expert systems processes and tools, the system development life cycle, expert system shells, logic the prolog language, processing, speech recognition, intelligent databases, decision support systems, summary future possibilities. Participants will gain experience with commercial expert systems.
Prerequisites: CAP 4620 with a passing grade

CAP 4730 Computer Graphics 3 credits
This course provides a foundation for work in computer graphics. Detailed topics include: Mathematical preliminaries, coordinate systems, transformations, perspective, graphical primitives, curve and surface modeling, representation of sol-

ids, hidden surfaces, shadows, ray tracing, the sampling process, aliasing, shading, illumination, texture generation, rendering, vision, color, computer displays, and virtual reality systems. Commercial graphic software systems will also be examined. A comprehensive programming project will be required.
Prerequisites: COT 3400 with a passing grade

CAP 4830 Simulation & Modeling 3 credits
The course will focus on continuous and discrete event system simulation. Students will develop skills in conceptualizing issues from a wide range of disciplines, translating these models into forms suitable for computer simulation, and selecting or designing appropriate simulation software. Topics to be considered in the course include: General systems thinking, mathematical and computational methods in simulation, the application of modeling techniques to select problems in the sciences and other disciplines. Current simulation environments will be discussed as well. Case studies and commercial simulation environments will be examined. A range of modeling and simulation projects will be completed.

CBH 4004 Comparative Psychology 3 credits
Study of evolution of behavior, similarities and differences in capacities in environmental adjustment, and for behavior organization among different species.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C and PSY 3213 with a passing grade

CCJ 3024 CJ Systems & Processes 3 credits
This course examines the various components of the criminal justice system, including police, courts, corrections, and the juvenile justice system. The course focuses on the relationship of the criminal justice system to broad political, economic, and social issues. Students will be exposed to related agencies of the criminal justice system (EMS, HRS, etc.). Additionally, the course introduces students to comparative criminal justice systems.

CCJ 3340 Methods of Offender Treatment 3 credits
This course offers theories and techniques which may be employed within the boundaries of probation, parole, or prison. It explores their use in altering the attitudes, values, and behaviors of persons adjudicated guilty by the criminal justice system.

CCJ 3468 Crisis Intervention 3 credits
Hurricanes, earthquakes, terrorist bombings, airplane crashes, and increased violence in the workplace each dramatize the need for law enforcement, other public service personnel, and clinicians to gain knowledge of crisis intervention. The purpose of this course is to provide the learner with a general understanding of crisis intervention strategies to enable the learner to experience the kinds of situations crisis workers may encounter.

CCJ 3506 Juvenile Delinquency 3 credits
This course examines the nature and extent of delinquency. Focus is on competing explanatory models and theories. In addition, students will be exposed to the evaluation of prevention, control, and treatment programs.

CCJ 3610 Theories of Criminal Behavior 3 credits
This course examines the complex factors related to criminal behavior. It focuses on understanding criminal and delinquent behavior from a multi-disciplinary perspective (biological, psychological, social). The course places emphasis on past and present theories. In addition, students will focus on preven-
tion, control, and treatment of criminal and delinquent behavior.

CCJ 3653 Drugs, Alcohol & Crime 3 credits
This course offers an examination of the history, pharmacology, health consequences, and crime-related aspects of mind-altering drugs. Emphasis is placed on the effects on criminal behavior, the legal response to the problem, and the treatment and prevention of abuse.

CCJ 3666 Victimology 3 credits
The course provides an overview of the study of victims and the process, etiology, and consequences of victimization. Special attention is paid to the types of victims, theories of victimization, and the victim's treatment within the criminal justice system. In addition, the course examines the role of victims in crime, their decisions to report crimes and help prosecute offenders, victim assistance, and victim compensation. Special emphasis is on sexual battery and domestic violence.

CCJ 3701 Research Methods-Crim Justice 3 credits
This course examines the major methods of gathering, analyzing, and reporting social data. It focuses on the purpose and logic of scientific inquiry and research techniques in criminal justice. The course places emphasis on qualitative and quantitative research techniques, including data collection, experimental and non-experimental designs, measurement procedures, sampling methods, and interpretation of research results.

CCJ 4110 Law Enforcement 3 credits
This course provides a comprehensive examination of the American law enforcement system at the federal, state, and local levels. Emphasis is on functions (law enforcement, order, maintenance, public service) and responsibilities. These include preservation of constitutional rights and community relations. Additionally, students review the social, legal, economic, and political elements that affect law enforcement.

CCJ 4121 Crime Prevention 3 credits
This course examines the theory, operation, and evaluation of crime prevention as a function of the criminal justice system. Students examine a variety of crime prevention techniques, including crime prevention through environmental design.

CCJ 4215 Constitutional Criminal Law 3 credits
This course explores the basic concepts of criminal law. It involves the elements of criminal statutes, criminal responsibility, defenses, and participants in the legal process. Additionally, students examine the historical basis of the American criminal law system.

CCJ 4282 Legal Issues in Corrections 3 credits
This course provides an overview of the legal aspects of corrections. These include legal issues from conviction to release from incarceration. Specifically, the following issues are examined: pre-sentence investigations, sentencing, probation and parole, incarceration, and loss and restoration of civil rights. Emphasis is on the practical legal problems confronting the probation and parole officer and the corrections administration.

CCJ 4284 Law & Social Control 3 credits
This course involves the study of law and social structure, sociology of law, and formal control mechanisms. Students examine the philosophical, legal, and scientific modes of inquiry that are central to the study of law. Attention is given to fitting the appropriate method of inquiry to social policy questions. The course explores the effectiveness of the law in developing social policy.

CCJ 4292 Courts & Legal Issues 3 credits
This course identifies and examines issues relevant to the American court system. Focus is placed on jurisdiction, policies, and procedures of courts in the administration of criminal justice. Students are exposed to central principles of criminal law, which include the substantive elements of defining conduct for specific crimes and the various exculpatory conditions for criminal liability. Additionally, the course introduces students to criminal issues, as well as other democratic principles such as the constitutional rights of the accused in criminal proceedings.

CCJ 4306 American Corrections 3 credits
This course offers a comprehensive examination of the U.S. correctional system. Special focus is on theories of punishment and rehabilitation, the historical antecedents of modern corrections, offender characteristics, sentencing and community-based corrections. The course examines the operation and administration of correctional facilities, prison life, and contemporary debates concerning the role of corrections in society.

CCJ 4331 Alternatives to Incarceration 3 credits
The course explores alternatives to imprisoning the offender, including probation, parole, and diversion. It includes other community-based intervention and treatment approaches. The alternatives to prison and the social, political, and economic atmosphere in which they function form the foundation of this course.

CCJ 4450 Ldrship & Mgmt in CJ Agencies 3 credits
This course deals with the application of management and leadership theories to the administration of law enforcement and correctional agencies. Models of decision-making, problem solving, and situational leadership are used to assess responses to current challenges facing criminal justice organizations. Students will explore value-oriented leadership strategies that can be used to motivate today's diverse workforce. The course addresses management's responsibility for translating organizational mission statements into on-going operational realities. Additionally, the course will illustrate the changing nature of accountability and personnel development through a review of both traditional agency practices and decentralized management approaches (community policing, functional unit management, direct supervision). Emphasis is placed on avoiding crisis management through proactive planning, interactive communication, conflict prevention, and visionary leadership.

CCJ 4487 Ethics in the Crim Justice Sys 3 credits
This course identifies and analyzes the diverse ethical issues encountered in the criminal justice system. It provides an overview of historical trends related to corruption, an analysis of the causes of unethical practices, and discussion of unprofessional conduct. Focus is placed on traditional ethical theories and their application to such topics as discretion, use of force, misconduct, authority and responsibility, civic obedience, privacy, and other relevant ethical issues. Students will explore such topics as plea bargaining, bail and detention, wiretapping, sentencing, prisoners' rights, and parole. The course examines ethical practices that foster public trust in the criminal justice system.

CCJ 4501 Juvenile Justice System 3 credits
This course focuses on the history, philosophy, and evaluation of the juvenile court and juvenile court practices and procedures. It deals with such topics as neglect, dependency and delinquency, and jurisdiction of the court. The roles of the police officer, the correctional officer, and the social worker in the juvenile justice system are also examined.
CCJ 4601 Human Behavior 3 credits
This course examines the origins of human and deviant behavior from a multidisciplinary approach (biological, psychological, sociological, criminological). The course addresses major theories and research including case studies that illustrate deviant behavior, such as drug abuse, suicide, mental illness, and sexual deviance.

CCJ 4630 Comparative Justice 3 credits
This course focuses on an international perspective in criminal justice policy and procedures. The student will about criminal justice systems through an analysis of a variety of other countries and cultures. Topics to be considered include policing, the judiciary, and corrections.

CCJ 4662 Minorities and Crime 3 credits
Racial, ethnic, and class identities are examined in terms of their impact on individual experiences of the law, crime, justice, victimization, stigma, and punishment/rehabilitation. Further, students examine sociological and criminological theory and research on these issues. Special attention is paid to the role of racism in theories of crime and in American law. Students explore the treatment of minorities by the various components of the criminal justice system.

CCJ 4663 Female Crime 3 credits
This course is an in-depth study of the relationship between women and various forms of criminal behavior, including the examination of historical and current theory and research. The experience of women as crime victims as well as criminal offenders is examined. In addition, the role of women as criminal justice practitioners is explored. The purpose of this course is to develop an understanding of the connection between theory and research to identify how and why the connection influences the study of women in criminological theory and research and to identify the social and political implications of change.

CCJ 4681 Domestic Violence 3 credits
This course explores the theoretical issues, both past and present, regarding domestic violence. Attention is given to the impact of domestic violence within society. In addition, the course focuses on the legal aspects of domestic violence, including spousal abuse, and the key factors associated with recognizing it. Students also examine current research relating to these issues.

CCJ 4910 Independent Research 1 to 3 credits
This course is designed to provide qualified students with the opportunity to perform meaningful research in areas of criminal justice under the direction of a faculty member. The student will work closely with a faculty member in the design and implementation of research projects in the area of criminal justice.

CCJ 4933 Spec Topics in Criminology/CJ 3 credits
This course explores a wide variety of issues in criminal justice and criminology. It provides an in-depth analysis of current and emerging issues in the field. Topics vary in this course.

CCJ 4934 Senior Sem (Criminal Justice) 3 credits
This course involves the integrative experience through which students comprehensively analyze and assess significant theories, policies, and practices related to the study of criminology and criminal justice. Information from prior course work is synthesized and applied to current, as well as future issues in the field. Further, the course places emphasis on the relationship of theory, research, and practical applications in the field of criminal justice. The course provides an in-depth study of the relationships among varying topics of selected and contemporary significance to the field. The course allows students to demonstrate their cumulative skills in all academic areas.

CCJ 4940 Internship 1 to 6 credits
The internship consists of placement with one or more of the agencies comprising the criminal justice system. This course will enable students to gain meaningful field experience within the criminal justice system. A minimum of 3 credits is required. Students may elect to take 1-3 additional hours as an elective.

CCJ 4957 CJ Study Tour Abroad 3 credits
The course explores a wide variety of issues in criminal justice and criminology. Through an intensive study tour abroad, coupled with preparatory work and research prior to the tour, the student will gain insight into the cultural, historical and social influences on criminal justice, as well as the differences and similarities of the different systems.

CDA 3104 Comp Org'n & Assem Lang Prog 3 credits
The course will deal with the organization, architecture, and microarchitecture of computer systems. A range of computing machines and their corresponding instruction sets and register structures will be considered. Programming in assembly language will take place in the laboratory. Tradeoffs in machine implementation and performance will be examined. Computer peripherals will be discussed. A register transfer level simulation of an elementary computer system will be completed.
Prerequisites: CDA 3200 with a passing grade

CDA 3200 Digital Systems 3 credits
This course involves a study of digital systems at several levels of abstraction. Data paths, controllers, memory systems, and register transfer level design will be considered. Finite state machine design, classical logic design, and storage element design will be examined. Hardware and software tools for digital system analysis and synthesis will be examined. Microcomputer systems, microcomputer peripheral devices, hardware/software tradeoffs, and VLSI systems will be introduced. A project-based laboratory will be included as an integral part of the course. High School or College Algebra required.
Prerequisites: COP 2537 with a passing grade
Fee Required

CDA 4150 Computer Architecture 3 credits
Computer architecture is considered from several perspectives in this course. The form, function, and cost-performance tradeoffs associated with a range of computer systems will be examined. The impact of VLSI technology on contemporary computer architectures will be considered. Sequential, parallel, and distributed system models will be discussed. RISC and CISC systems will be evaluated. Memory and I/O models will be developed. Detailed topics include: Instruction set design, processor microarchitecture, pipelining, cache and virtual memory organization, protection and sharing, I/O, interrupts, and peripherals. In addition, symmetric multiprocessors, vector and supercomputers, message passing machines, systolic arrays, distributed shared memory machines, and multithreaded architectures, and multiprocessor networks will be considered. Case studies, modeling, and simulation of machine performance will be emphasized.
Prerequisites: COT 3400 with a passing grade and CDA 3104 with a passing grade

CDA 4151 Parallel & Distributed Systems 3 credits
This course will investigate parallel and distributed computing systems. A taxonomy of parallel systems will be presented. Parallel computer applications will be discussed. Software development for parallel computers will be considered. Com-
mmercial parallel and distributed machine architectures will be examined. Limits to parallelism will be discussed. Case studies of application specific parallel VLSI systems will be presented. A parallel computer system programming laboratory will be included as an integral part of the class.
Prerequisites: CDA 4150 with a passing grade and COP 4610 with a passing grade

CDA 4170 Data Acquis. & Control Systems 3 credits
This course will cover the architecture and implementation of data acquisition and control systems. Topics covered will include analog and digital measurement techniques, sources of error, transducers and actuators, system modeling, instrumentation system architecture, computer controlled instruments, computer controlled data acquisition systems, and system design techniques. Open and closed loop control, control system architecture, system analysis and design, system stability, and analog and digital control system implementation techniques will be considered. Case studies will be presented. Laboratory exercises, simulations and design projects will be an integral part of the course.
Prerequisites: CDA 3200 with a passing grade and COP 2002 with a passing grade

CDA 4210 VLSI System Design I 3 credits
This course will allow participants to design, implement, and test very large-scale digital integrated circuits and systems. System complexity, design methodologies and tools, implementation technologies, case studies, and fundamental limits and future possibilities for digital VLSI systems are considered. Topics include levels of abstraction in VLSI systems, architecture and microarchitecture, complexity, design methodology, performance considerations, delays in wires and active elements, scaling, MOS as an abstract technology, the MOS transistor, stuck diagramming, static and dynamic logic, programmable logic arrays, RAM, ROM, high-level building blocks, silicon and GaAs processing technologies, fabrication, capacitance, resistance, inductance, transmission line effects, power, delay estimation, clocking, computer-aided design, and analog building blocks and systems. A comprehensive design project will be completed and a chip fabricated and tested by each participant.
Prerequisites: CDA 3104 with a passing grade

CDA 4213 VLSI System Design II 3 credits
This course will allow participants to design, implement, and test very large-scale digital integrated circuits and systems. System complexity, design methodologies and tools, implementation technologies, case studies, and fundamental limits and future possibilities for analog VLSI systems are considered. Topics include levels of abstraction in VLSI systems, architecture and microarchitecture, system complexity, analog system building blocks, gain stages, level shifting, output stages, gain-bandwidth product, noise in analog systems, fabrication, capacitance, resistance, inductance, transmission line effects, power dissipation, merging digital, analog, and sensor technologies on-chip, and system tradeoffs. A comprehensive design project will be completed and a chip fabricated by each participant.
Prerequisites: CDA 4210 with a passing grade

CEN 2513 Computer Networks 3 credits
This course will consider computer networks, analog and digital communication theory, network structures and components, switching techniques (circuit switching and packet switching), network functions, layered network architectures, data link protocols, network control, transport and session protocols, and presentation layer protocols for point-to-point, satellite, packet radio, and local area networks. Hardware and software support for networking will be considered. Fundamental limits and future possibilities will be discussed. A range of networking projects will be required.
Prerequisites: COT 3400 and CDA 3104

CEN 3031 Software Engineering 3 credits
This course includes software and concepts associated with the design and implementation of large software systems. Both sequential and concurrent systems are considered. Emphasis is placed on understanding the levels of abstraction involved in software engineering. The software life cycle, design methodologies, design objectives, documentation, configuration management, reliability issues, maintenance, and software tools are discussed. Requirements and specifications, both formal and informal, are studied. Verification and validation issues are examined. Management principles, human communication skills, and documentation considerations in the software engineering process are also explored. Case studies are emphasized. Projects involving the design and implementation of small systems are an integral part of the course. A comprehensive laboratory project is also included.
Prerequisites: COT 3400 with a passing grade

CEN 4525 Internet Technologies 3 credits
The course will present an overview of contemporary Internet technologies. Topics to be covered include the history of the Internet, Internet domains, and Internet connections and protocols. The architecture of the World Wide Web and HTML techniques and standards will be discussed. The implementation of text, images, links, forms, imagemaps, and frames will be considered. Indexing methods and search engines will be presented. Servers, CGI scripts, VRML, the Java programming language, intelligent agents, and database interfaces will be discussed. Security issues will be presented. Fundamental limits and future possibilities of the Internet will be discussed. Programming projects will be required.
Prerequisites: COT 3400 with a passing grade

CEN 4526 Mobile Computing 3 credits
This course will consider the technology and design of computing systems that are physically mobile. Such systems include laptop computers, computers connected via telephone, radio, and satellite networks, portable digital assistants, intelligent telemetry and data monitoring systems, and advanced virtual reality systems incorporating distributed computing elements. Detailed topics include: computers and communication systems, the human-computer interface, system portability, reliability, power consumption and power sources, data security, and privacy. Recent research papers will be presented to the class. Guest speakers will lecture on current topics in mobile computing.
Prerequisites: COT 3400 with a passing grade

CGS 1060C Computer Literacy with Lab 3 credits
The course will provide an understanding of computer hardware and software and applications. Among the areas covered are the history of computers, how computers are used, the basic components of a computer, computer terminology, elementary problem solving using a high level computer programming language, laboratory experiences using applications software, information systems, and information about computer careers.
Fee Required

CGS 1100 Introduction to Computers 3 credits
An introduction to computer hardware and software tools for knowledge workers. Software tools include spreadsheets, word processing, two- and three-dimensional presentation graphics, electronic mail, and network browsers. In addition,
the course explores computer information systems in organizations and the use of computers to enhance productivity.

**CGS 2010 Computers in Math Education 3 credits**
Application of technology in Mathematics Education. Basic and Logo languages. Examination and evaluation of appropriate software for different levels of Mathematics.

**CGS 3411 Computer Apps. for Math 3 credits**
This course will develop competency in a high level programming language for secondary education majors.
Prerequisites: MAC 2311 with a passing grade

**CHI 1120 Elementary Chinese I 3 credits**
Mandarin. An intensive study of basic skills: pronunciation, listening, comprehension, speaking, and some composition.
Corequisites: CHI 1120L

**CHI 1120L Elementary Chinese I Lab 1 credits**
A laboratory designed to offer additional practice using various instructional technologies and media.
Corequisites: CHI 1120

**CHI 1121 Elementary Chinese II 3 credits**
Mandarin. More sophisticated oral/aural skills are attained. Basic reading skills are acquired.
Corequisites: CHI 1121L

**CHI 1121L Elementary Chinese II Lab 1 credits**
A laboratory designed to offer additional practice using various instructional technologies and media.
Corequisites: CHI 1121

**CHM 1045C General Chem w/Lab I 4 credits**
This course is intended for science majors. General Chemistry I explores the fundamental laws of chemistry including: states of matter, atomic and molecular structure, the periodic table, stoichiometry, theories of chemical bonding, acid-base reactions and the gas laws. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.
Fee Required

**CHM 1046C General Chem w/Lab II 4 credits**
This course is intended for science majors. General Chemistry II is a continuation of CHM 1045. Students examine solutions, redox reactions, kinetics and equilibria, thermodynamics, electrochemistry, nuclear chemistry and descriptive chemistry. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.
Fee Required

**CHM 1084C Environmental Chemistry 3 credits**
The basic concepts of organic and inorganic chemistry in the context of applications to the environment will be studied in this course. Students will discuss and experience the application of "chemistry to issues of water quality, atmospheric pollution, sustainable agricultural practices, and environmental risks to human health in an integrated environment of lectures, laboratory activities, and field experiences.
Fee Required

**CHM 2210C Organic Chem w/Lab I 4 credits**
Concentrates on the study of various classes of organic compounds with emphasis on their chemical reactivity and utility in synthetic and biochemical processes. Three-dimensional structures of various compounds and their functionality groups are learned with the relationship between structure and reactivity to why and how certain reactions proceed and others do not. Specific reaction types organized by common mechanisms, rather than by functional group, are further studied.
Prerequisites: CHM 1045C with a minimum grade of C and CHM 1046C with a minimum grade of C
Fee Required

**CHM 2211C Organic Chem w/Lab II 4 credits**
Continues concentration on the study of various classes of organic compounds with emphasis on their chemical reactivity and utility in synthetic and biochemical processes. Three-dimensional structures of various compounds and their functionality groups are learned with the relationship between structure and reactivity to why and how certain reactions proceed and others do not. Specific reaction types organized by common mechanisms, rather than by functional group, are further studied. The latter part of the course emphasizes structural features and specific reactions of organic compounds related to important naturally occurring and manufactured materials: polymers, proteins, and enzymes.
Prerequisites: CHM 2210C with a minimum grade of C
Fee Required

**CLP 3140 Basic Psychopathology 3 credits**
Review of the major child, adolescent and adult psychological disorders.
Prerequisites: PSY 2012 with a minimum grade of C

**CLP 4143 Abnormal Psychology 3 credits**
Descriptive Psychopathology, theoretical models, empirical evaluation and treatment of maladaptive behavior.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

**CLP 4314 Health Psychology 3 credits**
Review of application of clinical psychology in behavioral medicine context. Emphasis on rehabilitation and prevention.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

**CLP 4414 Behavior Modification 3 credits**
Introduction to behavior analysis and application of learning principles, behavioral assessment, single subject research designs, and interventions in treatment settings.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

**CLP 4433 Psych Tests & Measurements 3 credits**
Consideration of the theoretical issues in psychometric test development. Review of instruments for intellectual, personality and neuropsychological assessment including development, applications, and potential abuses.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

**COP 2000 Programming Methodology I 3 credits**
This course addresses the fundamental principles of computer science and their application to software engineering. The emphasis is on programming and problem solving using the C programming language. Software engineering principles, documentation, testing, and management are included in the course. Lectures and laboratory work are integrated. A range of programming projects will be completed. High School or College Algebra required.
Prerequisites: COT 3400 and CDA 3104
Fee Required
COP 2001 Programming Methodology II 3 credits
This course continues to explore the fundamental principles of computer science and their application to software engineering. The emphasis is on advanced features in procedural programming using the C programming language and object-oriented software engineering concepts using the Java programming language. Lectures and laboratory work are integrated. A range of programming projects will be completed.
Prerequisites: COP 2000
Fee Required

COP 2532 Programming Abstractions 3 credits
This course will focus on data abstractions and its relationship to programming. Recursion and recursive algorithms, backtracking, and computational complexity will be considered. An introduction to abstract data types will be presented. A range of ADTs including stacks and queues will be discussed. Linked lists, symbol tables, binary trees, expression trees, and functions as data will also be considered. The application of alternative data structures in the design of a text editor will be covered. Lectures and laboratory work are integrated. A range of programming projects will be completed.
Prerequisites: GEN 2001 with a passing grade

COP 2530 Programming Systems 3 credits
This course provides experience in understanding and applying a range of modern programming systems. Object-oriented programming paradigms including C++ and Java are considered. Lisp, concurrent languages, the functional paradigm, and selected emerging languages are presented. Lectures and laboratory work are integrated. A range of programming projects is included.
Prerequisites: CDA 3200 and COP 2001
Fee Required

COP 4334 Object-Based System Design 3 credits
This course will address fundamental conceptual models for programming languages and illustrates these with specific languages and application problems. Specific topics include class and object models, inheritance, and relations among classes and objects as well as both static and dynamic system models, and implementations. A range of programming projects will be completed.
Prerequisites: COT 3400 and CDA 3104

COP 4610 Operating Systems 3 credits
The course will include the evolution of modern operating systems, single and multi-tasking systems, tasking and processes, process coordination and synchronization, scheduling and dispatching, physical and virtual memory organization, device management, file systems, security and protection, communication and networking, and distributed and real-time systems. Case studies will be emphasized. The UNIX, Macintosh, and Windows 95 operating systems will be investigated in detail.
Prerequisites: COT 3400 with a passing grade and CDA 3104 with a passing grade

COP 4620 Compiler Construction 3 credits
This course examines the structure of programming languages, the syntactic description of languages, and the organization and design of compilers. Topics covered include lexical, syntactic, and semantic analysis, code generation, runtime organization, and error handling. Issues involved in compiler construction are explored through case studies and programming assignments.

COP 4710 Database Systems 3 credits
This course will focus on both theoretical and applied aspects of database systems. Hardware system considerations and database machine design will be included. Entity-relationship, relational, network, hierarchical, and object-oriented data models will be discussed. Relational algebra, calculus, and database query languages will be considered. Dependencies, constraints, and normal forms will be presented. The role of databases in a range of applications will be discussed. An overview of interactive and programmatic interfaces to database systems will be considered. Database transactions will be presented. A project involving the design of a database system will be completed.
Prerequisites: COT 3400 with a passing grade

COP 4901 Community Computing 3 credits
This course is intended to provide participants with the skills necessary for the dissemination of computing technology within communities. The course will prepare leaders to understand computer system technology, perform needs assessments, work effectively within a community, and secure funding for computing resources. Participants will endeavor to transfer computing knowledge to community organizations, governments, businesses, schools, and individuals so that they may achieve their respective goals. Topics will include technologies and their impact on society, ethics, communication and negotiation skills, management skills, marketing, entrepreneurship, needs assessment, computing resources, computer system and network design, consulting, system management, security, searching for information on computer networks, and mobile computing. Participants will learn how to specify, purchase, and set up computer systems, networks, and servers. Participants will also engage in team-based community computing projects.
Prerequisites: COP 2001 and CDA 3200

COP 4906 Senior Project 2 credits
This course is intended to provide the student with an opportunity to focus his/her understanding of computer science on a significant problem at the systems level. The project topic will be selected by the student in consultation with his/her advisor. Interdisciplinary activities and teamwork will be encouraged. Senior Standing

COP 4908 Independent Study 3 credits
In this course the student will engage in reading, problem solving, project development, simulation, laboratory investigation, field work, or a combination of these activities under the supervision of a faculty member. Instructor consent required.

COP 4931 Special Topics in Comp. Sci. 3 credits
This course is intended to cover contemporary material in the field of computer science. Instructor consent required.

COT 3400 Algorithms 3 credits
A range of algorithms for sorting, searching, and selection will be covered in the course. An analysis of these algorithms, including their performance, will be undertaken. Algorithm design, divide and conquer strategies, and dynamic programming will be considered. Space-time tradeoffs will be examined. Complexity classes and parallel and distributed algorithms will be presented. Genie algorithms will be introduced. Digital signal processing algorithms and applications will be considered. Programming projects will be completed.
Prerequisites: COP 2530 with a passing grade
Fee Required

CPO 3002 Comparative Politics 3 credits
This course examines the political systems of a representative sample of developing and developed countries. Particular attention is paid to the capacity of these societies to respond to the challenges of population growth, environmental
degradation, and the world economy. The course also focuses on current events through student subscriptions to major periodicals such as The Economist.

CPO 4204 Govt. & Pol. Affairs in Africa 3 credits
This course examines impact on imperialism on the African continent, the emergence of independent nation states, the various models of development pursued in Africa, and the political conflicts that have emerged both within and between Africa's nation states. Particular attention is paid to Africa's capacity to meet the challenges of population growth, environmental degradation, and participation within the world economy.

CRW 2100 Intro to Fiction Writing 3 credits
This course centers on analysis of the major techniques used in fiction writing. Students develop skills in both writing prose fiction and reviewing and editing prose fiction. This course will require at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C

CRW 2300 Intro to Poetry Writing 3 credits
This course centers on analysis of the major techniques used in poetry writing. Students develop skills in both writing poetry and reviewing and editing poetry.
Prerequisites: ENC 1101 with a minimum grade of C

CRW 4210 Advanced Fiction Writing 3 credits
This course focuses on analysis of the elements of the short story, novella, and novel forms. The course emphasizes the development of an individual style in writing fiction; critiquing, editing, and revising original fiction; and preparing fiction for publication. The course will include 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: CRW 2100

CRW 4270 Advanced Poetry Writing 3 credits
This course focuses on analysis of the elements of various poetic forms. The course emphasizes the development of an individual style in writing poetry; critiquing, editing, and revising original poetry; and preparing poetry for publication.
Prerequisites: CRW 2300

DEP 2004 Principles of Development 3 credits
Survey of the major historical and recent findings in the area of lifespan development. Emphasis will be on major biological, psychological, and social developments from conception to death.
Prerequisites: PSY 2012 with a minimum grade of C

DEP 4005 Developmental Psychology 3 credits
Survey of methods, empirical findings, and theoretical interpretations in the study of human development across the lifespan.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

DEP 4404 Psych of Adulthood & Aging 3 credits
A lifespan approach to human development across adulthood into late life. Cognitive aging, changes in social functioning, personality development, and adjustment in later life.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

ECO 2013 Princ of Macro Economics 3 credits
This course presents the fundamental relationships in the aggregate, or macroeconomy. Basic measures of macroeconomic activity are covered as are their uses and limitations. The major policy goals pertaining to macroeconomic phenomena such as inflation, economic growth, and unemployment are covered and alternative policy proposals for dealing with these problems are discussed. The concept of scarcity within the public or government sector is addressed. Current macroeconomic issues are explored and the course is designed to increase general economic literacy for all students.

ECO 2923 Princ of Micro Economics 3 credits
This course analyzes the individual components of an economic system. Special emphasis is placed on decision-making by individuals and by firms. The major market structures of competition and monopoly are covered and variations of these market structures are explored. The supply and demand model is introduced and used extensively to explain individual and firm behaviors in markets. An introduction to issues in international trade and finance are also part of this course.

ECO 3101 Intermediate Price Theory 3 credits
This course studies the behavior of individual economic units, primarily consumers and firms. We consider how decisions are coordinated among these groups in an economic system. Much of the course develops tools for analysis, which explain various economic phenomena. These basic tools are used in nearly all other areas of economic inquiry. The theoretical framework developed will be used to evaluate policy decisions.
Prerequisites: ECO 2023

ECO 3203 Intermediate Macroeconomics 3 credits
This intermediate-level course is a direct extension of the two principles of economics courses. We evaluate the roles of the private and public sectors in the determination of national income, employment, and prices. Competing theories of the macroeconomy will be covered and at least one of the major macroeconomic models will be developed in depth. Money and monetary policy will be covered as will the interplay of domestic and international economies upon one another. Monetary and fiscal policies will be covered and critiqued.
Prerequisites: ECO 2023 with a minimum grade of C and ECO 2013 with a minimum grade of C

ECO 3302 Economics of the Environment 3 credits
A study of the economics of natural resources, energy, their uses and their impact upon the environment; utilization of external cost and benefit analysis to study the relationship between natural resource availability and growth; and an examination of alternative strategies and policies in solving problems of environment quality and resource scarcity.
Prerequisites: ECO 2023 and ECO 2013

ECO 3550 Economics of Health Care 3 credits
An overall view of the U.S. health care system with a focus on demand for medical care, health insurance, hospitals, physician services, regulation versus competition for cost containment, alternative delivery systems, financing uncompensated care, Medicare, and other payment system, long-term care, and economic issues concerning health-related behavior.
Prerequisites: ECO 2023

ECO 3613 Urban Economics 3 credits
A study of urban development, location theory, economics of housing, local public finance, and urban problems associated with poverty, racial discrimination, and transportation.
Prerequisites: ECO 2013

ECO 3703 Managerial Economics 3 credits
A study of economic decision making by the firm in relation to the industry and the economic and regulatory environment in which it operates; to use economic analysis in economic decision making the business policy formulation; to apply
EDF 3122 Learning & Developing Child 3 to 4 credits
Preadolescent child growth and development, learning theory, and behavioral analysis applied to instruction and to the organization and management of the classroom.

EDF 3542 Philosophy of Education 3 credits
The purpose if to extend students: (1) cognitive understandings of the basic cultural, social, historical, legal, financial, political, and government structures of American education and schooling; and, the nature of professionalism in a democratic society; (2) analytic, interpretive, and critical skills concerning the nature of the democratic traditions and its implications for educational theory and practice; (3) normative and affective dispositions for increased sensitivity to the manifest and latent functions of social stratification, racism, sexism, ethnocentrism; acceptance and valuing of democratic pluralism, subcultural variations, ethnic diversity, and individual difference; and professional commitment to the democratic values of freedom, equality, brother/sisterhood, and justice.

EDF 3604 Sr Seminar: Social Fads of Ed 3 credits
Social, economic and political context within which schools function and the values which provide direction for our schools; the culture as a motivating influence and instruction. May be offered in Senior Seminar format in some programs.

EDF 4112 Child Growth and Development 3 credits
Understanding of child growth and development, including atypical development and knowledge of contemporary theories and theorists.

EDF 4430 Measurement for Teachers 2 to 3 credits
Concepts and skills related to designing and classroom tests, instruction, and student progress; and communicating student achievement. Including application of performance assessment techniques and computer applications for measuring and assessing pupil progress.

EDG 2701 Teaching Diverse Populations 3 credits
An introduction to the value of diversity in American society and the manifestations of diversity in the educational system. Focuses on providing prospective teachers with knowledge about students in American schools who are from different ethnic, racial, cultural, socioeconomic and/or linguistic backgrounds or who represent other categories of diversity. Classroom and/or community observations are required.

EDG 4320 Intro. to Creative Drama 3 credits
This course for classroom teachers introduces the theory and practice of creative drama as it applies to use by elementary, middle school and secondary school teachers. Beginning with a study of dramatic play as it relates to human development, the course includes basic strategies when using pantomime, voice improvisation, theater games and role playing and story dramatization.

EDG 4324 Environmental Educ. Techniques 3 credits
This course is an introduction to the history, philosophy and methodology of environmental education. Topics include consideration of organization, sources of materials, instructional techniques and field experiences. The curriculum is based in active learning, and collaborative exercises which allow the students to practice environmental education techniques in a traditional classroom or non-traditional settings.

EDG 4371 Creative Arts & Movement 3 credits
This course fulfills the needs of elementary education majors for an introduction to the visual arts, music, drama and creative movement as arts with application in the elementary classroom as learning tools, as enrichment, and as expressive media within the elementary curriculum.
EDG 4620  Curriculum & Instruction  3 credits
An introduction to the field of curriculum and instruction. Emphasis is placed on principles of curriculum development and use of instructional strategies. Students will develop, implement, and evaluate a variety of lesson plans.

EDG 4905  Independent Study  1 to 4 credits
Specialized independent study determined by the student's needs and interests and supervision by a qualified faculty member. May be repeated when subjects vary.

EEC 4008  Lit. in Early Childhood Educ.  3 credits
Emphasis is placed on developing knowledge of literature for children (0-8 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum.

EEC 4203  Prog for Young Children  3 credits
Historical and sociological foundations of early childhood education, establishing professional beliefs regarding teaching young children, and developing an appropriate learning environment. Field experiences required.

EEC 4211  Integrated Curr:Science/Math  3 credits
Develops understanding of appropriate curriculum experiences in science and math for kindergarten and primary grades with an emphasis on how learning experiences are integrated throughout the curriculum and how math and science can be the integrative stimuli.
Prerequisites: EDF 4112 with a minimum grade of C

EEC 4212  Int. Curr.:S.S., Human., & Art  3 credits
Develops understanding of appropriate curriculum experiences in social science, humanities, and art for kindergarten and primary grades with an emphasis on how learning experiences are integrated throughout the curriculum, how these curriculum areas can be integrative stimulus, and how sociological influences such as culture, ethnicity, language and gender impact understandings, values and learning.
Prerequisites: EDF 4112 with a minimum grade of C

EEC 4300  Cognitive Exp for Young Children  3 credits
Focuses on nurturing cognitive development through an integrated curriculum for all children in pre-kindergarten and kindergarten.
Prerequisites: EDF 4112 with a minimum grade of C

EEC 4303  Creat/ Affect Exp for Young Child  3 credits
Focuses on nurturing creative and affective domains through providing developmentally appropriate experiences for all children in kindergarten and pre-kindergarten.

EEC 4408  Child Family & Teach Relations  3 credits
Focuses on developing understanding of traditional and non-traditional families including structural and lifestyle variations and understanding of parenting in diverse cultures including high-risk families. Implications from these understandings will guide development of parent conferences, parent meetings and home visits.
Prerequisites: EDF 4112 with a minimum grade of C and EEC 4300 with a minimum grade of C and EEC 4303 with a minimum grade of C

EEC 4706  Language & Emerging Literacy  3 credits
Focuses on developing an understanding of language development, processes of emergent literacy and how teachers support development through appropriate integrated curriculum experiences.

EEC 4936  Senior Seminar in Early Chd  2 or 3 credits

EEC 4940  Internship: Early Childhood  9 credits
Full day, full semester internship, with field placement in a kindergarten, pre-kindergarten, or primary grade where teacher candidates demonstrate the ability to apply knowledge, skills and dispositions in authentic situations.

EEC 4942  Field Experience II  3 credits
Field placement in kindergarten or primary grade where teacher candidates have opportunities to apply knowledge and skills in authentic situations. Emphasis on developing deeper understanding of children's development and implications for program planning for all children.
Prerequisites: EDF 4112 with a minimum grade of C and EEC 4203 with a minimum grade of C and EEC 4303 with a minimum grade of C

EEC 4943  Field Experience III  3 credits
Field placement in kindergarten or primary grade where teacher candidates have opportunity to apply knowledge and skills in authentic situations. Focus on developing deeper understanding of growth and development and relationship to curriculum planning and emphasis on self-evaluation of knowledge, skills and dispositions essential for teaching.
Prerequisites: EEC 4942 with a minimum grade of C

EED 4011  Intro to Behavior Disorders  3 credits
Designed for students who plan to work with this population, this course reviews the current approaches to understanding and working with children with behavior disorders. The overall goal of the course is to help students gain an understanding of the diagnostic and treatment issues associated with various perspectives that guide our work. Students who develop an understanding of the conceptual issues that guide the thought and action of professionals working with children with behavior disorders will be better able to: 1) make informed decisions about how best to teach behavior disordered children, 2) collaborate with other professionals, and 3) evaluate the diverse treatment approaches currently being used in clinical work.
Prerequisites: EEX 4011 with a minimum grade of C

EED 4941  Practicum: Behavior Disorders  2 to 4 credits
Supervised field experiences in assessment, behavior management, and clinical teaching with children who have behavior disorders. Repeatable up to a total of five credit hours. First time taken for two credits, second time taken for three credits. (S/U only). A corequisite of EEX 4604 or 4816 is required based on practicum level.
Prerequisites: EEX 4011 with a passing grade

EEX 2010  Intro to Special Education  3 credits
The purpose of the course is to provide students with a broad introduction to exceptionalitly with particular emphasis on educational aspects. It is essential now to provide students not only with a firm grounding in the foundations of Special Education, but also to expose them to the reconstruction of the field so that they be better able to deal with new and ever-changing developments. This course is required by the State for certification in all areas of exceptional student education.

EEX 4011  Foundations of Special Ed  3 credits
The purpose of the course is to survey the various exceptional student populations with a particular emphasis on the educational aspects of exceptionalitly and to present the foundations and evolution of the field of Special Education. The ethical implications of educational practice for this population will be explored. It is essential to provide students not only with a firm grounding in the historical and conceptual basis of Special Education, but also to expose them to the
reconstruction of the field from various perspectives so that they may better able to deal with new and ever changing developments.

EEX 4070 Integ. Except. Students in Reg. 2 to 3 credits

EEX 4201 Young Children with Spec Needs 3 credits
This course is designed to provide early childhood specialists/teachers a clear understanding of the characteristics and needs of young children who have identified special needs.

EEX 4221 Educ Assess of Exceptional Stud 3 credits
The purpose of the course is to introduce students to the complex policies, procedures, and legal mandates that guide the assessment of children for services in programs for exceptional children and to provide an introduction to the techniques and methods commonly used in the assessment process. This course is linked to a practicum that requires students to apply concepts learned in the course. This course is required of all special education majors. Florida Department of Education standards and the Council for Exceptional Children standards both require this content.
Prerequisites: EEX 4011 with a minimum grade of C and EDF 3122 with a minimum grade of C

EEX 4231 Assess, Eval, & Report Prog 3 credits
This course is designed to provide early childhood specialists/teachers a clear understanding of the purposes and methods of assessing children with special needs and their progress from an ecological perspective.

EEX 4243 Edu of Excep Adoles & Adult 2 credits
This course is designed to prepare personnel to plan and implement multicultural educational programs for adolescent and secondary level exceptional students. In an effort to complement traditional educational programs that focus primarily on younger students with special needs, curriculum models, materials, teaching strategies, and transition requirements for the full range of students with disabilities, including gifted and talented will be addressed. Evaluation for career and vocational planning is covered. This particular course, which is required for all of the department’s Baccalaureate degree programs, fulfills the needed competencies as mandated by the State of Florida K-12 special education requirements.
Prerequisites: EEX 4011 with a minimum grade of C

EEX 4604 Behav Mgmt Spec Need/At Risk Stud 3 credits
The purpose of this course is to provide students with basic knowledge and skills about establishing and maintaining order in the classroom, teaching children requisite social skills, helping children learn how to solve problems, teaching children self-control and dealing with behavioral crises when they arise in the classroom. Such skills are consistently identified as essential skills for beginning teachers. They are also among the standards required by both the Council for Exceptional Children and Florida Department of Education. This course emphasizes the importance of a proactive, positive approach to classroom discipline through preventing disruptions and motivating students to achieve rather than through punishing challenging behaviors.
Prerequisites: EEX 4011 with a minimum grade of C

EEX 4742 History & Narr Pers Exception 3 credits
This course is designed to use literature as a way to interpret the lives of individuals with disabilities, their lives. The course also addresses cultural and ethnic diversity so as to better analyze the role of ethics and values in decisions made pertaining to individuals with disabilities.

EEX 4846 Clinical Teaching in Spec Educ 3 credits
This course is the core special education academic methods course. It includes content about teaching students with specific learning disabilities, mental retardation and emotional handicaps. Linked with a practicum, this course covers content about special education curriculum and strategies required by the Florida Department of Education and the Council for Exceptional Children. This course is designed to provide beginning special education teachers with an overview of the specialized instructional strategies that have been developed to teach children with disabilities and knowledge about the efficacy of those strategies. Corequisites: EED 4941 or ELD 4941 or EMR 4941.
Prerequisites: EEX 4604 with a minimum grade of C and EED 4011 with a minimum grade of C and ELD 4011 with a minimum grade of C and EMR 4011 with a minimum grade of C and EDF 4620 with a minimum grade of C and EDF 3122 with a minimum grade of C and RED 4310 with a minimum grade of C

EEX 4905 Independent Study 1 to 3 credits

EEX 4936 Senior Seminar in Except Ed 2 or 3 credits

EEX 4940 Internship: Exceptional Ed 9 or 10 credits
One full semester of internship in an accredited public or private school (S/U Only).

EGN 1006 Intro to the Engineering Prof. 1 credit
Overview of academic and professional requirements in various engineering disciplines.

EGN 1111C Engineering Computer Graphics 3 credits
Spatial visualization, descriptive geometry and design communication methodology. Computer graphics techniques used to conceive, model, analyze, simulate, and evaluate design ideas. Emphasis in state-of-the-art Computer-Aided Design and geometric modeling software tools.

EGN 1930 Engineering Concepts & Methods 1 credit
Overview of problem-solving strategies, the design process, the engineering method, applied engineering concepts and fundamentals, and the computational tools for engineers.

EGN 3310 Engineering Analysis-Statics 3 credits
This course will provide students with the fundamental concepts of mechanics, including resultant of forces systems, free-body diagrams, equilibrium of rigid bodies, and analyses of structures.
Prerequisites: PHY 2048
Corequisites: MAC 2312

ELD 4011 Intro to Specif Learn. Disab 3 credits
The course is designed to provide a comprehensive overview of the field of learning disabilities specifically focusing on the theories, issues, trends, and philosophies of individuals with learning disabilities. Exposure of students to the historical perspective of learning disabilities along with an analysis of the many viewpoints, definitions, and characteristics of what is considered an individual with learning disabilities provides the students with valuable background information for their introduction to the field. An overview of the many types of evaluation methods that are utilized within the field will be highlighted along with a critique of the various assessment tools. Current conceptions of best teaching practices based on a body of theoretical and empirical research will be discussed and critiques to provide students with the rationale for past and current teaching practices.
Prerequisites: EEX 4011 with a minimum grade of C
EME 4011 Intro to Computers in Educ. 3 credits
Introduction to computers and related technologies, and their function in the classroom to augment the teaching and learning process. This course prepares students for the computer intensive program in every education curriculum. Students investigate the constructivist model of learning and how computers support this modern educational theory. Applied topics include mastering basic tools such as word processing, database management, and spreadsheet applications, as well as Internet and multimedia applications, and how each of these tools constructively supports content area learning.

EMR 4011 Intro to Mental Retardation 3 credits
The purpose of the Introduction to Mental Retardation course is to provide students with a broad introduction to the multifaceted field of mental retardation with particular emphasis on the educational aspects. Knowledge of various classification systems allows communication among professionals both within and outside the field of education for purposes of program administration, program implementation, funding and research. Professionals providing services to individuals with mental retardation need to be aware of the process used to identify them.
Prerequisites: EEX 4011 with a minimum grade of C

ENG 3014 Intro to Lit & Cultural Stds 3 credits
This course provides students with an introduction to the English Concentration. The course includes a review of the literary periods of English and United States literature, an introduction to literary terms and applied theory, and a review of research and writing in the field of English. The course will also explain the nature of the portfolio that students will build during the course of their studies. This course is required for students in the English Concentration and should be taken as early as possible in their junior year.

ENG 4000 Individual Research 1-4 credits
This is a directed study in special projects. Permission of the English Program Leader is required.

ENC 3213 Professional Writing 3 credits
This course teaches the techniques and types of professional writing, including correspondence and reports most often found in business, technical, and scientific communities. This course will require at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

ENC 3310 Expository Writing 3 credits
This course teaches the techniques for writing effective prose, excluding fiction, in which student essays are extensively workshopped, edited, and discussed in the classroom and with the instructor. This course will require at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

ENG 4930 Sr Sem in Literary & Cultural 3 credits
This seminar focuses on the final development of the portfolios that have been created during the course work for the English Concentration, including revision of essay exams, research and literary analysis papers, and other work. Students also prepare for an exit exam that will be used to assess their course work and the English Concentration.

ENL 2012 British Literature/Culture I 3 credits
This course is a survey of the literature of Great Britain as it reflected and influenced culture from Medieval times through the late eighteenth century. Readings include both canonical texts (selections from Chaucer, Shakespeare, Milton, and others) and marginal texts. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C
ENL 2022 British Literature/Culture II 3 credits
This course is a survey of the literature of Great Britain as it reflected and influenced culture from the early romantic period through the present day. Readings include both canonical texts (selections from Wordsworth, Tennyson, T.S. Eliot, and others) and marginal texts. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENL 1101 with a minimum grade of C

ENL 3210 British Lit/Culture to 1485 3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture in medieval times. Readings include canonical texts, such as Beowulf, Sir Gawain and the Green Knight, and selections from Malory's Morte D'Arthur and Chaucer's Canterbury Tales, as well as marginal and non-literate texts.

ENL 3220 British Lit/Culture 1485-1605 3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the English Renaissance. Readings include canonical texts by authors such as Spenser and Shakespeare as well as marginal and non-literate texts. Each offering of this course may center on a particular complex of cultural issues that fall under headings such as “The Renaissance Worldview” or “British Imperialism and Nationalism” or “The Protestant Reformation in England.”

ENL 3221 British Lit/Culture 1605-1700 3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the turbulent Seventeenth Century. Special attention will be given to issues of religion and politics as reflected in, and reflecting on, literary efforts. Readings include canonical texts by authors such as Donne, Marvell, Milton, and Dryden as well as marginal and non-literate texts. Each offering of this course may center on a particular complex of cultural issues that fall under headings such as “The Changing Structures of Authority” or “Religious and Secular Values in Conflict.”

ENL 3230 British Lit/Culture 1700-1780 3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the Eighteenth Century. Readings include canonical texts by authors such as Pope, Swift, and Johnson as well as marginal and non-literate texts. Each offering of this course may center on a particular complex of cultural issues that fall under headings such as “The Enlightenment Values” or “Neoclassicism as Cultural Movement” or “The New Science and Literature.”

ENL 3241 British Lit/Culture 1780-1832 3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the early Nineteenth Century (traditionally labeled the “Romantic” period). Readings include canonical texts by authors such as Wordsworth, Coleridge, Keats, and Shelley as well as marginal and non-literary texts. Each offering of the course may center on a particular complex of cultural issues that fall under headings such as “Romanticism in relation to Eighteenth-Century Science” or “Revolutionary Thinking.”

ENL 3251 British Lit/Culture 1832-90 3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the later Nineteenth Century (traditionally labeled the “Victorian” period). Readings include canonical texts by authors such as Tennyson, Browning, Arnold, the Brontës, and Dickens as well as marginal and non-literary texts. Each offering of the course may center on a particular complex of cultural issues that fall under headings such as “Utilitarian Thinking in Politics and Literature” or “Divided Worldview: Science and Subjectivity.”

ENL 3273 British Lit/Culture 1890-1945 3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the early Twentieth Century. Readings include canonical texts by authors such as Conrad, Woolf, Joyce, Yeats, and Eliot as well as marginal and non-literary texts. Each offering of the course may center on a particular complex of cultural issues that fall under headings such as “Modernism as a Cultural Phenomenon” or “The Literature of War.”

ENL 3281 British Lit/Culture 1945-Pres 3 credits
This readings course centers on the literature of Great Britain as it has reflected and influenced culture during the late Twentieth Century. Readings include canonical, marginal, and non-literary texts. Each offering of the course may center on a particular complex of cultural issues.

ENL 4112 18th Century British Novel 3 credits
This seminar is an in-depth study of the British novel as it developed from its origins to about 1780. The course focuses on the emergence of the early novel form, the cultural forces leading to the writing of novels, the culture as reflected in novels, and the influence of the novel on traditions of writing and thinking in England.

ENL 4122 19th Century British Novel 3 credits
This seminar is an in-depth study of the British novel from 1780 to 1900. The course focuses on the developing forms of the novel, the cultural forces at work within the novels, and the ways that the novels both reflected and influenced the culture at large.

ENL 4132 20th Century British Novel 3 credits
This seminar is an in-depth study of the novel from 1900 to present. The course focuses on the developing forms of the novel, the cultural forces at work within the novels, and the ways that the novels both reflected and influenced the culture at large.

ENL 4303 Selected British Authors 3 credits
This seminar is an in-depth study of two or three selected authors in British literature and culture. This course focuses on the issues and ideas raised by the selected authors within their own culture, on the comparison of their styles, ideas, and approaches, and on the ways in which their work speaks to us in the later twentieth century.

ENL 4338 Shakespeare & Eliz Culture 3 credits
This seminar is an in-depth study of Shakespeare's plays within the context of Elizabethan history and culture. The course focuses on major themes and issues, on close critical reading of Shakespeare's plays, and on related Elizabethan social, political, religious, and cultural contexts.

ENL 4503 Brit Lit/Culture Period Stds 3 credits
This seminar is an in-depth study of selected writings, genres, and/or authors of a particular period in British Literature and Culture (Medieval, Renaissance, Seventeenth-Century, Restoration, Eighteenth-Century, Romantic, Victorian, Modern, Contemporary). This course focuses on how these writings, genres, and/or authors reflect and redefine the literary, philosophical, and cultural values of the time.

ENL 4930 Selected Topics/British Lit 3 credits
This seminar is an in-depth study of a particular topic or issue such as gender, cosmology, or industrialization as it is dealt with in British literature and culture. This course fo-
EUV 3572 Russian Hist 1865 to Present 4 credits
Examines the nature and fall of late imperial society, the Russian Revolution, the roots of Marxist-Leninist society, and dissolution of the Soviet Empire. Attention will be given to the past and present role of Russia as an international power.

EVR 3020 Environmental Philosophies 3 credits
This course examines a number of different environmental philosophies as they have been presented through a variety of forms of human expression. The course goal is to develop an in-depth understanding of the diversity of views concerning the way human beings relate with their natural environment, and to examine the trends in environmental thinking that have developed over time. The course will center on environmental thought in North American, but philosophies from other cultures, particularly indigenous peoples, will also be studied.

EVR 3021 Environmental Literature 3 credits
Fictional and nonfiction written expression of the natural environment and its significance to different cultures and philosophies will be studied in this course in relation to ecological concerns and cultural values by means of integrated lectures and class projects.

EVR 3025 Cultural Ecology 3 credits
Relationships between human cultures and their environments will be studied in this course with emphasis on the adaptive importance of culture and cultural development to the human species and the modification of environments by human cultures. Cross-cultural approaches will be used to discuss the importance of belief systems, values, ethics, and technology as adaptive mechanisms in different environmental settings with integrated lectures and class projects.

EVR 4028 Simulation and Modeling 3 credits
Systems simulation and modeling techniques are used in this course to investigate environmental problems and issues and to develop practical solutions. Students will work in teams to develop models for selected issues. The use of models for predicting future impacts and developing policy will be discussed.

EVR 4033 Environmental Law 3 credits
The evolution of environmental law at international, federal, state, and local levels will be studied in relation to the development environmental issues, technologies, and attitudes. Florida-oriented issues will be emphasized in the course with integrated lectures and class projects.

EVR 4324 Integrated Ecosystem Mgmt I 3 credits
In this course the students will take a holistic approach to planning and management, incorporating ecological, social, and economic concepts into an examination of selected case studies. Students will work in collaborative teams to develop management plans or recommendations for conflict resolution.

EVR 4325 Integrated Ecosystem Mgmt II 3 credits
Following on the examination of case studies in Integrated Ecosystems Management I, teams of students will work with organizations or agencies outside the university to develop, and where appropriate begin to implement, management plans for selected sites.

EVR 4326 Conservation Strategies Future 3 credits
Conservation strategies enabling communities to build sustainable futures will be studied in this course. Such strategies will include maintaining healthy and diverse natural environments, renewable natural resources, and sustainable economies. Case studies will be used to identify practical problem-solving approaches by means of integrated lectures and class.
projects. Prerequisites: Any introductory ecology, environmental biology, or environmental science course.

EVR 4867 Risk Assessment 3 credits
In this course students learn and apply techniques associated with risk assessment including: dose-response assessment, threshold responses, exposure assessment, risk characterization, and risk-benefit analysis. Case studies will be used to illustrate these techniques and students will work collaboratively to assess the risk associated with selected environmental hazards. The application of risk analysis to policy development will be discussed.

EVR 4905 Ind. Study in Enviro. Studies 1 to 4 credits
Individual study by students under the direction of a faculty member.

EVR 4910 Sr Proj Res in Environ Studies 1 to 3 credits
Research projects are developed by one or more students under the supervision of a faculty mentor. The research project is designed to hone skills in applying research principles, obtain practice in data collection and analysis, and to develop knowledge and skills in potential professional areas.

EVR 4911 Sr Proj Pres in Environ Studies 1 to 3 credits
A continuation of the senior project, students will be expected to prepare and present a summary of their research. The presentation may be oral, written, multimedia, or in another form but accompanied by a report. Work will be completed with a faculty mentor.
Prerequisites: EVR 4910 with a minimum grade of C.

EVR 4920 Current Topics Environ Studies 1 credits
Special sessions exploring the current issues in Environmental Studies. Topics may vary; they are selected on the basis of what is new or currently relevant in the field.

EVR 4930 Spec Topics in Environ Studies 1 to 4 credits
Courses will be developed based on topics of current or special interest to students or faculty. Topics or focus vary depending on student/faculty interest.

EVR 4940 Internship in Environ Studies 1 to 3 credits
An internship provides the student with an opportunity to work on a project in the field or laboratory setting, with an environmental agency or education program. This work is usually completed off-campus and the student will have a qualified supervisor at the site as well as a faculty mentor who will jointly evaluate the student's progress.

EVS 4008 Environmental Technologies 3 credits
Appropriate technologies to address resource issues in human societies such as energy use, water use, waste water treatment, solid waste, land use, and food production on a sustainable basis will be studied in this course along with examples of inappropriate and unsustainable technologies in integrated lectures and field exercises.

EXP 3202 Sensation & Perception 3 credits
Psychophysical and neurophysiological data and theory underlying sensory systems and perceptual processes.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C.

EXP 4304 Motivation 3 credits
Examination of human and animal motivation from physiological and psychological perspectives.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C.

EXP 4404 Psychology of Learning 3 credits
Survey of methods, empirical findings and theoretical interpretations in respondent and instrumental conditioning.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C.

EXP 4523 Cognitive Psychology 0 or 3 credits
Survey of methods, empirical findings and theoretical interpretations of human learning, attention, memory, verbal learning, judgment, and decision making.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C.

FIL 3100 Scriptwriting 3 credits
Introduction to writing scripts utilizing computer programs.

FIN 2020 Mathematics of Finance 1 credits
An elective course designed as an introduction to time value of money or as a review of time value money principles. Basics of simple and compound interest, present value, future value, and annuity concepts are covered. This class will also cover the use of electronic spreadsheets in solving time value of money problems. Note: This course is not applicable for credit towards a College of Business degree, and may not be used for Finance elective requirements.

FIN 2104 Personal Finance 3 credits
Survey of the problems and techniques of personal financial planning. Includes consumer credit, insurance, home ownership, and personal investing with attention to current economic and legal constraints. This class also covers personal tax considerations, budgeting, retirement, and estate planning. Note: This course is not applicable for credit towards a College of Business degree, and may not be used for Finance elective requirements.

FIN 3126 Financial Planning: Case Analysis 3 credits
A study of current issues in financial planning in case analysis and discussion.
Prerequisites: FIN 3504

FIN 3240 Money, Markets & Mgt of Finance 3 credits
Money, Markets and Management of Finance provides an overview of the role of markets and market mechanisms, financial institutions, a study of the banking system and the flow of funds throughout the economy, and the impact of these on business. Required of all undergraduate business majors.
Prerequisites: ACG 2021 with a minimum grade of C and ACG 2071 with a minimum grade of C and ECO 2013 with a minimum grade of C and ECO 2023 with a minimum grade of C.

FIN 3244 Money & Capital Markets 3 credits
An examination of money and capital markets with primary emphasis placed on the role of interest rates within these markets.
Prerequisites: FIN 3240

FIN 3324 Commercial Banking 3 credits
An examination of the administrative areas of commercial banking including operations, management of bank assets and liabilities, lending policies, trust and fiduciary activities, and the international and regulatory aspects of finance.
Prerequisites: FIN 3240

FIN 3345 Credit Analysis & Loan Eval 3 credits
Focus of the course is on issues related to credit analysis and loan evaluation. Topics include: an introduction to commercial
of making complex financial decisions. A variety of corporate finance topics such as working capital management, capital structure decisions, capital budgeting decisions, and dividend policy will be discussed and analyzed. Students will be required to devise solutions, explain their conclusions, and defend their ideas.

Prerequisites: FIN 3214

FIN 4414 Financial Management 3 credits
An examination of the financial policies of corporations, with special reference to dividend policy, financial structure, corporate financial analysis, and management strategy. Prerequisites: FIN 3210 with a minimum grade of C

FIN 4461 Financial Statement Analysis 3 credits
Exploration of the methods of deriving information from financial statements, including both published documents and privately prepared reports of interest to lenders, investors, and managers. Extensive use is made of computer-assisted financial planning and forecasting. Prerequisites: FIN 3210 with a minimum grade of C

FIN 4470 Financial Mgt for Entrepreneur 3 credits
This course emphasizes how entrepreneurs can create value and obtain and manage financial resources. Among the topics covered are: alternative sources of capital, the impact of alternative forms of organization on access to capital, the management and sources of short-term working capital, and the advantages and disadvantages of goingpublic.

Prerequisites: FIN 3210 with a minimum grade of C

FIN 4504 Principles of Investments 3 credits
An introduction to investment/financial analysis. Includes an examination of investment instruments, the investment environment, the concepts of risk-return, and the interactive forces between the economy, industry, and individual firms. Prerequisites: FIN 3210 with a minimum grade of C

FIN 4514 Security Analysis 3 credits
An advanced and comprehensive coverage of investment topics including bond analysis, stock options, commodities, interest rate futures, options on futures contracts, portfolio analysis and management, and security market efficiency. Prerequisites: FIN 3504

FIN 4504 Multinational Financial Mgt 3 credits
This course introduces the environment of international capital and foreign exchange markets and examines the effects of the international business environment on risk, capital budgeting, working capital management, and capital structure decisions of the firm. Prerequisites: FIN 3210 with a minimum grade of C

FIN 4573 Policies of Not-for-Profit Org 3 credits
This course is an overview of financial policies relevant to governmental and other not-for-profit organizations. Emphasis is on legal, political, and market constraints on securing, managing, and expending funds. Prerequisites: FIN 3210 with a minimum grade of C

FIN 4590 Special Topics Seminar 1 to 4 credits
This course deals with selected contemporary topics in finance and other issues of special interest. This course may also be used to offer advanced versions of undergraduate finance courses presently offered. Prerequisites: FIN 3210 with a minimum grade of C

FIN 4424 Case Studies-Corporate Finance 3 credits
Case Studies in Corporate Finance is an applications-oriented course designed to confront students with the challenges
minerals, deformation of rocks, mountain building & ocean basin formation, surface processes and landform evolution, and geological hazards. Plate tectonics is the unifying principle controlling historical change; this will therefore be the central focus of the course.

Fee Required

GLY 4074C Climatology 3 credits
Students will investigate the atmospheric processes of climate that link terrestrial and marine systems through the cycling of water and the flow of radiant energy over the surface of the globe, and the climatic factors that maintain the biotic diversity of ecosystems. This course is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies.
Prerequisites: PCB 3326C with a passing grade

GLY 4203C Earth’s Lithosphere 3 credits
Many of life’s environmental concerns are a consequence of processes which occur at the interface between the atmosphere and the earth’s crust. This course considers those “surficial processes,” their effects upon crustal evolution, and the implication this has for the biosphere. Topics include: earth materials (minerals, rocks, soil); processes of physical and chemical weathering; soil composition, formation, and its influence on the biosphere; geomorphology and physiography; influence of surface and subsurface water; and human-induced effects and environmental problems.
Prerequisites: PCB 3326C with a passing grade
Fee Required

GLY 4244C Biogeochemistry 3 credits
The importance of chemical cycling of life’s most critical elements (e.g., carbon, oxygen, nitrogen, phosphorus, & sulfur) among the earth’s spheres is considered in this upper division, INS course.
Prerequisites: PCB 3326C with a passing grade
Fee Required

HIS 3065 Introduction to Public History 4 credits
The course explores the intellectual and career challenges of practicing applied history in the public sector. It emphasizes the various roles played by public historians, for example, writers, administrators, managers, researchers, site evaluators, and policy analysts. Students will learn that public history draws on a wide range of skills and knowledge of other disciplines. Students will be expected to complete at least one influential and stimulating project in the field of public history using local resources and institutions.

HIS 3470 History of Science &Technology 4 credits
Examines the development of scientific thought and demonstrate technology and their impacts on societies, cultures, and economics. Incorporates material from numerous disciplines, including mathematics.

HIS 3930 Special Topics in History 4 credits
Emphasizes selected historical issues or problems of particular interest to students. Topics vary and will incorporate interdisciplinary approaches.

HIS 3955 Study Abroad 1 to 6 credits
An intensive study-travel program is the focus of the course.

HIS 4104 Historical Epistemology 4 credits
This course is required for the History Concentration (but is open to all upper-level students) and is recommended to be taken during the first semester of the senior year. It is essentially an analysis of historical schools of thought and methodologies from ancient times through the present.

HIS 4900 Direct Readings 1 to 4 credits
Intensive readings in selected historical topics. Students should be prepared to read literature across disciplines and to synthesize that material into meaningful intellectual discourse for mid-term and final course examinations or exercises. Approval from the instructor is required prior to registration for this course.

HIS 4920 Colloquium in History 4 credits
Emphasizing in-depth examination of selected historical problems or issues. Designed to challenge students to reach new levels of rigorous use of evidence and argument. Will include a variety of interdisciplinary instructional approaches.

HIS 4931 Special Topics 4 credits
This course is designed to emphasize a selected historical problem or issue that is meaningful and challenging to the student. A variety of instructional approaches will be taken to the material. Topics will be changed each semester.

HIS 4936 Pro-Seminar in History 4 credits
This course is required for the History Concentration (but is open to all upper-level students) and is recommended to be taken during the second semester of the senior year. Emphasis is on learning the techniques of quality research and on completing a major research paper. Topics will vary, and it may be repeated one time.

HLP 4722 Health & PE for the Child 3 credits

HSA 3117 Prims of Health Services Admin 3 credits
This course provides an introduction to the underlying principles of health services administration. Emphasis is placed on health policy, health planning, marketing health care services, current health problems, personal health care services, bioethical decisions, and health personnel, Contemporary issues and principles of health services administration, and the effects of shifts of economic, social, political, and technological forces that merge and sometimes coalesce to meet or fail to meet the changing health and medical needs of the U.S., state, and local populations are addressed. Students examine selected issues from historical perspectives, present status, and future directions within health services administration. Special Conditions: Admission to a program in the College of Health Professions or consent of the Department Chair. Prerequisites: HSA 3119 and HSA 3115

HSA 3184 Leadership & Super in Hlth Svcs 3 credits
This course focuses primarily on leadership theories, philosophies, concepts, and applications to roles of supervisors and managers in health services organizations. Organizational theory and the economic and financial aspects of the health care delivery system as related to leadership and supervision are also emphasized. Current issues that affect leadership and supervision are addressed. Case studies on assigned topics are employed throughout the course to provide practical applications of the various theories presented. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite course; or consent of the Department Chair. Prerequisites: HSA 3117

HSA 4170 Financial Mgt in Health Care 3 credits
Models and principles of health care financial management and their implications for decision making are emphasized. Health care reimbursement policies and related accounting principles, financial principles, and tools employed to manage finance in a health service organization are a major focus. Students apply the knowledge gained to practice situations in health care settings through simulations and case studies to better understand the theories and concepts and to gain

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an appreciation of the value of financial management in health care decision making. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite or consent of the Department Chair. Prerequisites: HSA 3184

HSA 4185 HR Mgmt in Health Servs Orgs. 3 credits
This course introduces the student to human resources, a critical and problematic component of health services organizations. The course encompasses theories, principles and concepts related to human resource management, including management of occupational stress of employees in health services organizations. The primary focus is on the human resource policies, functions, and outcomes that influence the effectiveness of an organization's employees. Attention is also devoted to understanding how external market, public policy, and technological forces affect business strategies, managerial values, and shaping and constraining human resource management policies and practices, in the presence or absence of unions and collective bargaining. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite course or consent of the Department Chair. Prerequisites: HSA 3184

HSA 4191 Health Care Info Systems 3 credits
The course introduces the student to the study of health care information systems essential to health care delivery. Emphasis is placed on technological advances in information technology, the general applications and management of information in health services administration, and the health care system as a whole. Databases and database management systems, microcomputer, internet, and medical informatics concepts and applications are integrated within the course. Simulations are employed to enhance students' skills in information management.

HSA 4222 Long Term Care Administration 3 credits
This course presents an overview and examination of the administrative structure, services, and regulatory requirements of long term care facilities. Licensing, structural requirements, roles and duties of administrators, staffing patterns, services, resident care issues, and reimbursement are the focus. Special emphasis is placed on organizational management and operations control, federal and state regulations, codes and statutes related to long term care in the United States, and particularly in Florida. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite courses or consent of the Department Chair. Prerequisites: HSA 4185 and HSA 4170 and IHS 4504

HSA 4503 Risk Mgmt in Health Services 3 credits
This course introduces the student to principles, processes, and systems of risk management in health services organizations. Activities and functions of health care practitioners and managers that are intended to reduce losses associated with clients, employers, property, or other sources of potential organizational liability are addressed. Special emphasis is placed on the role and function of regulatory agencies in risk management. Federal and state laws governing health service organizations and their impact upon the organization's risk management policies are also discussed. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite courses or consent of the Department Chair. Prerequisites: HSA 3184

HSA 4817 Practicum in Health Serv Admin 3 credits
Under the supervision of a community health services administrator preceptor, the student gains practical experience and applies knowledge gained in the health services administration core. Selected projects are jointly decided by the faculty, preceptor, and student. Special Conditions: Admission to the B.S. program in Health Science and completion of all prerequisite courses or consent of the Department Chair. Prerequisites: HSA 4185 and HSA 4170 and IHS 4504

HSA 4901 Dir Study in Hlth Serv Admin 3 credits
Students enter a learning contract of supervised study of a health services administration topic. Content is selected by students in conjunction with their course director. The course broadens knowledge and may include a practice experience. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required.

HSA 4931 Topics in Health Services Admin 3 credits
A current concept, selected problem, or issue in health services administration is examined. The topic covered varies according to recent developments in health services administration. The course may be repeated for different topic areas. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required.

HSC 2577 Nutri Human Health & Wellness 3 credits
Principles of human nutrition and the relatedness of nutrition, health, disease and wellness are examined. Emphasis is placed on dietary goals, food pyramid and recommended allowances; psychosocial influences and perceptions related to diverse populations; nutrition, nutritional risk factors and related diseases. Nutrition education and promotion methods are also addressed.

HSC 3032 Intro to Health Prof Practice 4 credits
This course introduces the student to the principles and concepts of health professions practice, and examines the multifaceted roles of health care professionals in an interdisciplinary and multidisciplinary systems approach to health or client care management. Emphasis is placed on models of care including case management, total quality management (TQM), continued quality assessment (CQA), clinical outcomes assessment, basic clinical skills and problem solving abilities that form the foundation of future course work in health professions practice. Law and ethics and their implications for health professions practice are examined.

HSC 3231 Client Ed in Health Care 3 credits
This course focuses on methods for training and educating health care professionals and clients at the institutional, programmatic, and individual level. Emphasis is placed on a working relationship with the community and health care service organizations to develop educational programs related to health, wellness, disease, disease prevention, and quality of life as defined by organization of community needs, culture, and strategic planning. The importance of effective and appropriate communication skills in the delivery of educational and training components is also emphasized. Students also acquire skills to train and evaluate health care personnel in the health care system. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair. Prerequisites: HSC 3243 Corequisites: IHS 3203

HSC 3243 Teach & Learn in Health Prof 3 credits
This course introduces different styles of learning and teaching strategies and their application to individualized, small, and large group instruction, structured classroom teaching.
presentations, and practitioner training. Evaluation and analysis of each learning method and teaching strategy are utilized by students to determine effective selection for implementation in training and educating clients. Students are required to implement different teaching strategies as they apply them to their specific discipline. Student interdisciplinary teams develop strategies. The application of learning methods and teaching styles as they relate to the enhancement of patient education and community interaction is also emphasized. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair.

HSC 4007 Accred for HP Educators 3 credits
This course examines the accreditation guidelines for health professions practice facilities and education programs, the different types of accreditation agencies, and the process of self-assessment in accreditation. Students are introduced to legislation and other forces which impact and influence certification, licensure, and accreditation standards and guidelines. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair. Prerequisites: HSC 4250

HSC 4250 Task Analy & Curr Dev in HP 3 credits
This course presents task analysis techniques as they apply to the classroom and practice settings, and a broad overview of theoretical approaches to curriculum and program development. Students are required to perform a task analysis as it relates to their discipline. Students are prepared for their role in education and training in the health professions, and for future roles as educators in developing and implementing health professions programs. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite course or consent of the Department Chair. Prerequisites: HSC 3243

HSC 4265 Cont Educ for the Health Prof 3 credits
Theories and principles of adult education and the applications to health professions continuing education and professional development are examined. Emphasis is also placed on the history, philosophy, process and requirements for obtaining continuing education and continuing education credits (CEUs) in various health professions. Students and student teams participate in projects that involve development of a continuing education program thereby enhancing their understanding of materials presented. Special Conditions: Admission to a program in the College of Health Professions completion of the prerequisite courses or consent of the Department Chair. Prerequisites: HSC 4250

HSC 4500 Epidemiology 3 credits
This course introduces the student to epidemiology principles, concepts, and applications to health professions practice and health policy. Distribution studies and determinants of health, disease, injuries, environmental relationships to diseases, and methods of evaluating patterns as disease determinants are examined. Epidemiological studies and research methods are also emphasized. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite courses or consent of the Department Chair. Prerequisites: IHS 4504

HSC 4609 Health Prof Pract Correlation 2 credits
Students focus on the application of theories and models of health professions practice learned in core courses to professional practice. Students select a case or problem in consultation with the course director, interpret and relate data to the problem, and develop and recommend solutions. Simulation projects are integrated to enhance learning. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair. Prerequisites: HSC 3720 and IHS 4504

HSC 4729 Statistical Meths for Hlth Care 3 credits
This course introduces the student to select statistical techniques and their applications to the analysis and evaluation of health services delivery. The content includes basic descriptive and inferential statistics. Application of statistical methods and techniques to health services is integrated within the course and through student projects. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair. Prerequisites: HSC 4250

HSC 4736 Health Prof Pract Correlation 2 credits
Students focus on the application of theories and models of health professions practice learned in core courses to professional practice. Students select a case or problem in consultation with the course director, interpret and relate to the problem, and develop and recommend solutions. Simulation projects are integrated to enhance learning. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair. Prerequisites: HSC 3720 and IHS 4504

HSC 4818 Practicum in Health Prof Educ 3 credits
Under the supervision of a community health professions educator preceptor, the student gains practical experience and applies knowledge gained in the health professions education core. Selected projects are jointly decided by the faculty, preceptor, and student. Admission to the B.S. in Health Sciences program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair. Prerequisites: HSC 4007 and IHS 4501

HSC 4819 Practicum in Health Prof Prac 3 credits
Under the supervision of a community practitioner preceptor, the student gains practical experience and applies knowledge gained in the health professions practice core. Selected projects are jointly decided by the faculty, preceptor, and student. Special Conditions: Admission to the B.S. in Health Sciences program in the College of Health Profession and completion of prerequisite courses or consent of the Department Chair. Prerequisites: HSC 4736 and HSC 4906
HSC 4905 Dir Study: Hlth Prof Education  3 credits
Students enter a learning contract of supervised study of a topic in health professions education. Content is selected by students in conjunction with their course director. The course broadens health professions education expertise. Prerequisites may be required depending on the directed study. Consent of Department Chair is required.

HSC 4906 Dir Stud: Health Prof Prac I  2 credits
Students enter a learning contract of supervised study of practice and/or practice topics in the health professions. Content is selected by students in conjunction with their course director, and is usually specific to the student's practice discipline. The course broadens practice expertise. Special Conditions: Admission to the B.S. in Health Science program in the College of Health Professions and completion of the prerequisite courses; consent of the Department Chair.
Prerequisites: HSC 3032 and HSC 1752

HSC 4907 Dir Stud: Health Prof Prac II  3 credits
Students enter a learning contract of supervised study of practice and/or practice topics in the health professions. Content is selected by students in conjunction with their course director, and is usually specific to the student's practice discipline. This course broadens practice expertise. Special Conditions: Admission to the B.S. in Health Program and consent of Department Chair. Prerequisites may be required depending on the directed study.

HSC 4930 Topics in Health Prof Practice  3 credits
A current concept, selected problem, or issue in health professions practice is examined. The topic covered varies according to recent developments in health professions practice. The course may be repeated for different topic areas. Prerequisites may be required depending on the topic. Consent of the Department Chair is required.

HSC 4932 Topics in Health Prof Educ  3 credits
A current concept, selected problem, or issue in health professions education is examined. The topic covered varies according to recent developments in health professions education. The course may be repeated for different topic areas. Prerequisites may be required depending on the topic. Consent of the Department Chair is required.

HUM 2510 Underst Visual & Perform Arts  3 credits
This survey provides students with an understanding of and exposure to both the visual and performing arts. Basic components of this course will be an introduction to theory and structure of a variety of art forms combined with visits to theaters, music productions, and art galleries. Emphasis will be on personal and critical responses to these experiences.

HUS 1001 Introduction to Human Services  3 credits
This course explores the field of human services including health, mental health and retardation, public administration, education, social welfare, recreation, criminal justice, youth services, and rehabilitation. Emphasis is placed on the variety of expectations and perceptions of consumers of human services. Basic helping and communication skills will be developed by the students.

HUS 2110 Basic Counseling Skills  3 credits
Emphasis is placed on the encouragement of personal growth and the development of fundamental interpersonal helping skills, as well as the promotion of knowledge of styles of helping fostered in a variety of human service settings.

HUS 3020 Human Growth & Development  3 credits
The nature of social systems perspective for analyzing the impact of family, culture, societal institutions and ethnicity on individual growth and development will be examined. The major theories of human growth and development across the life span will be explored. The interdependence of social functioning and the impact of such factors as race/ethnicity, minority status, developmental disabilities, sexual orientation, socio-economic status will be examined. Also explored will be the impact on social functioning and human development of specific environmental stressors, including poverty, membership in oppressed and/or disadvantaged populations. Personal values will be examined in relation to issues surrounding cultural diversity, human worth and dignity and their impact on practice.

HUS 3201 Interventions w/Gps & Commun  3 credits
The structure and function of groups in society will be explored. Included will be the community and its formal and informal helping networks. Applications in human service organizations and client interventions will be illustrated. Students will apply skills to case studies. Topics highlighted are: group processes and team functioning, treatment groups and problem solving, task groups and communication systems.
Prerequisites: HUS 1001 with a passing grade and HUS 2110 with a passing grade and HUS 3601 with a passing grade

HUS 3304 Intervention w/Indiv & Families  3 credits
An introduction to practice knowledge and skills necessary for beginning human services practice will be presented. This course is a pre-requisite for field instruction and integrative field seminar. Pluralistic, eclectic framework for planned orderly change process with individual and family client systems will be examined. Self-awareness, personal values, observation skills, basic assessment skills, relationship development skills, communication skills, interviewing skills will be introduced and practiced. A human services ethical decision-making model is introduced. Sensitivity to populations at risk and interventions in multi-cultural/ethically diverse settings is developed.

HUS 3410 Case Mgmt Prob Solving-Hum Serv  3 credits
This course in case management will describe various approaches used by the human services professional to meet the service needs of the client. The use of case management with children and families, elderly, chronically mentally ill, developmentally and physically disabled, and those in health care settings will be investigated. Skills in case management will be demonstrated including networking, recording, case monitoring, advocacy, and outcome evaluation.
Prerequisites: HUS 1001 with a passing grade and HUS 2110 with a passing grade

HUS 3601 Human Services Delivery System  3 credits
Systems servicing health and welfare needs at the local, state, and national levels will be described and illustrated. The institutional origins of human services systems will be delineated. Included will be types of systems, and similarities and differences among fields of practice. Forces promoting and resisting change or modification will be investigated. Evaluation criteria for health and welfare systems will be developed.
Prerequisites: HUS 1001 with a passing grade and HUS 2110 with a passing grade

HUS 3720 Evaluative Rsrch in Human Svs  3 credits
This course deals with the understanding and application of experimental and quasi-experimental research and program evaluation tools. Students not only learn how to gather data and to operationalize research and evaluative hypotheses, they learn to analyze, interpret, and critique evaluative research produced by other human services professionals. Various survey research and data gathering skills will be introduced. Students will be exposed to basic statistical applications and the
use of program software in generating statistics. Emphasis will be placed on interpreting statistical output and understanding the limitations in utilizing quantitative and qualitative techniques in evaluating human services policies and programs. Upon completion of this course students will be able to develop program-specific evaluation design, access human services data bases, conduct field survey research, construct testable hypotheses, code and input data, generate and interpret basic statistics, draw relevant policy and evaluation conclusions and recommend policy and program alternatives.

HUS 4500 Ethics in Human Services 3 credits
The course identifies and analyzes a diverse number of ethical issues encountered by human services professionals. Ethical theory is discussed within the context of administrative discretion, professional misconduct, authority and responsibility, privacy, human dignity, and other issues. In addition, the political and media environments surrounding the development of social policy and other issues. In addition, the political and media environments surrounding the development of social policy and the delivery of social programs are discussed. The course develops practical ethical frameworks that professionals can employ on the job. Upon completion of this course students will be able to: Identify ethical issues and problems encountered in the human services professions, have a comprehensive understanding of the ethical principles that guide the use of discretionary authority, recognize the ethical implications of human service interventions, recognize the ethical obligations that professionals have in maintaining public trust, and recognized the ethical obligation to be an advocate for diversity and multiculturalism.

HUS 4508 Substance Abuse & the Family 3 credits
Definition and scope of substance abuse as a social and family problem. The impact of substance abuse on family relationships. Substance abuse education in families. Approaches to support for families of persons with substance abuse problems. Treatment and intervention strategies for families of substance abusers.

HUS 4538 Bereavement Counseling 3 credits
This course is designed to familiarize students with the process of loss and bereavement. Students will develop a theoretical foundation regarding issues of grief and loss and will be provided an opportunity to develop a clinical perspective to counseling. Course will focus on a broad range of responses to loss ranging from losses associated with physical relocation, loss of relationships, divorce and separation, loss of function, job loss, to losses associated with death and illness to name a few.

HUS 4539 Elder Abuse & Neglect 3 credits
This course is designed to provide an overview of elder abuse and neglect within the society. The course strives to differentiate among the various forms of elder abuse (emotional, physical, financial and institutional) and clarify how elder abuse differs from neglect. In so doing, the course contextualizes elder abuse and neglect within the larger family violence literature and suggests approaches for prevention and intervention.

HUS 4560 Social Problems & Policy 3 credits
This is a survey course in social policy that exposes and engages the student in analysis and dialogue in a number of policy issues involving the delivery of social programs. The political and administrative context in which public policies are developed, implemented, and evaluated is explored. Program funding and financial reporting requirements as they impact state and local governments are discussed. Students learn about the policy and the policy cycle. The course exposes the student to policy specific content areas including long term care, gerontology, mental health, substance abuse, homelessness, child and family programs, migration/immigration, and juvenile crime and criminology. Upon completion of this course students will be able to identify and understand the multiple components of social policy, understand the political and financial environment in which social policies developed and delivered, understand the complexities of the various policy specific content areas, understand the role of the human services professional in the delivery and management of programs with each policy area.

HUS 4603 Substance Abuse Treat & Resource 3 credits
Survey of contemporary treatments available to substance abusers. Examination of multidisciplinary approaches to substance abuse treatment. Compare available treatment facilities with model programs. Review educational materials and resources for use with substance abusers. Self-evaluation using common screening instruments.

HUS 4850 Experience in Human Services 3 to 9 credits
500 hours of supervised field hours in community agency are required. A FGCU approved supervisor in an FGCU approved agency is also required. An individualized Learning Contract based on 34 required competencies is developed. Emphasized is learning of basic human service generalist skills. Corequisites: HUS 4940

HUS 4901 Directed Study in Human Svcs 1 to 3 credits
Individualized instruction to meet the needs for study in areas of a particular interest for which there may be insufficient students to offer as a regular class.

HUS 4931 Human Svcs Integrat Senior Sem 3 credits
This seminar is the capstone course in the program. The seminar integrates classroom theory and practicum experiences. All basic human services generalist knowledge is integrated and skill development is reinforced from field practice. Documentation of community service and achievement of university and college learning goals will take place in this course. Prerequisites: HUS 3410 with a passing grade and HUS 3504 with a passing grade.

HUS 4932 Public Policy and Aging 3 credits
The major federal and state legislation affecting older adults is reviewed and analyzed within this course. The course focuses on the Older Americans Act, America's With Disability Act, Housing Act of 1959 and the Social Security Act.

HUS 4935 Perspective on Death & Dying 3 credits
This course focuses on death and dying from a psychological, medical, legal, economic, cultural, historical and spiritual perspective. Advanced medical directives, including history, living wills and durable power of attorney for health care are also discussed.

HUS 4937 Special Topics in Human Services 1 to 3 credits
A course offered on an intermittent basis to include emerging areas of study a special theme explore a contemporary issue, meet a particular community need, or other situations where a topic may not be regularly included in the curriculum.

HUS 4940 Human Services Field Seminar 1 to 3 credits
This seminar is taken concurrently with Experience in Human Services, which is an individually tailored field experience. The seminar integrates classroom theory and practicum experiences. All basic human services generalist knowledge is integrated and skill development is reinforced from field practice. Prerequisites: HUS 3410 with a passing grade and HUS 3504 with a passing grade.
IDH 1001 Honors Seminar I 3 credits
This is the first of a series of courses required of all students in the honors program. In the Honors Seminar I, students will explore issues important in self-discovery and understanding, as well as the student's role in the educational process. Topics include styles and ways of learning, basics of computer use (which will include building a web page for the honors program), methods of inquiry, logic and writing a persuasive argument, building a life philosophy career exploration, and dealing with stress and perfectionism. Prerequisite: Admission into the Honors Program.

IDH 1930 Honors Readings 1 credit
Each semester, we will discuss 3 books. Groups comprised of no more than 4 students per faculty will meet at a mutually acceptable time. The three books will have a common theme and the theme will lend itself to an interdisciplinary approach. Ideally, the books will be a mix of fiction and nonfiction. In these small groups, the students will have the chance to freely express their thoughts. They will also have the opportunity to develop a close association with dedicated faculty members, which is one of the foundations of our Honors Program. At the end of the semester, we hope to get the students and faculty together with one of the authors of the books for a discussion of the ideas and themes discussed over the semester. To take the course, students must be in the University Honors Program, or must have a cumulative GPA of a least 3.5, or by permission of the instructor.

IDH 2002 Honors Connections 2 credits
The goal of this course is to explore the role of the self in the context, context, and to other people. Students are encouraged to explore the diverse and connected knowledge of how we get to be who, what, and where we are as humans. Students are asked to see the connections among the ideas they encountered in the general education course they took and to see how this work lays the foundation for the continuation of their intellectual journey.
Prerequisites: IDS 1301L, or IDH 1001

IDH 4945 Honors in Washington 3 to 6 credits
Honors in Washington provides academic credit for student internship experiences arranged through the Washington Center, in Washington, D.C. Students develop a portfolio of their internship experience. The composition of the portfolio and the criteria for grading it are determined by FGCU faculty. FGCU faculty also grade the portfolio. Second semester sophomore standing required to participate in program.

IDS 1301L Styles & Ways of Learning 1 credit
All entering freshmen will be required to take a one-hour course entitled "Styles and Ways of Learning." The course is designed to introduce the students to the interdisciplinary and multidisciplinary nature of the curriculum in the General Education program at Florida Gulf Coast University. This course serves as mechanism for establishing a shared understanding of the mission of the university and the intention of and approaches to the curriculum. It will provide students with training in the basic skills necessary to perform well in the university setting (e.g., time management, intergroup skills, facilitative and interactive learning, effective utilization of technology). The students will gain insight into various learning styles and ways of knowing and will have the opportunity to identify and learn more about their respective learning styles. Unless given permission to waive the first semester enrollment requirement or adjust the time for the enrollment, everyone not in possession of the Associates' Degree from a Florida institution who matriculates at the university should complete this course in their first semester at Florida Gulf Coast University.

IDS 2110 Connections 2 credits
This course is the capstone interdisciplinary experience for general education, and is taken the second semester of the sophomore year. The Connections course summarizes major points in the bodies of knowledge acquired while participating in the General Education Program; illustrates the integration of the Program; and provides opportunities for the students to utilize the knowledge and skills gained from the General Education experience in an applied manner. This course involves research, application of theoretical models and utilization of learned skills. It allows the students to engage in research related to their majors and/or areas of interest.
Prerequisites: IDS 1301L with a minimum grade of C-

IDS 3301 Issues in Culture & Society 3 credits
This course is part of the Collegium of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary cultural/social issues and problems and how they have developed over time. Individually and in teams students will develop "intellectual histories" of an issue or problem. These "histories" will require building and integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

IDS 3302 Issues in Politics & Economics 3 credits
This course is part of the Collegium of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary political/economic issues and problems and how they have developed over time. Individually and in teams, students will develop "intellectual histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

IDS 3303 Issues in Science & Technology 3 credits
This course is part of the Collegium of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary science/technology issues and problems and how they have developed over time. Individually and in teams, students will develop "intellectual histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.
IDS 3304 Issues in Ecology & Environ. 3 credits
This course is part of the College of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary ecology/environmental issues and problems and how they have developed across time. Individually and in teams, students will develop “integrated histories” of an issue or problem. These histories will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

IDS 3305 Issues in Media, Lit. & Arts 3 credits
This course is part of the College of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary media, literature and arts issues and problems and how they have developed across time. Individually and in teams, students will develop “intellectual histories” of an issue or problem. These histories will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

IDS 3920 University Colloquium 1 to 3 credits
The University Colloquium brings together students from all four colleges in a series of interdisciplinary learning experiences. These experiences are designed to address the ecological perspective outcome in relations to other university outcomes and guiding principles. Critical thinking and communication skills will be enhanced through field trips, discussion, projects, and a portfolio to be maintained by each student.
Fee Required

IDS 4158 Southwest Florida Bioregion 3 credits
This course is designed to allow students from outside the College of Arts and Sciences to develop environmental literacy through an investigation of regional environmental issues and is intended to help students meet the university goal of developing an ecological perspective. The course content focuses on a systems perspective of our bioregion as we discuss historical, cultural, economic, and ecological factors that affect our ability to manage native ecosystems and natural resources sustainably.

IDS 4901 Directed Individual Study 1 to 6 credits
This course provides the opportunity for a faculty member to work with an individual student to design and carry out a special interdisciplinary project. Course may be taken only with the permission of the instructor.

IDS 4910 Integrated Core Senior Seminar 3 credits
This course serves as the capstone experience for the College of Integrated Studies and as the student’s University senior seminar requirement. In conference with selected faculty, students will devise a senior project that will emphasize the use of synthesis thinking and skills. The project may be related to, or have grown out of, previous courses in the College on Integrated Learning and/or be connected to the student’s discipline concentration. The course will be a combination of formal class meetings and individual study. Students will be required to make a presentation of their projects to panels of faculty and students and/or a panel or audience external to the University. The course should be taken in the final semester of the student’s degree program.

IHS 3101 Found. & Dynamics of HS Delivery 3 to 4 credits
This interdisciplinary course examines the concepts of health and health status; death and dying; the fundamentals and dynamics of the health care delivery system and its services; including history, legislation, regulation, safety requirements, financing, education and diversity. Identification and analysis of issues and trends with the integration of theories, principles and perspectives of social sciences, change theory, communication, ethics, professionalism, technology, the community and its diverse socioeconomic, multi-cultural health care clienteles underlie the focus. Students’ interdisciplinary team projects foster team building, constructive communication, critical thinking, instructional planning, ethical decision making, and empowerment. Special conditions: Admission to a program in the College of Health Professions or consent of the department chair.

IHS 3203 Dyn. of Orgnzn. Mgmt. of HSO 3 credits
This interdisciplinary course introduces the student to organizational management and leadership concepts; models and research findings associated with organizational theory; and the applicability to the health care organizations and independent practices, such as planning, financial management, directing, communicating, public speaking, conflict resolution, decision-making, motivating, team building, inter- and intra-organizational relationships and risk assessment. Ethical considerations, quality control, and continuous quality improvement are addressed. Simulated and applied interdisciplinary experiences emphasize assessing, mobilizing, and motivating a health care organization’s work force. Special conditions: Admission to a program in the College of Health Professions or consent of the department chair.

IHS 4504 Res Mnth & Appl to Hlth Care Sy 2 to 3 credits
This interdisciplinary course introduces the student to research design and selected statistical techniques that apply to the health professions. The course focuses on methods of inquiry and acquisition of knowledge in the health professions; critical evaluation and determination of the applicability of research reports to health care; and scientific manuscript writing for the health professions. The application of qualitative, non-experimental, quasi-experimental, and experimental research methodologies, and selective descriptive and inferential statistics to health professions research is emphasized. Students conduct literature searches, develop research questions and hypotheses; select appropriate research methods; and examine research as “critical consumers” from both a discipline and interdisciplinary perspective. Synthesis of theory, research, and practice is reinforced through applied interdisciplinary group projects. Special conditions: Admission to a program in the College of Health Professions or consent of the department chair.

IHS 4938 Health Profess Senior Seminar 3 credits
This capstone course synthesizes student knowledge and experiences across disciplines via interdisciplinary teaming exercises and experiences with the development and presentation of a senior project. The course prepares students for their professional roles as individuals and interdisciplinary planners, change agents, and care givers. The course emphasizes client directed health care, critical thinking, ethical decision making, professional commitment, civic responsibility,
community alliances, and the principles of interdisciplinary collaboration. Special Conditions: Admission to a program in the College of Health Professions and completion of 75% of all upper division degree requirements including prerequisite courses; or consent of the faculty advisor and the Department Chair.

Prerequisites: IHS 1501 and IHS 3101 and IHS 3203

INP 4004 Intro to Indus/Organiz Psych 3 credits
Applications of psychological principles to industry. Topics include: selection, training, job satisfaction, supervision and decision making.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C.

INR 2015 Global Studies 3 credits
This course introduces the student to the realities of current global issues and problems. The course content includes changing demographic patterns, food, energy and human resources, the structure of international relations, with a special emphasis upon sustainable development. An interdisciplinary approach is used in analyzing the issues.

INR 3002 Intro to Internatl Relations 3 credits
Concepts and analytical tools are applied to events such as politics among nations, control of foreign policies, types of actors, war and peace constitute the content of this course.
Prerequisites: SYG 2000 with a passing grade.

INR 3081 International Issues & Actors 3 credits
The course examines the most important issues in international affairs. It analyses the behavior of major foreign policy actors in the international arena, including nation states, non-governmental and international organizations.

INR 3084 International Terrorism 3 credits
A study of contemporary and historical terrorism is provided in this course. Topics include: causes, types and implications of terrorism. An analysis of actual case studies is an intricate part of this course.

INR 3930 Sel. Topics in Int’l Relations 3 credits
Course centers around topics of current interest or of special interest to students and instructors. Topics of focus may vary from semester to semester.

INR 3955 Overseas Study 1 to 3 credits
This course is a program of individual or group research in a foreign country.

INR 4254 Africa in World Affairs 3 credits
This course examines the place and role of Africa in world affairs. It includes an analysis of post colonial Africa, the relations of African States with major World Powers, the UN and its agencies, and among themselves.

INR 4703 International Political Econ 3 credits
This course examines the major structures and key actors within the contemporary global economy. Topics include: international monetary order, regional and multilateral trade regimes, international financial flows, the roles of multinational corporations, economic development strategies, and world cities. These topics will be investigated from a variety of theoretical perspectives (e.g., liberal, mercantilist, structuralist).
Prerequisites: ENO 1102 and (ECO 2013 and ECO 2023 and POS 2041)

INR 4900 Directed Reading 1 to 3 credits
Under the guidance and supervision of an instructor, students develop a program of reading and possibly research which fits their individual interest, needs, or topic.
Prerequisites: SYG 2000 with a passing grade.

INR 4910 Directed Independent Study 1 to 3 credits
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

INR 4931 Selected Topics 3 credits
As a tourism course, the content provides an overview of the Americas. It discusses the sociocultural, historical, economic, and political nature of the region.

ISC 1004C Integrated Natural Sciences I 3 credits
Students will examine integrative concepts in biology, chemistry, geology and physics relative to the human organism. Topics include: human physiology, diet and nutrition, genetics, disease, neural systems and computer technologies, and environmental health risks. This course is inquiry based and fully integrated laboratory experiences which emphasize active learning strategies.
Fee Required

ISC 1005C Integrated Natural Sciences II 3 credits
Students will examine integrative concepts in biology, chemistry, geology and physics relative to the environment. Topics include: the atmospheric pollution, water pollution, sustainable agriculture, production of energy, and natural catastrophic events. This course is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies.
Fee Required

ISC 1210C Integrated Science & Math. I 4 credits
This course will develop fundamental ideas in science and mathematics relative to earth systems from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development.
Fee Required

ISC 1211C Integrated Science & Math. II 4 credits
This course will develop fundamental ideas in science and mathematics relative to the human organism from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development.
Fee Required

ISC 2212C Integrated Science & Math. III 4 credits
This course will develop fundamental ideas in science and mathematics relative to technology from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development.
Fee Required

ISC 2213C Integrated Science & Math IV 4 credits
This course will develop fundamental ideas in science and mathematics relative to the regional environment from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development.
Fee Required
ISC 3120C  Scientific Process  3 credits
Students are introduced to the philosophy, methodology and ethics of scientific practice through classroom discussion and literature review. Students, through self-practice and collaborative review, learn: philosophical and practical differences between physical and historical science; hypothesis generation and testing; experimental design; construction of a research proposal; composition of a scientific paper; oral presentation; and critical review. The course culminates with the preparation and presentation of a research proposal which can become the foundation of a senior thesis.
Prerequisites: ISC 3145C with a minimum grade of C or BSC 3230C with a minimum grade of C or EVR 3020 with a minimum grade of C.
Fee Required

ISC 3145C  Global Systems  3 credits
“Global Systems” is an interdisciplinary science course introducing students to the dynamic and interactive processes which shape our planet. The physical, biological, and chemical processes which have defined the composition of each of the four “spheres” of the planet (biosphere, hydrosphere, atmosphere, and lithosphere) throughout the earth’s 4.5 billion years of history will be explored. Each sphere depends intimately upon changes which occur in the other three. This course is intended as an introductory overview to FGCU’s program in Interdisciplinary Natural Sciences.
Prerequisites: CHM 1046C with a minimum grade of C and PHY 2054C with a minimum grade of C and BSC 1010C with a minimum grade of C and GLY 1010C with a minimum grade of C.
Fee Required

ISC 4910  Sr. Proj Rsch Intrdisc Nat Sci  2 credits
Research projects or certain aspects of research are carried out by one or more students under the supervision of a faculty member. The research project is designed to hone skills in applying research principles and obtaining practice in data collection, analysis.

ISC 4911  Sr Proj Pres Intrdisc Nat Sci  2 credits
A continuation of the senior project, students will be expected to present and summarize a portion of their research. The presentation may be oral, written, multimedia, etc. Work will be completed with the faculty mentor.
Prerequisites: ISC 4910 with a minimum grade of C.

ISC 4930  Current Top in Intr Nat Science  1 credits
Special sessions exploring the literature in Interdisciplinary Natural Sciences. Topics may vary; they are selected on the basis of what is new or currently relevant in the field. Students are encouraged to choose topic courses which are relevant to their prospective research thesis or internship students will receive “S” or “U” grades.
Prerequisites: ISC 3120C with a minimum grade of C.

ISC 4940  Int’ship in Interdis Nat’l Sci  2 to 4 credits
An internship provides the student with an opportunity to work on a project in the field, or laboratory setting. This work is usually completed off-campus and the student will work with a qualified supervisor at the site as a faculty mentor. Students will receive Satisfactory “S” or “U” Unsatisfactory grades for this course.

ISM 3010  Information Systems  3 credits
This course provides an overview of information systems technology. Students gain an understanding of the profession including the flow and control of information in an organization as well as how information is used to make decisions in an organization. In addition, students study information systems’ strategy case studies, current security issues, hardware platforms, and software systems including both operating and application software.
Prerequisites: CGS 1100 with a minimum grade of C.

ISM 3011  Info Systems Fundamentals  3 credits
An introduction to computer hardware and software tools for knowledge workers. Software tools include spreadsheets, word processing, two- and three-dimensional presentation graphics, electronic mail, and network browsers. In addition, the course explores computer information systems in organizations and the use of computers to enhance productivity.

ISM 3113  Systems Analysis  3 credits
Systems concepts, structured methods, techniques, and computerized tools used in systems analysis projects. Both procedural and object-oriented analysis approaches are covered. Students as a group will work on a real life project to apply concepts and methods they learned. (Fundamental computer programming knowledge required.)
Prerequisites: ISM 3010.

ISM 3142  Web Programming  3 credits
Business application development, problem solving, and testing and maintenance using a modern programming language. Projects cover business applications, including web development with programming options such as Active-X/COM, ASP, VB and JAVA script.
Prerequisites: ISM 3230.

ISM 3212  Database Concepts & Admin  3 credits
Principles of database administration. Information systems design and implementation with database management systems. The course covers conceptual, logical, and physical design of database; SQL and various database administration issues; and differing models for databases (relational, hierarchical, network, and object oriented). Students will design and construct a physical database system to implement the logical design.
Prerequisites: ISM 3010.

ISM 3220  Data Communication & Networking  3 credits
Students will gain an in-depth knowledge of telecommunication fundamentals, including coverage of voice technology, LANs, WANs, Internet, intranets, and international standards. Installation, configuration, troubleshooting, and management of the technologies are practiced in a project environment. Case studies and small projects are reviewed.
Prerequisites: ISM 3010 with a minimum grade of C.

ISM 3230  Introduction Bus Programming  3 credits
Introduction to problem solving and business application development. Review of programming and basic programming concepts in a modern programming language, such as Visual Basic, Visual C++, or COBOL. Principles of programming style are emphasized. Projects and assignments cover business applications.

ISM 3232  Intermediate Bus Programming  3 credits
Intermediate programming of business applications using a modern programming language, such as Visual Basic, Visual C++, or COBOL. Topics include data structures, indexing, file processing, and user interfaces. Principles of programming style are emphasized. Projects and assignments cover business applications.
Prerequisites: ISM 3230.

ISM 3400  Decision Support Sys Apps  3 credits
Study of the principles of decision making and the human/computer alliance. Hands-on computer-assisted decision making for an organizational environment.
ISM 4331 Information Systems Design 3 credits
Students will gain an understanding of the information system development process, including problem identification, definition, and scope. The focus of this course will be on Information Systems Design, using Software Engineering approaches. Student teams will learn and use project management techniques, such as resource allocation and scheduling. Teams will develop a prototype system that satisfies the function design requirements of a "real" organization. Computer-aided Software Engineering, planning and scheduling tools will be used for the project. The project will be jointly selected by the students and the course instructor.
Prerequisites: ISM 3113

ISM 4332 Info Sys Capstone Project 3 credits
This is the second part of the information system capstone project. Students will continue developing a prototype system and satisfying the needs of the organization. Students will test and implement the prototype system. Software Engineering concepts such as testing, quality assurance and walkthroughs, cost-effectiveness, operation, maintenance, software reuse, configuration management, and reengineering will also be discussed. Student groups will post their system development efforts on the World Wide Web and make an oral/colloquial presentation to the College at-large.
Prerequisites: ISM 4331

ISM 4380 Info Sys for Hospitality/Tour 3 credits
Domain specific information systems focusing on the hospitality, tourism, and travel industry. The first part of this course focuses on information systems issues in the hospitality/tourism area, such as, customer data collection, event management, billing systems, facility scheduling, and procurement. The second part of the course focuses on the travel industry information systems focusing on the Internet.

ISM 4381 Health Care Info Sys 3 credits
Domain specific information systems course focusing on managed health care systems. The first part of this course focuses on information systems issues in the health care area, such as patient data collection, patient health record management, third party billing systems, facility scheduling, and procurement. The second part of the course focuses on managed care information systems focusing on the Internet.

ISM 4905 Directed Independent Studies 1 to 3 credits
Independent studies as directed by designated faculty. Permission of the instructor and department chair required.
Prerequisites: ISM 3113

ISM 4930 Topics in Computer Info Sys 3 credits
Selected topics in information systems.
Prerequisites: CGS 1100 with a minimum grade of C

ISM 4941 Practicum in Computer Info Sys 3 credits
This is a joint faculty/industry directed remote and/or on-site course experience in information systems development. The course is usually available during the summer semester and may involve a third-party at a local, national, international, or emerging organization. Departmental approval is required.
Prerequisites: ISM 3113

ISS 2200 Intro to International Studies 3 credits
Students are introduced to the general area of International Studies, the interdisciplinary nature of International Studies, the basic theoretical perspectives used in analyses and the specific areas for concentrated research or further reading.

ISS 3010 Intro to Social Sciences 3 credits
Using an interdisciplinary approach, this course examines social institutions and social issues from the perspectives of the various social sciences. It serves as the introductory course to the Interdisciplinary Social Science concentration and is also useful for all students interested in learning more about the different approaches to the analysis of issues, strategies for addressing needs relating to those issues and relationships among the disciplines.

ISS 3930 Selected Topics 3 credits

ISS 4910 Directed Independent Research 1 to 3 credits
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

ISS 4934 Program Evaluation 3 credits
This course develops students' knowledge base and skills in program evaluation. Students study the theoretical bases for evaluation, examine the types of program evaluation and apply them in field assignments and case studies.

ISS 4935 Sr. Seminar in Soc. Sciences 3 credits
This seminar serves as the capstone for the students with a concentration in Interdisciplinary Social Sciences. It integrates the various paradigms explored in other courses and provides an opportunity for the student to explore a topic of interest in great detail, utilizing some of those paradigms.

ISS 4940 Interdisciplinary Practicum 3 credits
The practicum provides students with an opportunity for practical application of knowledge and skills in the classroom in supervised field settings. Hours may vary and are based upon the nature of the practicum.

ISS 4955 Study Abroad 3 credits
This course provides the student with a practical application of knowledge in a real setting.

LAE 3334 Reading & Writing Content Area 4 credits
This course prepares secondary teacher trainees to integrate reading and writing into their content classrooms in order to improve learning. Since language is the primary means of learning and sharing learning in the content areas, using language as a pedagogical tool enhances content mastery.

LAE 4314 Language Arts in Child. Educ. 3 credits
Implements a coordinated and integrated language arts curriculum and guides the developmental language experiences of children in elementary school. Explores the content, organization, and instruction of oral and written expression in childhood education.

LAE 4323 Methods of Teach Eng. Middle 3 credits
Methods of integrating reading, writing, speaking, listening, viewing and critical thinking activities into a literature-based program for middle school students. Must be taken one or two semesters prior to internship. Includes school-based practicum. Includes strategies for working with lower-level readers.
LAE 4335  Methods of Teaching Eng: H.S.  3 credits
Methods of instruction for high school English teaching.
Knowledge of state curriculum standards and assessment methods. Emphasis on integrating skills with literature-based programs at high school level. Includes strategies for working with lower-level readers. Requires school-based practicum experience.

LAE 4414  Lit. in Childhood Education  3 credits
The selection, evaluation and use of fiction, nonfiction and poetry for instruction, informational, and recreational purposes in Childhood Education. It addresses the literature and writing component of the liberal arts exit requirements and the following skills and dimensions are included: analytical thinking, writing skills, oral expression, race and ethnicity, and gender.

LAE 4464  Adolescent Literature  3 credits
Study of the types of literature read by adolescents. Emphasis on criteria for selection of literature and teaching materials for middle and high school teaching. Correlation of literature-based materials with state curriculum standards and assessment procedures.

LAE 4936  Senior Seminar: Eng. Ed.  2 or 3 credits
Senior standing. Synthesis of teacher candidate’s courses in complete college program. Required concurrently with internship.

LAE 4940  Internship in English Ed  9 or 10 credits
One full semester of internship in a public or private school. Intern takes Senior Seminar in English concurrently. In special programs where the intern experience is distributed over two or more semesters, student will be registered for credit which accumulates from 9-12 semester hours. (S/U only)

LAE 4941  Methods of Teach Eng: Pract  3 credits
Taken one semester prior to internship. Required concurrently with LAE 4335 or LAE 4325.

LAE 3130  Colonial Latin America  4 credits
Examines the indigenous populations of The Americas and the creation of Spanish and Portuguese colonial empires in this region from the late 15th century through the rise of independent states (1830s). Discusses pre-Columbian cultural forms and their impact on the blending of cultures in The Americas.

LAE 3200  Modern Latin America  4 credits
Examines the development of The Americas since the rise of independent states in the early 19th century through the 20th century. Special attention is given to the cross-cultural character of the region and the placing of Latin American works of art and literature into a cultural context.

LAE 3300  The Americas  4 credits
This is a telecourse that analyzes and places into historical perspective the diverse region known as The Americas (33 sovereign nations). The series emphasizes the nature and development of U.S. relations with its hemispheric neighbors and the recent massive influx of these people into the U.S. by concentrating on contemporary key issues and events. Because of its interdisciplinary nature, it will prove informative to many non-History Concentration students.

LAE 3430  History of Mexico  4 credits
Survey of Mexican history from Pre-Columbian time to the present, with emphasis on the rich cultural heritage of its people and the economic, social, political, and religious forces that have shaped its history.

LAE 3470  History of the Caribbean  4 credits
Survey of the thematic factors that have shaped life in the Caribbean region from pre-Columbian time to the present. Particular concern will be given to the racial and ethnic concerns that have affected the identities of various peoples of this distinct region of Latin America.

LAS 2000  Intro. to Latin Amer. Studies  3 credits
This course provides an overview of Latin American social structure and factors which support or impede social change, collaboration and cultural maintenance. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

LAS 3004  The Americas-Lat Amer & Carib  3 credits
This is a telecourse designed to introduce the complexities of Latin American and the Caribbean to students. Through an interdisciplinary approach to analysis, the course examines the cultural, historical, social, political and economic dynamics of the region.

LAS 3007  Latin American Environments  3 credits
The natural environments of Latin America and critical environmental issues are examined within their ecological, cultural, economic, and historical contexts. Multiple sources of information including scientific data and artistic impression are utilized.

Prerequisites: BSC 1051C or IDS 3304

LAS 3022  Caribbean Environments  3 credits
The natural environments of the Caribbean Basin and critical environmental issues are examined within their ecological, cultural, economic, and historical contexts. Multiple sources of information including scientific data and artistic impression are utilized.

Prerequisites: BSC 1051C with a minimum grade of C or IDS 3304 with a minimum grade of C

LAS 4932  Sel Topic in Caribbean Studies  3 credits
This course is the study of selected issues, scholarly works, themes or movements relating to some aspect of Caribbean culture and society.

LIN 2670  English Grammar & Usage  3 credits
This course introduces the basics of English grammar and usage.

Prerequisites: ENC 1101 with a minimum grade of C

LIN 4671  Traditional English Grammar  3 credits
This course primarily uses sentence diagramming to present detailed analysis of the parts of speech, verb tenses, sentence functions, and other basic grammatical classifications of traditional English Grammar.

Prerequisites: ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

LIN 4680  Structure of American English  3 credits
This course is a survey of traditional, structural, and generative transformational grammars and their techniques for the analysis and description of linguistic structure in general, and contemporary American English in particular.

Prerequisites: ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

LIT 2110  Intro to World Lit & Culture I  3 credits
This survey of World Literature from Ancient and Classical times through the Renaissance centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of this era with a solid foundation in both the authors/texts

LIT
and the contexts of each period. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule. Prerequisites: ENC 1101 with a minimum grade of C.

LIT 2120 Intro to World Lit & Culture II 3 credits
This survey of World Literature from the Seventeenth Century to the Present centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of the era with a solid foundation in both the authors/texts and the contexts of each period. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule. Prerequisites: ENC 1101 with a minimum grade of C.

LIT 3144 Modern European Novel 3 credits
This readings course focuses on the Modern European Novel in translation as it developed from the nineteenth century to WW II, including such writers as Dostoevsky, Kafka, Hesse, Camus, and Unamuno.

LIT 3301 Cultural Studies/Popular Arts 3 credits
This course is a study of twentieth-century popular culture as represented in film, fiction, music, television.

LIT 3400 Interdisciplinary Topics 3 credits
This interdisciplinary readings course focuses on the relationship between literature and the other creative arts, the other humanistic disciplines, and/or the sciences and technology.

LIT 3662 Lit of Conquest & Exploration 3 credits
This readings course examines journals, letters, narratives, memoirs which document early European contact with the landscape and inhabitants of the Americas. Students focus on texts that predate the English settlements to consider such diverse figures as Columbus, Cabeza de Vaca, de Champlain, and Menéndez de Avilés.

LIT 4093 Contemporary Literature 3 credits
This seminar centers on examination of a variety of international literary works written after 1945. The course draws upon the social, cultural, and political contexts of these works.

LIT 4099 Postmodern Narrative Technique 3 credits
This seminar explores the theory and practice of postmodern narrative, comparative and international in scope, including such authors as Barth, Calvino, Coover, Pynchon, Kundgen, and Garcia Marquez.

LIT 4183 Postcolonial Lit & Theory 3 credits
This seminar explores the historical and literary significance of postcolonialism, and examines its influence on aesthetic theories and practices in African, Caribbean, and Latin American nations.

LIT 4192 Caribbean Literature 3 credits
This seminar explores Caribbean poetry and fiction in the context of post-Negritude struggles for collective and individual identity. This course examines works by major authors from the Caribbean and Caribbean diaspora.

LIT 4353 Ethnic Studies 3 credits
This seminar examines the political, cultural, and social significance of ethnic identity within a variety of contexts. The course posits the problematical and relative nature of the term “ethnic” to consider variable topics and issues. Students may analyze the relationship between nationalism and ethnic pride, trace the changing status and influence of specific ethnic groups, examine internecine wars and conflicts, or evaluate the cultural value of ethnic identity.

LIT 4355 African & Diaspora Literature 3 credits
This seminar examines the African diapora from the period of decolonization (1960s) to the present. The course considers major issues (neocolonialism and postcolonialism, black nationalism, identity politics and conflicts, racism, and cultural imperialism) as expressed in selected texts and contexts. Readings span a generation of Black writers from such diverse regions as Africa, the Caribbean, and the American South.

LIT 4396 Feminist Theories 3 credits
This seminar explores feminist literary criticism and theory from a variety of approaches, including psychoanalytic, linguistic, Marxist, French, postcolonial, and postmodern modes of gender analysis.

LIT 4404 Interdisciplinary Literature 3 credits
This seminar examines the literature of a specific discipline or field or a specific topic of human inquiry, with a focus on how the discipline, field, or topic presents itself in literary and rhetorical practices. The course might also operate across disciplines or fields. Examples: The Literature of Biology, the Literature of Science, Environmental Literature.

LIT 4493 Politics and Literature 3 credits
This seminar examines the relationship between literature and politics within a variety of historical and geographical contexts. Students examine the techniques and forms that writers use to represent, critique, and subvert an illegitimate State or other political authority.

LIT 4663 Magical Realism 3 credits
This seminar examines the formal and thematic characteristics that distinguish Magical Realist writing. The course begins by considering some of the major authors of the Boom period (1960s) in Latin American literature, such as Alejo Carpentier, Julio Cortazar, and Gabriel García Marquez. The course then considers several post-Boom or “second generation” writers such as Isabel Allende, Luisa Valenzuela, and Laura Esquivel.

LIT 4664 Literature of the Americas 3 credits
This seminar centers a comparative study of major contemporary authors from North, Central, and South America. Students explore literary techniques, contextual influences, and points of convergence and divergence in the works.

LIT 4853 Topics in Cultural Critique 3 credits
This seminar is an in-depth look at critical perspectives offered and applied in literary, film, media, and culture criticism. The course focuses on the critical principles developed in areas studied and the broader application of those principles.

LIT 4930 Selected Topics in English 3 credits
The content of this course will be determined by student and instructor needs and interests and will focus on a specific topic of study. This course may be repeated with different topics and permission of the concentration coordinator.

LIT 4931 The Exile in Literature 3 credits
This seminar examines exile as theme and metaphor in the twentieth century novel. Selections may include such diverse works as Rushdie’s Shame, Cesaire’s Return to My Native Land, and García’s Dreaming in Cuba.
MAA 4211 Vector Analysis 3 credits
MAA 4211 covers the differential and integral calculus of vector fields. Topics include: vector fields, total derivative of a vector field, Taylor series, linearization, curl and divergence, flows and the transport theorem, line and surface integrals, Gauss’ and Stokes’ theorems, differential forms, and the fundamental theorem of calculus. Applications to fluid flows.
Prerequisites: MAA 2121 with a minimum grade of C-

MAA 4226 Advanced Calculus 4 credits
MAA 4226 is a rigorous development of the fundamentals of differential and integral calculus, with emphasis on those aspects necessary to understand interchanges of limits. Topics include: sequences of real numbers, limits and continuity, intermediate value property, derivatives, Mean Value Theorem, Riemann integral, Fundamental Theorem of Calculus, sequences and series of functions, uniform convergence, interchange of limit theorems, Fourier series, and examples of the motivation for the theory developed.
Prerequisites: MAA 2313 with a minimum grade of C- and XNH 2191 with a minimum grade of C-

MAA 4227 Foundations of Real Analysis 3 credits
MAA 4227 gives the student a rigorous introduction to fundamental concepts of analysis necessary for graduate study in mathematics. Topics include: topology of metric spaces, Heine-Borel theorem, sequences and continuity in metric spaces, spaces of functions, introduction to measure and Lebesgue integral. Students will be expected to develop some proficiency in writing proofs and in reading mathematical texts independently.
Prerequisites: MAA 4226 with a minimum grade of C-

MAA 4250 Survey of 20th Century Math 3 credits
MAA 4250 is a survey of the developments in the early part of this century that influenced the development of mathematics. Topics will come from the following: Lebesgue measure and integral, point-set topology, paradoxes of set theory and Zermelo-Fraenkel axiomatization, infinite-dimensional vector spaces, and Hilbert space.
Prerequisites: MAA 4226 with a minimum grade of C-

MAA 4402 Complex Variables 3 credits
MAA 4402 is an introduction to the general theory of functions of one complex variable. Topics include algebra of complex numbers, analytic functions, Cauchy-Riemann equations, Taylor and Laurent series, line and contour integral, poles of functions, integration theorems, residues and the Residue Theorem, conformal mappings and Riemann surfaces, Riemann mapping theorem.
Prerequisites: MAP 3161 with a minimum grade of C-

MAC 1105 College Algebra 3 credits
A general course in techniques of algebraic representation and solution of problems. Topics will include: review of properties of exponents and radicals, functions and functional notation, symbolic, graphical, and numerical representation of functions and equations, polynomial, exponential and logarithmic functions, systems of equations and inequalities, matrix representation of linear systems, matrix methods for solving systems of equations. Applications to modeling and solving problems will be emphasized, as well as using technology as an aid to the problem-solving process.
Prerequisites: MAT 1033 with a minimum grade of C-

MAC 1147 Precalculus 4 credits
MAC 1147 is a survey of the basic properties of classes of functions commonly used in applications: polynomial, trigonometric, exponential, logarithmic, Conic sections, matrices, mathematical induction, and polar coordinates will also be discussed.
Prerequisites: MAC 1105 with a minimum grade of C-

MAC 2233 Elementary Calculus 3 credits
MAC 2233 is an introduction to the techniques of calculus of primary use to business students. Topics include: differentiation and integration of algebraic functions with applications, exponential and logarithmic functions with applications to finance and economics. This course is NOT equivalent to MAC 2311.
Prerequisites: MAC 1105 with a minimum grade of C or STA 2023

MAC 2311 Calculus I 4 credits
This course is an introduction to the fundamental concepts and techniques of differential and integral calculus. Topics include: limits and continuity, the derivative, differentiation and integration of algebraic functions, linearization of functions, Mean Value Theorem, antidifferentiation, extrema and curve sketching, area and the definite integral, fundamental theorem. This course will emphasize conceptual understanding and modeling of physical phenomena, and will use computer technology as an aid to the learning process.
Prerequisites: MAC 1147 with a minimum grade of C-

MAC 2312 Calculus II 4 credits
This course is a continuation of MAC 2311. Topics include: Integration by substitution, inverse functions, exponential and logarithmic functions, inverse trig functions, solids of revolution, arc length, techniques of integration, parametric curves, polar, and Taylor’s Theorem. This course will emphasize conceptual understanding and modeling of physical phenomena, and will use computer technology as an aid to the learning process.
Prerequisites: MAC 2311 with a minimum grade of C-

MAC 2313 Calculus III 4 credits
A continuation of MAC 2312, topics in this course include: vectors in the plane and 3-space, topics from plane and solid analytic geometry, curves in space, tangential and normal acceleration, directional derivatives and the gradient, tangent and normal to surfaces, extrema of multivariable functions, Lagrange multipliers, double and triple integrals, integration in cylindrical and spherical coordinates. This course will emphasize conceptual understanding and modeling of physical phenomena, and will use computer technology as an aid to the learning process.
Prerequisites: MAC 2312 with a minimum grade of C-

MAC 2331 Integrated Math I 4 credits
Topics in this course include vectors, vector geometry and applications, systems of equations, matrices and matrix operations, modeling by systems of equations, Gaussian elimination, LU decomposition, eigenvalues and eigenvectors, sequences, first and second differences, extrema and points of inflection, difference equation.
Prerequisites: MAC 1105 with a minimum grade of C-

MAC 2332 Integrated Math II 4 credits
Topics in this course include derivatives and antiderivatives, parametric curves, position, velocity, and acceleration, kinematics, slope fields, Euler’s method, exponential growth and decay, logarithms, optimization, integration by substitution, introduction to differential equations, general theory of limits and Lagrange’s Rule.
Prerequisites: MAC 2331 with a minimum grade of C-
MAC 2333  Integrated Math III  4 credits
Topics in this course include integration by parts and partial fraction decomposition, linear spaces and linear differential equations, inverse trig functions and trig substitutions, numerical integration, polar coordinates, power series, series solutions of differential equations, line integrals and work, lengths of curves.
Prerequisites: MAC 2312 with a minimum grade of C

MAC 2334  Integrated Math IV  4 credits
Among the topics included in this course are curvature, tangent and normal acceleration, functions of several variables, partial differentiation, Picard iteration, tangent plane and differentials, quadratic forms and quadratic surfaces, extrema of functions of two variables, multiple integrals, cylindrical and spherical coordinates, and change of variable in multiple integrals.
Prerequisites: MAC 2333 with a minimum grade of C

MAC 2421 Calculus with Diff Equations I  4 credits
In this course, integrated treatment of the techniques of calculus and differential equations, with an emphasis on modeling physical phenomena, and utilizing computer technology in the modeling process are provided. Topics include: vectors, curves in the plane, derivatives and antiderivatives, position, velocity, and acceleration, differentiation rules, differentials and approximation, initial-value problems, Euler’s method, exponential and logarithmic functions, extrema of functions, integration by substitution, separation of variables. Satisfactory score placement exam.
Prerequisites: MAC 1147 with a minimum grade of C

MAC 2422 Calculus w/ Diff Equations II  4 credits
Continuation of MAC 2421. Topics include: tangent and normal acceleration, curvature, areas and the Riemann integral, Fundamental Theorem, inverse trig functions, techniques of integration, solids and surfaces of revolution, line integrals, first-order linear differential equations with applications, second-order linear differential equations and harmonic motion, general theory of limits and L’Hospital’s Rule, Taylor series.
Prerequisites: MAC 2421 with a minimum grade of C

MAC 2423 Calculus w/ Diff Equations III  4 credits
This course is a continuation of MAC 2422. Topics include: polar coordinates, theory of space curves, multivariate functions and quadric surfaces, partial derivatives, existence-uniqueness theory for DE, Picard iteration, gradient and directional derivative, tangent plane and Taylor series, extrema of multivariable functions, double and triple integrals, cylindrical and spherical coordinates.
Prerequisites: MAC 2422 with a minimum grade of C

MAD 3107 Discrete Mathematics  3 credits
MAD 3107 is an introduction to concepts of discrete mathematics, as used by computer scientists. Topics include: symbolic logic and Boolean algebra, propositional and predicate calculus, sets, functions, and relations, enumeration and counting principles, introduction to graphs, trees, spanning trees, shortest path and matching algorithms, finite state automata, Turing machines.
Prerequisites: MAD 2102 with a minimum grade of C

MAD 4301 Graph Theory  3 credits
MAD 4301 is an introduction to the theory and applications of graphs. Topics include: definitions and basic properties, Euler and Hamilton circuits and applications, connectivity, spanning trees and enumeration problems, cycle space and application to networks, matching algorithms and applications, shortest path problems, planar graphs and dual graphs, coloring problems and algorithms, network flows, max flow-min cut theorem, Ramsey theory. Students will be expected to write computer routines to implement algorithms.
Prerequisites: MGF 2191 with a minimum grade of C and MAS 2121 with a minimum grade of C

MAD 4401 Numerical Analysis  3 credits
MAD 4401 is an introduction to basic concepts and methods of numerical approximation, with emphasis on error estimates and computer algorithms. Topics include: numerical differentiation and integration, solution of initial value problems, interpolation and quadrature, numerical solution of algebraic and transcendental equations, systems of equations, finite differences, introduction to finite element methods. Students will be expected to write computer routines to implement algorithms.
Prerequisites: MAC 2313 with a minimum grade of C

MAD 4504 Theory of Computation  3 credits
MAD 4504 covers the mathematical principles of the theory of computation and computer science. Topics include: finite and infinite state machines, regular expressions and their recognition automata, pushdown automata, Turing machines, grammars and parsing, recursive functions, decidability and unsolvability, halting problem.
Prerequisites: MGF 2191 with a minimum grade of C and MAD 3107 with a minimum grade of C

MAE 4310 Teaching Elem School Math I  3 credits
Methods for teaching number ideas, computation skills, and mathematical reasoning.

MAE 4320 Teaching Math in Middle Grades  3 credits
Techniques and materials for instruction in middle grades mathematics. Familiarity with state curriculum standards. A school based practicum is required as part of this course.

MAE 4326 Teaching Elem School Math II  2 credits
Methods for teaching informal geometry, measurement, probability, and statistics.

MAE 4330 Teach Senior H.S. Mathematics  3 credits
Techniques and materials of instruction for senior high school mathematics. Applications of technology in mathematics. Familiarity with state curriculum standards. Students will complete 30-hour practicum experience as part of course requirements.

MAE 4551 Reading Language of Math  2 credits
Reading and writing issues in the teaching of mathematics. Strategies for assisting students who do not possess appropriate reading and writing skills to master mathematics content. Issues to be discussed include determining readability, adjusting curriculum, assessing skills, and solving verbal problems.

MAE 4936 Senior Seminar in Math Ed  2 or 3 credits
Synthesis of teacher candidate’s courses in complete college program.

MAE 4940 Internship: Mathematics Educ.  9 or 10 credits
One full semester of internship in a public or private school. In special programs where the intern experience is distributed over two or more semesters, students will be registered for credit which accumulates for 9-12 semester hours. (S/U only)

MAN 3025 Contemporary Mgt Concepts  3 credits
This course is the study of the fundamentals of effective management from an organizational behavior perspective. It is designed to provide essential tools and skills for understanding contemporary business activity in such areas as decision-making, planning, communications, staffing, and controlling...
These concepts are applied to industry, government, and not-for-profit organizations. (Junior standing is required.)

**MAN 3063  Professional Ethics and Values   3 credits**
A study of the moral dilemmas encountered in the professions of business, education, medicine, law and engineering; different conceptions of values and the nature and sources of moral obligation in the professions.

**MAN 3301  Human Resource Management   3 credits**
This course will provide a broad exposure to the policies, functions (such as recruiting, selection and development), and current issues involved in Human Resource Management. The strategic role of HRM will be emphasized and an understanding of theory, environment impact, and the role of third-party neutrals in helping to resolve disputes. Case studies, simulations, and experiential exercises are utilized.
Prerequisites: MAN 3025

**MAN 3320  Employee Staffing   3 credits**
The purpose of this course will be to provide students with a detailed overview of the staffing activities performed by organizations. Within the context of an organization's specific environment and the body of pertinent laws and regulations, this course will examine the process of determining how many and what type of employees are needed by the organization and when they are needed; selecting the "best" candidate through utilization of various selection devices including interviews, assessment centers, and various paper and pencil evaluation tools; and making a successful job offer. By the end of this course, students should be able to critically evaluate and interpret an organization's staffing policies and practices and be able to develop and implement their own valid and legally defensible selection procedures within an organization.
Prerequisites: MAN 3301

**MAN 3322  Human Resource Info Systems   3 credits**
This course will provide a broad overview of the importance and uses of HRIS in organizations to enable managers to make better use of human resources. It will also provide a practical working knowledge of the use of HRIS for HR database planning, development, implementation, and evaluation.
Prerequisites: MAN 3301 and ISM 3010

**MAN 3350  Training & Development   3 credits**
This course will provide the knowledge, skills, and ability for students to develop programs that train and develop employees to deal with global, technological, quality and leadership challenges. To provide organizations with a competitive edge, managers need to be able to assess organizational training needs, clarify training objectives, choose or develop a training program, and evaluate the outcomes of these programs. The course will focus on both current skills training and the development of employees for an ongoing role within organizations.
Prerequisites: MAN 3301

**MAN 3401  Labor-Management Relations   3 credits**
A study of the historical, legal, social, and economic framework of both private and public sector labor relations in the U.S. The respective philosophy, objectives and strategies of unions and management are examined, as is the key role of Federal agencies such as the National Labor Relations Board and the Federal Mediation and Conciliation Service. A variety of collective bargaining and arbitration cases are considered.
Prerequisites: MAN 3301

**MAN 3441  Conflict Management   3 credits**
The causes of various forms of interpersonal, intra-group and inter-group conflict, and how to effectively manage conflict are the principal focus of this course. Among the topics covered are: stakeholder analysis, political processes and power within organizations, competitive rivalry and horizontal and vertical market places, integrative and distributive bargaining, and the role of third-party neutrals in helping to resolve disputes. Case studies, simulations, and experiential exercises are utilized.
Prerequisites: MAN 3025

**MAN 3504  Operations Management   3 credits**
This course introduces the application of management systems, quantitative principles and techniques to the effective planning and utilization of resources in the operation of manufacturing, research and service activities.
Prerequisites: STA 2023 with a minimum grade of C

**MAN 3512  Design of Prod & Service Sys   3 credits**
This course examines the design of systems for production and delivery of goods and services; emphasizes the impact of alternative designs on the competitive posture of the firm; and discusses the concepts, tools and techniques for designing facilities, jobs and systems for continuous performance and improvement.
Prerequisites: MAN 3504

**MAN 3522  Total Quality Management   3 credits**
The application of statistics to the control of quality in organizations. Emphasis is on the design, implementation, and management of quality throughout the firm using models and distributions in statistical quality control, process capability, control charts, acceptance sampling, and reliability.
Prerequisites: MAN 3304

**MAN 3581  Project Management   3 credits**
This course studies the three phases of project management: planning, scheduling and control. Project planning tools such as time and cost estimation; project scheduling tools such as the Critical Path Method; and project control tools such as Project Evaluation and Control Technique will be an integral part of the course. Real projects and cases will also be utilized.
Prerequisites: MAN 3504

**MAN 3803  Management of Small Business   3 credits**
The purpose of this course is to educate men and women for leadership roles in small to mid-sized companies. This course will focus on managing and building small to mid-sized businesses into enduring great companies. Although venture initiation will be covered in some discussions and cases, the emphasis will be on building companies that are past the initial startup phase. Students will be exposed to some of the practical realities, transition points, issues and dilemmas that are particularly relevant to smaller companies. The course will concentrate on the elements of long term health and success - on laying the groundwork for making a company healthy and prosperous five, ten, twenty, and even fifty years in the future. Although short term survival tactics will be discussed, the focus of the course is on building a small to mid-sized business into a truly outstanding and enduring organization - a company that might be thought of as admirable or excellent.
Prerequisites: MAN 3025

**MAN 4120  Leadership & Group Dynamics   3 credits**
This course focuses on group theory, concepts, research and application principles and development of communication
MAN 4129 Leadership Lab 3 credits
This laboratory course is designed to diagnose and assess individual values, leadership style and managerial behavior. Experiential exercises, computer simulation and role-playing exercises are designed to strengthen those areas of leadership behavior needing skill enhancement.
Prerequisites: MAN 3025

MAN 4280 Org Development & Change 3 credits
This course covers research literature relevant to organizational functioning including behavioral effects of power and authority, formal organization, structural variation, leadership, motivation, and organizational change.
Prerequisites: MAN 3025

MAN 4330 Management of Compensation 3 credits
The evolution of innovative compensation policies aimed at aligning individual and organizational performance with competitive business strategies in domestic and global markets is covered, as are key motivation theories. Comparative compensation policies across selected industrialized nations are included. The influence of relevant labor market practices and government policies such as ERISA and COBRA are examined. Internal organization pay policies, ESOPs, and pay-for-performance incentive systems are covered as are various indirect compensation benefits.
Prerequisites: MAN 3301

MAN 4402 Employment Laws & Regs 3 credits
Federal and state regulation of the employment relationship is the principal focus of this course. Comparative employment law practices across selected industrialized nations are also covered. A case analysis approach is utilized. Among the contemporary issues examined are: managing workforce diversity including EEO and immigration laws, employment-at-will and employee job rights, occupational safety, health and worker's compensation, and employment, drug, and health testing.
Prerequisites: MAN 3301

MAN 4521 Operations Planning & Control 3 credits
This course focuses on solving managerial problems associated with planning and controlling operations. Major topics include inventory, capacity and demand management, aggregate planning, project management and activity control.
Prerequisites: MAN 3512

MAN 4530 Management of Technology 3 credits
Examines the changing technical environment that is confronting managers in corporate and nonprofit organizations. Attention is focused on the integration and the management of new technical areas including flexible manufacturing systems, new product development, computer networks, and quality control issues.
Prerequisites: MAN 3025 and MAN 3504

MAN 4534 Automation in Operations Mgt 3 credits
This course offers an in-depth treatment of the structure and function of computer-integrated manufacturing (CIM) processes; integration of automation in design and manufacturing; product and process design; computer-aided design (CAD) and computer-aided manufacturing (CAM) systems; process planning; and robotics and flexible manufacturing systems (FMS).
Prerequisites: MAN 4521

MAN 4722 Decision Analysis 3 credits
This course provides an analysis of the managerial role of the decision-maker and investigates the logic of the decision process, including the effect of environmental factors and the role of qualitative and quantitative techniques. Consideration is given to the behavioral implications of decision activity.
Prerequisites: QMB 3600

MAN 4802 Entrepreneur & Bus Plan Devel 3 credits
This course provides hands-on business planning experience, working closely with a faculty mentor. Students develop business plans for an independent startup or acquisition, resulting in professional-quality written business plans and oral business plan presentations. Case study is used to facilitate understanding of the entrepreneurial process. The class includes (1) an orientation to library and computer research resources and (2) an orientation to a business planning software package.
Prerequisites: MAN 3025 and FIN 3240 and MAR 3023

MAN 4804 Entrepreneurial Field Studies 3 credits
This is a practical, experiential course that provides students opportunities to work in the field. Students apply concepts mastered in previous business and entrepreneurship courses either by implementing their own business plan or by working with an entrepreneur on a specific, mutually agreed-upon project. Examples of projects include: (1) analyzing problem areas and making recommendations for improvement, (2) preparing pre-business feasibility studies, and (3) creating comprehensive business plans.
Prerequisites: MAN 4802 and FIN 3470 and MAR 3803

MAN 4905 Independent Study in Mgt 3 credits
Specialized independent study determined by the student needs and interests. (Senior standing and permission of department required.)
Prerequisites: MAN 3025

MAN 4930 Seminar in Management 1 to 3 credits
Topics to be selected by instructor and department chair for pertinent management issues.

MAN 4941 Management Internship 1 to 3 credits
A course providing the opportunity to work in and deal with profit or nonprofit organizations to gain insight into the real side of modern business and management. (Senior standing and permission of the department is required.)

MAP 2302 Differential Equations 3 credits
The focus of this course is methods of solution of first and second order ordinary differential equations. Topics include: slope fields, existence and uniqueness theorems, first-order linear equations, integrating factors, exact equations, applications to modeling of physical phenomena, second-order linear equations, annihilators and method of undetermined coefficients, variation of parameters, Laplace transform, Euler and Runge-Kutta methods, systems of equations, applications. Prerequisites: MAC 2312 with a minimum grade of C

MAP 3161 Methods of Applied Math I 4 credits
The intermediate theory of linear algebra and differential equations is discussed, with applications. Topics include: finite-dimensional linear spaces and transformations, eigenvalues, eigenvectors and generalized eigenvectors, invariant subspaces, canonical forms, special matrices: unitary, symmetric, quadratic forms and positive-definite matrices, applications of matrix methods to systems of DE, phase plane and equilibria of linear systems, introduction to nonlinear systems, equilibria and bifurcation of low-order nonlinear systems. Emphasis is on techniques and applications to modeling and representation of physical systems.
Prerequisites: MAC 2313 with a minimum grade of C and MAS 2121 with a minimum grade of C.

MAP 3162 Methods of Applied Math II 4 credits
MAP 3162 is an introduction to mathematical aspects of probability and statistics. Topics include: discrete and continuous probability distributions, random variables and their distributions, sums and transformations of random variables, limit theorems, hypothesis testing and confidence intervals, general linear statistical models, regression and ANOVA, nonparametric statistics, introduction to queuing theory.
Prerequisites: MAC 2313 with a minimum grade of C and MAS 2121 with a minimum grade of C.

MAP 3163 Methods of Applied Math III 3 credits
MAP 3163 is an introduction to mathematical aspects of decision science and operations research. Topics include: systems of inequalities and linear programming, simplex algorithm, sensitivity analysis, integer programming, branch and bound methods, graph and network models, shortest paths, matchings, network flows, duality theory, introduction to game theory.
Prerequisites: MAC 2313 with a minimum grade of C and MAS 2121 with a minimum grade of C.

MAP 4101 Probab & Stochastic Processes 3 credits
MAP 4101 covers fundamental notions of mathematical theory of probability and probabilistic modeling of random processes. Topics include: expectation, conditional probability and expectation, characteristic functions, central limit theorem, sums of random variables, laws of large numbers, random walks and Poisson processes, Brownian motion, Markov processes, introduction to queuing theory, applications. Students will be expected to develop and write computer simulations as part of the course.
Prerequisites: MAP 3162 with a minimum grade of C.

MAP 4231 Intro to Operations Research 3 credits
MAP 4231 consists of a review of linear programming, linear program models of problems, integer programming, branch and bound methods, queuing, CPM and PERT, network flows, duality principles in modeling and problem solving, statistical models in OR.
Prerequisites: MAP 3163 with a minimum grade of C.

MAP 4314 Dynamical Systems 3 credits
MAP 4314 covers the following topics: discrete dynamical systems; fixed points and stability, bifurcations, classification of equilibria, self-similarity, fractals. Continuous dynamical systems: kneading, bifurcations, attractors, limit cycles and their classification, chaotic behavior.
Prerequisites: MAP 3161 with a minimum grade of C.

MAP 4341 Partial Differential Equations 3 credits
MAP 4341 covers the elements of the classical theory of partial differential equations. Topics include: classification of PDEs and boundary value problems, Fourier series and transforms, separation of variables, Fourier series solution of wave and heat equations, d’Alembert’s solution and change of variables, transform methods, applications.
Prerequisites: MAP 3161 with a minimum grade of C.

MAP 4484 Biomathematics 3 credits
MAP 4484 is an introduction to deterministic and probabilistic methods for modeling biological phenomena. Topics will be chosen from genetics, population dynamics, ecosystem modeling, statistical and Markovian models, perturbation of biological systems, diffusion systems, pattern formation, and epidemic models.
Prerequisites: MAP 3162 with a minimum grade of C.

MAR 3023 Introduction to Marketing 3 credits
Survey of the marketing of goods and services in a global economy with emphasis on the identification of target markets and the elements required to develop effective marketing strategies. The course describes the market environment, elements for consumer satisfaction and organization success, introduces emerging marketing technologies, and reinforces the importance of ethics and social responsibility in the orderly operation of the market system. (Junior standing is required.)

MAR 3025 Entrepreneurial Marketing 3 credits
Application of the fundamental concepts, techniques, and tools to issues and concerns involved in the start-up and operation of the marketing function of an organization. Topics will include environment and competitive analysis, determining customer needs, identifying and quantifying market segments, target market selection, positioning, conducting marketing research, creating marketing plans, marketing strategy development and implementation, and assessment of customer satisfaction with a marketing mix. The class includes the development and analysis of a case or the presentation of a marketing plan.
Prerequisites: MAR 3023

MAR 3400 Professional Selling 3 credits
Study of the selling function and strategy as an interdisciplinary business activity. Knowledge of buyer behavior and skill requirements necessary for successful selling; the sales process, business and social responsibilities of salespersons. Emphasis is placed on the role of selling in today’s marketing-oriented environment, including assessing customer needs, preparing for and professional sales presentations, and on developing problem-solving and decision-making skills necessary in consumer and industrial selling environments.
Prerequisites: MAR 3023 with a minimum grade of C.

MAR 3503 Understanding Consumers 3 credits
A study of basic concepts of buyer behavior, including pre- and post-purchase attitudes and behavior patterns, information processing related to the functional areas of marketing and the buyer’s decision-making process. Managerial applications to marketing are emphasized.
Prerequisites: MAR 3023 with a minimum grade of C.

MAR 3613 Marketing Research 3 credits
Study of the research methods and techniques applicable to problem solving in marketing. Using state-of-the-art technologies for research, students develop skills in questionnaire design, data collection, data entry and analysis, and presentation of written research reports. Focus on the use of market research findings in marketing management decision making involving market identification, demand estimation, product design, channel selection, promotion and pricing. Attention is also given to defining information needs, determining the value of information for business decision-making, and social/ethical issues in marketing research.
Prerequisites: MAR 3023 with a minimum grade of C and QMB 3200 with a minimum grade of C and GGS 1100 with a minimum grade of C.

MAR 4156 International Marketing Mgt 3 credits
A study of international trade concepts, world markets, international marketing strategies, and the processes and problems associated with establishing marketing operations in foreign countries. Examines issues involving trends, factors, and forces (e.g., institutions, cultural, political, legal, and environmental) which impact global marketing activities.
Prerequisites: MAR 3023 with a minimum grade of C.
MAR 4203 Logistics & Channels of Dist. 3 credits
A detailed study of marketing channels as a functional area of marketing management and a part of marketing strategy. Emphasis is placed on structure and functioning of marketing channels, legal, economic and ethical considerations, and on the dynamic interrelationship among other functional areas of business as they affect the movement, handling and storage of raw materials and the flow of finished products from producer to consumer. Issues are addressed relating to wholesale and retail inventory, management, warehousing, packaging, transportation and information processing techniques useful in establishing customer service levels.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4232 Retail Management 3 credits
A comprehensive study of retailing structures, institutions, environments, and operations. Course will include application of tools and techniques useful for analyzing, organizing, planning, implementing, and controlling retail operations including merchandising and promotion. Emphases on problems of retail store management, store location, merchandising, inventory management, promotion strategy, product display, and store organization.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4333 Promotion Management 3 credits
A study of the role of promotion in the firm. Examines problems of persuasive marketing strategy, promotional objectives, methods of implementing these objectives, and the approaches by which these methods might be blended. Topics include the promotional tools available to marketing managers, and the various types of decisions that must be made when developing and managing promotion strategy in the context of a firm’s marketing strategy. MAR 3613 is recommended as a prerequisite.
Prerequisites: MAR 3023 with a minimum grade of C and (MAR 3503 or AIV 3000)

MAR 4403 Sales Management & Control 3 credits
An application approach of the management of the sales force focusing on the necessity of coordinating and integrating sales force activities within the organization. Emphasis is placed on problem-solving and decision-making skills required of the modern sales manager. Topics include the responsibilities of sales management, recruitment, selecting, and training the sales force; motivational factors; determinants of sales performance; and sales force strategies.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4461 Principles of Purchasing 3 credits
An introduction to the objectives, control and direction of industrial purchasing. Additional topics include procedures, supplier and development, quality control, price determination, global sourcing, and methods of inventory control.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4713 Hospitality/Tourism Marketing 3 credits
A study of tourism and hospitality marketing as a subset of marketing management. Emphasis is placed on the analytical tools and techniques necessary to develop and implement marketing strategy in this domain.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4721 Marketing on the Internet 3 credits
This course provides an introduction to and analysis of the strategic and ethical use of the Internet for marketing communications and strategy. Topics include the utilization of email, usenet, FTP, PPP, Mosaic, and ListServ as marketing tools. Focus is on the development and analysis of Web-based communication strategies for domestic and global entities.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4804 Market Analysis & Strategy 3 credits
An applications-oriented course focusing on the identification and evaluation of markets for business and non-business opportunities. Various analytical techniques and problem-solving methods are employed. The course integrates market mix variables and applies market information necessary for developing and implementing overall marketing strategy to solve problems facing marketing executives.
Prerequisites: MAR 3503 with a minimum grade of C and MAR 3613 with a minimum grade of C

MAR 4841 Services Marketing 3 credits
The primary theme of this course is that service organizations (i.e., banks, transportation companies, hotels, hospitals, educational institutions, professional services, etc.) require a distinctive approach to marketing strategy in both development and execution. The course is managerial in nature with a focus on understanding the distinguishing features of services as differentiated from goods, the magnitude of the services marketing industry, and the implications of differences from both the consumer and provider perspective.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4905 Independent Study in Mkt 1 to 3 credits
Individual study and research under faculty direction and based on student’s interests. Permission of the instructor and department chair is required.
Prerequisites: MAR 3023

MAR 4990 Special Topics in Marketing 3 credits
Deals with selected contemporary topics in marketing. Topics will vary. This course may also be used to offer advanced versions of undergraduate courses presently offered.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4994 Internship in Marketing 3 credits
Experiential course that allows students the opportunity to gain credit by working with a profit or non-profit entity in a marketing-related capacity. The marketing-related work must meet the College of Business and the Department of Marketing requirements for credit to be granted. (Senior standing and permission of the department is required.)
Prerequisites: MAR 3023 with a minimum grade of C

MAS 2103 Elementary Linear Algebra 3 credits
This course introduces basic principles of linear algebra for secondary education majors. Topics include: vectors and vector spaces, systems of equations, matrices, determinants, elementary matrices, Gaussian elimination and LU decomposition, Cramer’s Rule, linear transformations, eigenvalues and eigenvectors. Emphasis is on geometric properties of transformations on real spaces.
Prerequisites: MAC 2312 with a minimum grade of C

MAS 2121 Linear Ops & Diff Equations 4 credits
This exposes students to the elements of linear algebra and linear differential equations. Topics include: matrices and matrix operations, Gaussian elimination and LU factorization, determinants, vector spaces, basis, independence, orthogonality and Gram-Schmidt process, linear transformations and matrices, differential operators, eigenvalues and eigenvectors, diagonalization, Markov chains, systems of differential equations, matrix methods for systems of DE, Runge-Kutta methods, Laplace transform.
Prerequisites: MAC 2312 with a minimum grade of C

MAS 4106 Matrix Analysis 3 credits
MAS 4106 covers the following topics: exponential matrices, unitary and positive-definite matrices, QR, polar, and singular value decompositions, matrix norms, perturbation methods for eigenvalues, numerical methods for matrix equations.
[with error analysis], weighted least squares, Kalman filtering, introduction to Hilbert space.
Prerequisites: MAP 3164 with a minimum grade of C- and MTH 2191 with a minimum grade of C-

**MAS 4214 Elementary Number Theory** 3 credits
MAS 4214 is an introduction to the basic principles of algebraic number theory. Topics include: divisibility and residues, congruences, primes, pseudoprimes and primality tests, systems of congruences and Chinese remaining, multiplicative functions, continued fractions.
Prerequisites: MTH 2191 with a minimum grade of C-

**MAS 4301 Abstract Algebra I** 3 credits
MAS 4301 is an introduction to fundamental concepts of modern algebra. Topics include: group axioms, subgroups, Lagrange’s Theorem, homomorphism, quotient groups, permutation and symmetry groups, rings, integral domains and fields, rings of polynomials, field of quotients.
Prerequisites: MTH 2191 with a minimum grade of C-

**MAS 4302 Abstract Algebra II** 3 credits
MAS 4302 is a continuation of MAS 4301. Topics include: subgroups and Sylow theorems, homomorphisms and quotient groups, ideals in rings, principal ideal domains and Euclidean domains, quotient rings, fields and extension fields. Emphasis is on skills and topics needed for graduate study in mathematics; accordingly, students will receive considerable practice formulating and writing proofs of theorems.
Prerequisites: MAS 4301 with a minimum grade of C-

**MAT 1033 Intermediate Algebra** 3 credits
Reinforcement and development of algebra skills needed for further study in mathematics. Topics include operations with polynomials and rational expressions, radicals, rational exponents, linear and quadratic equations, linear inequalities, systems of equations, functions, and applications. This course does not count toward completion of FGCU general education or Gordon Rule requirements.

**MAT 4906 Independent Study** 1 to 4 credits
This is an individual study by a student under the direction of an instructor. Topics are selected on an individual basis, and are not allowed to duplicate existing FGCU courses. Credit hours may vary. Students must obtain an access code from the instructor in order to register for the course.

**MAT 4930 Special Topics** 1 to 4 credits
MAT 4930 is a course centering around a topic of current interest, or subject of study not normally offered by FGCU. Topics may vary according to interest and needs of instructor and students. Credit hours may vary. Prerequisites may vary depending on the content of the course; students must consult with the instructor before registering.

**MAT 4937 Senior Seminar** 2 credits
MAT 4937 is the senior capstone course. Students will undertake a variety of problem-solving activities and/or research projects to provide an integrative experience within the discipline.
Prerequisites: MAS 4301 with a minimum grade of C- and MTH 2226 with a minimum grade of C and MAP 3163 with a minimum grade of C-

**MAT 4940 Internship** 1 to 4 credits
MAT 4940 is a practical application of knowledge in an external setting. Credit hours may vary. Departmental approval required. Grading criteria to be jointly determined by supervising faculty member and supervisor at place of employment.

**MCB 2010C Microbiology with Lab** 4 credits
Students study the biology of microorganisms. Structure, physiology and ecology of bacteria, algae, viruses, protozoa and lower fungi will be investigated. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.
Prerequisites: BSC 1010C

**MCB 3020C General Microbiology** 4 credits
A study of the structure, function and genetics of bacteria and other microorganisms, their relationships in natural and controlled environments. Emphasizes the interactions of pathogenic bacteria with their hosts. Laboratory includes an introduction to the isolation, identification and culture techniques of bacteria and other microbes and their physiological and pathological properties.
Prerequisites: CHM 2210C and BSC 1010C; Fee Required

**MCB 4203C Pathogenic Microbiology** 3 credits
Biologic basis of infectious diseases associated with human microbial infections provides an integrated format for laboratory and lecture. Topics include host-parasite relationships, pathogenic characteristics, virulence mechanisms and modes of action of antimicrobial agents. Laboratories cover methods of isolation, detection, enumeration and identification of human pathogenic microorganisms encountered in the clinical microbiology laboratory. Departmental permission or any General Microbiology with Lab course at the 2000 level or above.
Prerequisites: MCB 3020C or MCB 2010C; Fee Required

**MCB 4507C Virology Mycology Parasitology** 3 credits
Lecture and laboratory course highlights medically important viruses, parasites and fungi. Topics include clinical presentation, mechanisms of infection, diagnostic techniques and treatment. Laboratory exercises emphasize culture and identification techniques used to investigate specific human pathogens. Departmental permission or any Microbiology with Lab course at 2000 level or above.
Prerequisites: MCB 3020C or MCB 2010C; Fee Required

**MGC 1106 Math for Liberal Arts I** 3 credits
A survey course of various topics in mathematics, intended for students pursuing a degree in a nonscience field. Topics will come from the general areas of combinations, probability and statistics, history of mathematics, geometry, set theory, and logic.
Prerequisites: MAT 1033 with a minimum grade of C-

**MGC 1107 Math for Liberal Arts II** 3 credits
A survey course of various topics in mathematics, intended for students pursuing a degree in a nonscience field. Topics will come from the general areas of financial mathematics, exponential growth, number systems and number theory, history of mathematics, and graph theory.
Prerequisites: MAT 1033 with a minimum grade of C-

**MGC 2501 Principles of Modern Math I** 3 credits
This course is an introduction to techniques of discrete mathematics used in contemporary applications. Topics include: sets, vectors, vector geometry in space, projection and resolution of vectors, systems of equations, matrices, Gaussian elimination, linear inequalities and linear programming, sequences, extrema of sequences, differences and difference equations, analytic solution to difference equations, equilibrium and stability of first order equations, the derivative, applications to engineering, business, and natural sciences.
Prerequisites: MAC 1105 with a minimum grade of C-
MGF 2502 Principles of Modern Math II 3 credits
Aspects of discrete mathematics used in contemporary applications are discussed in this course. Topics include: Counting and enumeration principles, probability and conditioning in finite sample spaces, Bayes' Theorem, computational complexity, graphs and trees, shortest path and matching algorithms, symmetry operations, introduction to groups, principles of error-detecting codes.
Prerequisites: MAC 1003 with a minimum grade of C.

MIF 2191 Mathematical Foundations 3 credits
This course provides an introduction to axiomatic systems and techniques of proof, in preparation for upper-level study in mathematics. Topics include: symbolic logic, boolean algebra, set theory, countable and uncountable sets, techniques of proof, functions and relations, mathematical induction, group axioms. Emphasis is on preparing the student to read and write mathematical proofs, and to work with abstract definitions and axioms.
Prerequisites: MAC 2312 with a minimum grade of C.

MIF 4404 History of Math 3 credits
MIF 4404 is the study of the evolution of mathematical thought and methods from antiquity through the Renaissance. Topics include: development of the concepts of number, quantity, and magnitude, algebraic techniques and symbolic notation, solution of polynomial equations, the evolution of the concept of proof, development of number systems, history of number theory and congruences, and notions of infinity and infinitesimals. Mathematical ideas and practice in European, African, Mesopotamian, and Asian cultures will be considered.
Prerequisites: MAC 2312 with a minimum grade of C.

MLS 3038C Essentials of Clinical Lab Sci 3 credits
This introduction to the principles and practices of Clinical Laboratory Science includes laboratory history, ethics, safety, accreditation, regulations, phlebotomy, quality management, diagnostic tests selection, education, laboratory information systems, and professional roles.
Fee Required

MLS 3220C Biological Fluid Analysis 2 credits
Lecture and laboratory highlight the structure and function of the kidney and other endocrine organs. Students perform specimen collection, handling, microscopic examination, physicochemical, and microscopic evaluation of urines and other biological fluids and correlate with disease states.
Prerequisites: CHM 1041C and BSC 1010C.
Fee Required

MLS 4150 Case Studies Clinical Lab Sci 1 credit
Students present case studies of current topics in clinical laboratory science. Departmental permission, acceptance into the Department of Clinical Laboratory Science and senior standing.
Prerequisites: MLS 3038C.

MLS 4191C Molecular Diagnostics 3 credits
This course presents the molecular mechanics of human diseases and focuses on diagnosis through cyto genetic and nucleic acid molecular technology. Laboratories emphasize basic and clinical techniques of DNA-based diagnostic methods. Departmental permission of any genetics course at the 2000 level or above.
Prerequisites: PCB 3063C.
Fee Required

MLS 4308C Hematology/Hemostasis 3 credits
Lecture and laboratory course integrates theory with application of hematology and hemostasis diagnostic procedures, interpretation, problem solving and correlation of laboratory findings with disease states. Topics include hematology, cell morphology and hematologic evaluation of peripheral blood and bone marrow, anemias, thalassemias and hemoglobinopathies, myelodysplastic syndromes, lymphoproliferative and myeloproliferative disorders, immunoproliferative disorders, and malignant lymphomas. Overview of hemostasis provides studies in coagulation, platelet disorders and bleeding abnormalities.
Prerequisites: BSC 1010C.
Fee Required

MLS 4506C Clinical Immunology 2 credits
Course integrates basic and clinical immunology featuring clinical presentation, immunopathological features, diagnosis and treatment of immunologically related diseases. Laboratories include procedures and diagnostic techniques utilized in a clinical immunology laboratory. Departmental permission or any Immunology course at the 2000 level or above.
Prerequisites: PCB 4233C.
Fee Required

MLS 4550C Immunohematology & Transfusion 3 credits
Lecture and laboratory course integrates theoretical concepts and practical application related to the blood donation process, transfusion therapy practice and blood group system biochemistry, genetics and serology. Departmental permission or any Genetics and Immunology course at 2000 level or above.
Prerequisites: PCB 3063C and PCB 4233C.
Fee Required

MLS 4625C Clinical Biochemistry 3 credits
Students study the relationship and application of clinical biochemistry to the diagnosis, prognosis, and treatment of human disease. Lecture and laboratory integrate theoretical principles and the application of analytical techniques of carbohydrates, proteins, lipids, enzymes, electrolytes, nitrogen metabolites, inborn errors of metabolism, therapeutic drug monitoring, and toxicology.
Prerequisites: BCH 3023C.
Fee Required

MLS 4820C Clinical Biochemistry Practicum 3 credits
Advanced practical experience and didactic information in a clinical biochemistry laboratory emphasize chemistry instrumentation, immunochemical analysis, electrophoresis, blood gases, TDM, and toxicology. Departmental permission, acceptance into the Department of Clinical Laboratory Science and senior standing.
Prerequisites: MLS 4625C.
Fee Required

MLS 4821C Clinical Microbiology Practicum 3 credits
Students gain advanced practical experience and didactic information in a clinical microbiology laboratory utilizing diagnostic techniques in the identification of pathogenic bacteria, viruses, parasites and fungi. Departmental permission, acceptance into the Department of Clinical Laboratory Science and senior standing.
Prerequisites: MCB 4203C.
Fee Required

MLS 4822C Clinical Hematology Practicum 3 credits
This advanced practical experience in a clinical hematology/hemostasis laboratory includes performance of diagnostic procedures and presentation of didactic information with emphasis on clinical correlation. emphasis on clinical corre-
ulation. Departmental permission, acceptance into the Department of Clinical Laboratory Science and senior standing.
Prerequisites: MLS 4308C
Fee Required

**MLS 4823C Clinical Immunohematology Prac** 3 credits
This advanced practical experience in a clinical immunohematology laboratory and perfusion service includes compatibility testing, blood/blood component transfusion procedures and antibody detection and identification testing. Clinical experience and didactic information incorporates the operation and management of a transfusion service and a donor center. Departmental permission, acceptance into the Department of Clinical Laboratory Science and senior standing.
Prerequisites: MLS 4590C
Fee Required

**MLS 4824C Clinical Enrichment** 1 credits
Clinical laboratory experience and didactic information in areas such as flow cytometry, tissue typing, forensics, or cytogenetics, or in clinics, rural settings, reference laboratories or other laboratory settings provide advance practice opportunities. The course may be repeated for different content areas. Departmental permission, acceptance into the Department of Clinical Laboratory Science and senior standing.
Fee Required

**MLS 4826C Clinical Immunology Practicum** 2 credits
This advanced practical experience in a clinical immunology laboratory includes diagnostic techniques with emphasis on clinical correlation. Departmental permission required.
Prerequisites: MLS 4506C
Fee Required

**MLS 4911L Research in Molecular Diagnost** 4 credits
Research in Molecular Biology is gained under the guidance and supervision of department faculty in an industrial biotechnology laboratory, molecular diagnostic laboratory or research facility. Departmental permission required.
Prerequisites: PCB 4325C and MLS 4191C
Fee Required

**MLS 4940C Biotechnology/Molecular Pract** 12 credits
Practical experience provides application of Molecular Biology in a biotechnology laboratory, molecular diagnostic laboratory or research facility. Departmental permission required.
Departmental permission required.
Prerequisites: PCB 4525C and MLS 4191C
Fee Required

**MMC3602 Mass Comm & Society** 3 credits
A survey of the history, theory processes, and philosophy of mass communications and the mass media in the United States, and their relationship to the other major institutions of American society.

**MMC4123 Film and Television Writing** 3 credits
Introduction to writing for film and television utilizing computer programs.

**MTG 4212 College Geometry** 4 credits
This course is the study of axiomatic structure of Euclidean geometry, and introduction to non-Euclidean and transformational geometry. Topics include: axioms of absolute geometry, Saccheri quadrilateral, parallel postulate and consequences, alternatives to parallel postulate, non-Euclidean geometries, vectors, vector approach to Euclidean geometry, symmetry transformations and isometries.
Prerequisites: MTH 2191 with a minimum grade of C-

**MUE 4210 Music for the Child** 3 credits

**NUR 3046C Pop Based Care: Rural Cultural** 3 credits
A culturally congruent, holistic, environmental, and health focused approach serves as a foundation for examination of the health needs, health hazards, economics, access to care, and healing practices of rural and culturally diverse populations. Health promotion is integrated with practice experiences.
Prerequisites: NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C
Fee Required

**NUR 3065C Hlth Assess: Basis Prof Pract** 4 credits
Key aspects of health assessment for culturally diverse groups of children, adults, and elders are comprehensively examined and practiced in classroom and laboratory settings. Assessment outcomes lead to developing a prioritized plan of care for client directed care. The construct of health promotion and concepts of health, healing, empowerment, and environment are quintessential components of the course. This course is addressed from a holistic, health-focused approach.
Prerequisites: BSC 1085C and BSC 1086C
Fee Required

**NUR 3125 Physio Responses Alter Health** 3 credits
Major concepts of inflammation, wounds, infections, pain and immune deficiency as well as basic concepts underlying pathological processes are examined. Physiological responses to environmental, sociocultural, genetic, lifestyle, and developmental factors are stressed with emphasis on practical application from an interdisciplinary and holistic perspective. Processes and consequences of multiple systems pathologies are presented in a dialectic approach. This course complements NUR 3145 Chemical, Herbal, and Nutritional Therapies.
Prerequisites: BSC 1085C with a minimum grade of C and BSC 1086C with a minimum grade of C

**NUR 3145 Chemical Herbal Nutr Therapies** 2 credits
In-depth study and practice of polypharmacy, polytherapy, and the most commonly used chemical, herbal, and nutritional therapies are examined from an interdisciplinary perspective. Application of principles and practices of medication administration, herbal remedies, and nutritional therapies are studied. This course complements NUR 3125 Physiological Responses to Alterations in Health.

**NUR 3465C Pop-Based Care: Spec Pops** 5 credits
The impact of environment on the lived experiences of clients engaging life’s normal health related transition from birth to death is examined. The course focuses on client-empowering interdisciplinary coventions which promote health, wellness, and self-efficacy. Practice experiences center on health and healing with clients encountering transitional challenges to health.
Prerequisites: NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C
Fee Required

**NUR 3828 Caring Scholar Clinician** 1 credits
This seminar focuses on socializing students for a professional role within the nursing discipline. Immersion into Department purpose, philosophy, and goals form the point of departure for developing professional role, identifying commitment to a professional career, and appreciating development of the discipline. Seminars are based upon student identified learning needs and practice experiences. Course must be taken with any nursing practice course.
NUR 3935 Nursing Elective 3 credits
Students engage in an in-depth examination of a current or emerging topic or issue in nursing. This course may be repeated for credit for different topics.

NUR 4636C Community Partnered Care 4 credits
Students engage in community partnerships that are informed, flexible, and negotiable for empowering clients to determine their own health destinies. The health of communities as determined by the lived experiences, values, struggles, and interconnectedness of the people that make up the community are studied. Public health and community health are examined regarding policies and legislative issues that influence distribution of health resources.
Prerequisites: NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C
Fee Required

NUR 4756C Pop Based Care: Vulnerable Pop 5 credits
The impact of environment on the lived experiences of clients when confronted with real or perceived threats to health is examined. Interdisciplinary, client-directed strategies for empowering and improving the health and well-being of institutionalized, cognitively impaired, and economically, emotionally, physically, and/or developmentally challenged clients form the focus of the course. Nursing practice experiences are with acutely, chronically ill clients in a variety of settings.
Prerequisites: NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C
Fee Required

NUR 4767C Crisis Based Care 5 credits
Intensive examination of crisis theories, crisis interventions and coventions, and crisis environments is provided by nursing experiences in critical care, emergency, neonatal, maternal, perioperative, and mental health settings. High touch/high tech nursing care is emphasized. The lived experiences of clients with critical injury and life threatening problems are examined from a holistic caring perspective. Previously licensed students may take NUR 3125, NUR 3145, and NUR 3065C as co-requisites.
Prerequisites: NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C and NUR 4756C with a minimum grade of C
Fee Required

NUR 4825 Caring Scholar Clinician II 1 credit
The interrelationship of nursing theory, research, and practice is studied. Concurrent nursing practice experiences propel seminar discussion to strengthen understanding of nursing as a discipline. Seminars are based upon student identified learning needs, practice driven discussions, and use of active learning methods directed toward understanding praxis as an action for transformation. Course must be taken with any nursing practice course.

NUR 4826C Issues Based Care 5 credits
Contemporary legal-political, ethical, psychological, sexual and gender, environmental, social, professional, and practice issues are derived from student practice experiences. Classroom discussion arises from these experiences. Through praxis, innovative approaches to issues and dilemmas affecting the health and well being of people within western society are postulated.
Fee Required

NUR 4837L Nur: Challeng Pres Shape Future 2 credits
Students engage in the critical appraisal of nursing and the practice of nursing within the health care system. An expected course outcome is an understanding of the professional role as a forecaster and change agent.

NUR 4905 Directed Independent Study 1 to 6 credits
The individualized pursuit of a selected topic is the focus of independent study.

NUR 4948L Practice: Elective 3 credits
The Practice Elective is designed to strengthen student competency, self-confidence, leadership, clinical judgment, and to facilitate their integration into the social system. Students integrate the power of caring, communication, critical thinking, health promotion, and cultural connectedness as they engage in complex practice situations. This course is highly individualized as students engage in praxis and pursue their own career goals. This is an FSBN precepted experience.
Fee Required

OCE 1001C Marine Systems 3 credits
This course provides an interdisciplinary introduction to the study of the world's oceans. Students become acquainted with basic scientific and oceanographic concepts through a hands-on exploration of the marine environments of Southwest Florida. Topics to be addressed include: the role of the oceans in determining weather and climate; environmental stress and marine mammals; building on moving beaches; and estuaries: nurseries of the sea. Lecture, laboratory and field experiences are fully integrated in this general education course designed primarily for students with a concentration other than in the natural sciences.
Fee Required

OCE 4008C Oceanography 3 credits
A systems approach to the study of the world's oceans integrating elements of biological, chemical, geological and physical oceanography. This course focuses on the marine ecosystems of Southwest Florida to examine basic oceanographic principals and processes. A significant component of the course is field- and laboratory-based, providing hands-on experience in investigating and understanding the marine environment. As part of this hands-on approach, students will work in teams to develop research projects exploring specific aspects of oceanography. The course is intended primarily for students with concentrations within the natural sciences.
Permission of Instructor.
Prerequisites: PCB 326C with a passing grade
Fee Required

ORI 3000 Intro Communication as Perform 3 credits
Course is designed to develop proficiency in the understanding and oral communication of literature and other written materials. Students learn the phonetic alphabet and transcription during the first few weeks; after which, emphasis is placed on voice, diction, and the oral interpretation of poetry, prose and dramatic readings. Students are exposed to and learn some of the basic fundamental vocabulary of a speech performance course, especially at the beginning of the semester. A prerequisite course of SPC 2023 is recommended but not required.

OTH 3000 Defining Occupational Therapy 2 credits
This course is designed to provide the history, philosophies and evolution of the profession. The roles of an occupational therapist are discussed, along with the practice acts, certifications and state licensure, professional associations, and legislation pertaining to the healthcare consumer. The Occupational Performance Process Model is presented as a frame-
work for the delivery of occupational therapy services and as a basis for the occupational therapy curriculum design at FGCU. Students are introduced to the concepts of professional behaviors and initiate their own professional portfolio; in addition, ethical issues related to occupational therapy practice are introduced and are elaborated upon in subsequent courses. Students are involved in Level I Fieldwork during this course. Admittance to the occupational therapy program or departmental approval is required for enrollment.
Corequisites: OTH 3012C

**OTH 3012C Dynamics of Communication** 3 credits
This course provides an introduction to the components of communication and various learning styles through the use of verbal, written, and experiential activities. Level I fieldwork experiences provide students with opportunities to observe communications among professionals and to interact with professionals and clients in clinical or community settings. The significance of effective professional communication in formal and informal presentations, and client and family interactions is emphasized. Group theories, as they apply to interdisciplinary teams, conflict resolution and therapeutic groups are introduced. Admittance to the Occupational Therapy program or departmental approval is required for enrollment.
Corequisites: OTH 3000
Fee Required

**OTH 3016 Theoretical Approaches** 1 credits
Theoretical approaches for today's occupational therapy practice are defined and compared. Case studies provide students opportunities to determine which theories will guide the occupational therapist's choice of assessment tools and therapeutic interventions. Level I fieldwork experiences enable students to observe, analyze and discuss the application of theoretical frames of reference used by occupational therapists in clinical and community settings. Admittance to the occupational therapy program or departmental approval is required for enrollment.
Corequisites: OTH 3000 and OTH 3012C
Fee Required

**OTH 3220C Occupation Performance Issues** 3 credits
This course emphasizes a dual client-therapist screening process which identifies occupational performance issues. Physical and psychosocial conditions across the lifespan are introduced. Using case studies, appropriate screening tools relating to a client's occupational roles are introduced as a method for obtaining client validation. Students identify theoretical approaches as the initial step in the process of client assessment, evaluation and intervention. Level I fieldwork experiences in clinics or community settings provide students with opportunities to observe and participate in the client-therapist screening process. A self-paced medical terminology module is included in this course; student competency is evaluated at the end of the term. Admittance to the occupational therapy program or departmental approval is required for enrollment.
Corequisites: OTH 3000 and OTH 3012C
Fee Required

**OTH 4109C Assistive Technologies** 2 credits
This course explores the need for modifications, ergonomic interventions, and assistive technologies that will maximize client function and prevent further injury in relation to the clients' occupational performance deficits. Consultation skills related to assistive technologies issues for individuals and organizations are developed. Fabrication and/or modification of assistive devices are practiced. The use of off-campus clinicals provides students with opportunities to observe and further practice these skills. Admittance to the occupational therapy program and successful completion of OTH 4845 Fieldwork Level II are required for enrollment.
Corequisites: OTH 4845
Fee Required

**OTH 4224C Ass'mnt Occupat. Performance I** 4 credits
This course presents assessments used to identify physical, psychosocial, cognitive, perceptual, and motor components that influence occupational performance needs across the lifespan. Psychometric properties of assessments, analysis and psychometric properties of assessments, analysis and synthesis of assessment results, and ethical decision-making are emphasized in this course. In addition, students learn assessment of potential safety issues, transfer techniques, and methods for reinforcing appropriate use of mobility aids, students practice the administration and documentation of assessments with each other and in Level I fieldwork experiences in local clinics and community settings. Admittance to the occupational therapy program or departmental approval is required for enrollment.
Corequisites: PHT 3016 and PHT 3106C and NUR 3125
Fee Required

**OTH 4225C Ass'mnt Occupat. Performance II** 2 credits
This is a continuation of OTH 4224C Assessment of Occupational Performance Component: Part I. This course covers musculoskeletal and neurological assessments to evaluate the client's occupational performance. Students refine their evaluation and documentation skills, including the analysis and synthesis of results. The principles and performance of task analysis is covered in relation to assessment of occupational performance issues. Ethical decision-making in the assessment process is included in this course. Students practice the administration of assessment in Level I fieldwork experiences in local clinics and community settings. Admittance to the occupational therapy program or departmental approval is required for enrollment.
Corequisites: PHT 4123C and PHT 4107C and OTH 4224C
Fee Required

**OTH 4230 Action Plan: Eval to Outcomes** 1 credits
This course teaches the development of the action plan based on results of the screening and evaluation process and dual client-therapist targeted outcomes. The action plan includes development, restoration, maintenance, promotion or prevention strategies related to the client-specific occupations. Students develop skills in writing measurable goals and objectives which are matched to targeted outcomes and supported by chosen theoretical approaches. Admittance to the occupational therapy program or departmental approval is required for enrollment.
Corequisites: OTH 4224C and PHT 4123C and PHT 4107C
Fee Required

**OTH 4232C Implementation & Evaluation** 6 credits
This course teaches the selection and implementation of tasks and activities, as well as use of other therapeutic interventions appropriate to the chosen theoretical framework and the action plan developed to address the client's occupational performance deficits. Students develop skills necessary to grade activities and adapt the action plan to respond to the client's feedback and progress. Evaluation of client outcomes and review of the occupational performance process are emphasized, and related to the determination of need for continued
services. Ethical decision-making in the implementation process is included in this decision. The use of off-campus clinics provides students with opportunities to observe, and practice intervention techniques. Admittance to the occupational therapy program and successful completion of OTH 4815 Fieldwork Level II are required for enrollment.

Prerequisites: OTH 4815
Corequisites: OTH 4109C
Fee Required

OTH 4845 Fieldwork Level II 3 credits
This is a seven (7) week, full-time internship in a clinical or community setting under the direct supervision of an Occupational Therapist, Registered (OTR). Working with clients, the student: names, validates, and prioritizes client performance issues; selects appropriate theoretical approaches to guide the screening and assessment of client occupational performance deficits; completes client screenings and assessments; and develops action plans with measurable goals and objectives which are matched to the client-therapist agreed upon targeted outcomes. This course includes a series of pre-fieldwork seminars, as well as the review of the professional portfolio. Admittance to the occupational therapy program and successful completion of all previous coursework are required for enrollment.

Prerequisites: OTH 4230 and OTH 4225C

OTH 4846 Fieldwork Level II 3 credits
This 2nd full-time internship is eight (8) weeks in length and is under the direct supervision of an Occupational Therapist, Registered(OFR). Students are assigned to a clinical or community setting which is significantly different from their previous fieldwork placement or which serves a different client population. Working with clients, students continue to utilize the skills developed in the previous fieldwork setting. The students also select and implement tasks and activities appropriate to the action plan, grade the activities according to the client’s abilities and needs, adapt the action plan, evaluate client outcomes, recommend and teach the use of appropriate technologies, and determine the need for continued service or discharge. Admittance to the occupational therapy program and successful completion of all previous coursework are required for enrollment.

Prerequisites: OTH 4225C and OTH 4109C

OTH 4847 Fieldwork Level II 3 credits
This 3rd full-time internship is nine (9) weeks in length is under the direct supervision of an Occupational Therapist, Registered(OFR). This fieldwork placement is chosen to further expand the students’ experiences with clients across age-span and representing various occupational performance issues and diagnostic groups typically served by occupational therapists. Students assume responsibility for all aspects of clients’ occupational therapy programs, from initiation through discharge. A final review of the professional portfolio is carried out. Admittance to the occupational therapy program and successful completion of all previous coursework are required for enrollment.

Prerequisites: OTH 4846

PCB 3033C Concepts of Ecology 2 credits
Basic concepts of ecology at population, community, ecosystem, and landscape levels will be studied in integrated lectures, laboratory, and field exercises. This course will be integrated with Teaching Methods in the Secondary Sciences.

Prerequisites: BSC 1002C with a minimum grade of C
Fee Required

PCB 3043C General Ecology 3 credits
Basic concepts of ecology at population, community, ecosystem, and landscape levels will be studied in integrated lectures, laboratory, and field exercises. Fee Required

PCB 3063C Genetics 3 credits
A study of the principles and theories of heredity including the gene concept, Mendelian and non-Mendelian inheritance. Basic concepts include: the nature, organization, transmission, expression, recombination and function of genetic materials. Principles are derived for genetically characterizing populations. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

Prerequisites: BSC 1005C with a minimum grade of C or BSC 1006C with a minimum grade of C and CHM 2045C with a minimum grade of C
Fee Required

PCB 3134C Cell Biology 3 credits
Students will investigate cellular biochemistry and physiology. An in-depth study of prokaryotic and eukaryotic cellular organelles including their morphology and function will be carried out. Cellular mobility, growth, energetics, division, communication and regulation will be studied. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

Prerequisites: BSC 1005C with a minimum grade of C or BSC 1011C with a minimum grade of C or BSC 1010C with a minimum grade of C and CHM 2045C with a minimum grade of C
Fee Required

PCB 3253C Developmental Biology 3 credits
An in-depth study of vertebrate development including: modes of reproduction, early embryonic development, organogenesis, differentiation, morphogenesis, human embryology, regeneration, aging and death. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies and collaboration.

Prerequisites: BSC 3230C with a minimum grade of C or BSC 1086C with a minimum grade of C
Fee Required

PCB 3324C Soil Ecology 3 credits
This course integrates the study of the physical process of soil formation, the resulting biological communities, and the physical and chemical dynamics that affect these communities. The emphasis will be on soil structures and communities found in Southwest Florida.

Fee Required

PCB 3364C Physiological Ecology 3 credits
Key physiological and behavioral adaptations of animals and plants to temperate and tropical environment will be explored in integrated lectures, discussions, laboratory, and field exercises. A variety of topics will be considered including: the physiology of locomotion, adoptions to maximize photosynthesis and respiration, the influence of life's fluid media (water and air) on physiology and behavior, removal of metabolic wastes, the acquisition of food, social behavior among animals, and reproductive strategies.

Fee Requirement

PCB 3414C Behavioral Ecology 3 credits
Key behavioral adaptations of invertebrates and vertebrates to their environments will be studied in integrated lectures, laboratory, and field exercises involving such topics as exploration, habitat selection, feeding, reproduction, and social
behavior. The adaptive roles of innate and learned behavior will be discussed in relation to different behaviors.

Fee Required

PCB 3422C Population Ecology 3 credits
This course involves the study of ecological principles as applied to populations and how they adjust and adapt to different abiotic and biotic factors. Topics include: population genetics, factors influencing population distributions, population regulation, interspecies interactions, interspecies interactions, community structure, and managing populations. This course is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies.

Fee Required

PCB 3460C Ecosystem Monitor & Resea Method 3 credits
Overview of ecological concepts and basic methods of inventing, monitoring, and conducting research on terrestrial, freshwater, and marine ecosystems will be studied in this course in a series of integrated laboratory and field exercises, emphasizing hands-on experiences. Methods will include those used in describing climatic, chemical, and physical features as well as biotic features including field identification. The field emphasis will be on Southwest Florida ecosystems.

Fee Required

PCB 3461C Terr Ecos Monitor & Res Methods 3 credits
Basic ecological concepts and methods of inventing, monitoring, and conducting research on terrestrial ecosystems including soil ecology, will be studied in this course in a series of integrated laboratory and field exercises, emphasizing hands-on experiences. Methods will include those used in describing climatic, chemical, and physical features as well as biotic features including field identification. The field emphasis will be on Southwest Florida ecosystems.

Prerequisites: PCB 3324C with a minimum grade of C

Fee Required

PCB 3462C Freshwet Ecos Mon & Res Method 3 credits
Basic ecological concepts and methods of inventing, monitoring, and conducting research on freshwater and marine ecosystems will be studied in this course in a series of integrated laboratory and field exercises, emphasizing hands-on experiences. Methods will include those used in describing climatic, chemical, and physical features as well as biotic features including field identification. The field emphasis will be on Southwest Florida ecosystems.

Prerequisites: PCB 3403C with a minimum grade of C

Fee Required

PCB 3463C Marine Ecos Mon & Res Method 3 credits
Basic methods of inventing, monitoring, and conducting research on marine ecosystems will be studied in this course in a series of integrated laboratory and field exercises, emphasizing hands-on experiences. Methods will include those used in describing climatic, chemical, and physical features as well as biotic features. The field emphasis will be on Southwest Florida ecosystems.

Prerequisites: OCB 4044C with a passing grade

Fee Required

PCB 3703C Human Physiology 3 credits
Students will study the organs and organ system of the human body as they operate individually and integrate together. Special attention is devoted to cardiovascular, respiratory, neuromuscular, endocrine, renal and reproductive physiology. The curriculum is inquiry based and fully integrated with activities which emphasize active learning strategies and collaboration.

Prerequisites: PHY 2034G with a minimum grade of C and CHM 2211C with a minimum grade of C and ZOO 2713 with a minimum grade of C or BSC 1011C with a minimum grade of C

Fee Required

PCB 4233C Immunology 3 credits
An integrated lecture/laboratory course presents theory and basic principles of the immune system. Included are antigen-antibody reactions, immunoglobulin structures; genetics, cellular immunity and immunopathology.

Prerequisites: CHM 2211C and BSC 1010C

Fee Required

PCB 4303C Limnology 3 credits
An interdisciplinary approach to the examination of inland waters including lakes, streams, marshes, and swamps. Emphasis will be placed on the biotic, chemical and geological components of these aquatic ecosystems using Florida wetlands as models. The course is intended for students with interests in biology, environmental studies, and/or interdisciplinary natural sciences. Permission of instructor.

Prerequisites: PCB 3326C with a minimum grade of C

Fee Required

PCB 4330C Global Ecology 3 credits
Major bioregions of the world and the abiotic factors differentiating them will be studied, along with their unique geological and biological heritages. Global issues impacting and showing relationships between these bioregions will be investigated.

Fee Required

PCB 4411C Landscape & Ecosystems Ecology 3 credits
Species are not distributed at random but instead occur in living communities of co-evolved populations adapted to specific physical and chemical environments. These living communities and their abiotic environments constitute ecosystems. Ecosystem structure, function, and processes will be studied in this course along with broader landscape and watershed features that influence the distribution of ecosystems in a series of integrated lectures, laboratory, and field exercises.

Fee Required

PCB 4523C Molecular Genetics 3 credits
Genetics will be investigated at the molecular level. Gene structure, function, variation and control will be studied with respect to animal and plant cell structure and function. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

Prerequisites: BCH 3023C with a minimum grade of C and PCB 3063C with a minimum grade of C

Fee Required

PCB 4783C Cell Membrane Physiology 3 credits
Chemical and physical properties of the plasma membrane are studied in this course. Plasma membrane biosynthesis and functions in transport and signal transduction will be investigated. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

Prerequisites: BCH 3023C with a minimum grade of C and PCB 3134C with a minimum grade of C

Fee Required

PET 4035 Hlth, Safety, Nutri & Mot Ski 3 credits
Prepares teacher candidates to plan developmentally appropriate motor activities, to apply sound health services to create safe and healthy environments, and to understand the components of good nutrition for both typically and atypically developing young children.
PGY 2401C Photography I 3 credits
This course studies photography as a creative means of expression. It uses 35mm technology and introduces the students to fine black and white printmaking.
Prerequisites: ART 1201C

PGY 4410C Photography II 3 credits
This course covers photography as fine art. The student develops a series of portfolio images based on personal vision and understanding of the medium.
Prerequisites: PGY 2401I with a passing grade

PHH 2000 Introduction to Philosophy 3 credits
This course introduces students to the various key philosophical orientations, thinkers, and topics which have evolved during the history of humankind. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101I with a minimum grade of C

PHI 3103 Critical Thinking 3 credits
The practical application of logical concepts.
Prerequisites: ENC 1101I and ENC 1102I

PHI 3106 Principles of Rhetoric & Argum 3 credits
This course will introduce the formal principles of argumentative discourse, both logical and rhetorical, and apply those principles to the tasks of critical reading and constructing sound arguments.
Prerequisites: ENC 1101I and ENC 1102I

PHI 3223 Philosophy Human Communications 3 credits
This course will be an examination of the philosophical foundations of thinking, speaking, and writing; the nature and structure of human knowing; the mediation of inter-subjective relations through spoken language; and the fixing of human experience in texts.
Prerequisites: ENC 1101I and ENC 1102I

PHI 4905 Directed Independent Study 3 credits
Individual study by students under the direction of a faculty member. Topics vary; they are usually selected on an individual basis.

PHT 3106C Integrated Human Anat Neuro I 3 credits
This first course in a three-course sequence will lead students in an in-depth study of human anatomy, focusing on the musculoskeletal and neuromuscular systems. Anatomical histology, cytology, and embryology will be investigated. Laboratory experiences include surface anatomy, use of anatomical models and software, and observation of human dissection. Anatomical and neurophysiological changes through the lifespan and applications to physical therapy practice will be emphasized. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.
Fee Required

PHT 3156C Physio Dimensions Human Activity 3 credits
The course emphasizes the understanding and application of knowledge regarding human cardiopulmonary, neuromuscular and metabolic responses to exercise and adaptations as a result of chronic exercise training. Application of this knowledge includes the well population of all ages and their populations with health conditions which impact their physiologic response to exercise. Students will learn exercise assessment and intervention techniques and develop awareness of the possible effects of the client's psychological and social context to the outcome of therapeutic care. Laboratory experiences are provided to aid in the understanding of the basic principles underlying the responses of the body to various stimuli. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.
Fee Required

PHT 3902 Comm-Based Exper Hlth Care I 1 credits
This course, the second in a series of three for the physical therapy student, is an early guided community-based learning experience, allowing the student to observe a health care or human service professional's in their work setting. This early exposure is designed to provide an opportunity for the student to become immersed in an early learning experience, to increase the student's comfort level in community settings, and to continue the process of socializing the student to the role of health care and human service professionals. This experience is based on individual student-identified learning objectives and self-evaluation of experiences in Community-Based Experience in Health Care I (PHT 3901). The student identifies new learning objectives, building on experiences in PHT 3901 which are approved by a faculty advisor and community mentor. The student is responsible for contacting a community mentor and arranging the learning experience with the support and guidance of a faculty advisor. The experience and learning outcomes are documented through journaling and other assignments.
Prerequisites: PHT 3901

PHT 4008 Topics in Physical Therapy II 1 credits
This course provides an in-depth look at physical therapy regulations, physical therapy involvement in the legislative process, and the APTA Code of Ethics. Current issues which have a significant bearing on the delivery of physical therapy today and the future are explored. Physical therapy roles in the health care community and the local community are examined. Other topics are guided by course faculty and student participants, in response to current trends in physical therapy.
Prerequisites: PHT 3007

PHT 4107C Integrated Human Anat Neuro II 5 credits
This second course in a three course sequence will lead students in an in-depth study of the anatomy of the human upper and lower extremities, thorax, abdominal cavity, digestive system, respiratory system, heart and circulatory system, as well as the Autonomic Nervous system. The neural basis of movement will be explored, including cortical and brain stem control, spinal integration and the functions of the basal ganglia and cerebellum. Laboratory experiences include surface anatomy, use of anatomical models and software, and observation of human dissection. Anatomical and neurophysiological changes through the lifespan and applications to physical therapy practice will be emphasized. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.
Prerequisites: PHT 3106C
Fee Required

PHT 4108C Integrate Human Anat Neuro III 3 credits
This final course in a three-course sequence will lead students in an in-depth study of human anatomy focusing on the anatomy of the head, face and neck. Sensation and perception will be explored in addition to cortical functions and neural plasticity. Laboratory experiences include surface anatomy, use of anatomical models and software, and observation of human dissection. Anatomical and neurophysiological changes through the lifespan and applications to physical therapy practice will be emphasized. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.
course list-serv and face-to-face involvement during laboratories and field experiences.  
Prerequisites: PHT 4107C  
Fee Required

PHT 4123C Biomech Dimensions Human Mvmt 3 credits  
During this course, students will study the mechanical and neuromuscular components of human motion. To prepare for physical therapy practice, students learn both normal movement and the effects of pathological conditions on movement. Lifespan developmental changes are studied. In laboratory sessions, students actively participate in the application of biomechanical principles in the musculoskeletal system. This web-based course will be enhanced by faculty interaction through a designated course list-serv, and face-to-face involvement during laboratories and field experiences.  
Prerequisites: PHT 3106C  
Corequisites: PHT 4107C  
Fee Required

PHT 4146 Lifespan Develop Across Domain 3 credits  
This course, designed primarily for the physical therapy and occupational therapy student, explores the dimensions of development across the lifespan. Development across domains for each age group is examined within the context of family and culture with attention paid to individual differences and variations in development. Special emphasis is placed on the development of children, with an in-depth focus on motor development. Typical developmental stages and transitions of adulthood are also discussed. The interrelated nature of development is discussed throughout the course. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.  
Fee Required

PHT 4262C Skills PT Exam & Intervention 6 credits  
This course focuses on basic patient examination and intervention skills. Students learn examination skills and data collection necessary for patient evaluation and development of a plan of care. Basic intervention skills including physical agents, mechanical modalities, electrotherapeutic modalities, functional training, massage, range of motion, and introduction exercise prescription are included. The course requires extensive laboratory practice with demonstration of competency in each content area. Students possessing previously acquired intervention skills have the opportunity to demonstrate competency and receive credit for appropriate portions of the course.  
Prerequisites: PHT 4123C and PHT 4108C  
Fee Required

PHT 4903 Comm-Based Exper Hlth Care III 1 credits  
This course, the third in a series of three for the physical therapy student, is an early guided community-based learning experience in which the student observes a health care or human service professional(s) in his/her work setting. This early exposure is designed to provide an opportunity for the student to become immersed in an early learning experience, to increase the student's comfort level in community settings, and to continue the process of socializing the student to the role of health care and human service professionals. The experience is based on individual student-identified learning objectives and self-evaluation of experiences in Community Based Experience in Health Care I and II (PHT3901/3902). The student identifies new learning objectives, building on experiences in PHT3901/3902, which are approved by a faculty advisor and community mentor. The student is responsible for contacting a community mentor and arranging the learning experience with the support and guidance of a faculty advisor. The experience and learning outcomes are documented through journaling and other assignments.  
Prerequisites: PHT 3902

PHY 2048C Gen'l Physics w/Lab I 4 credits  
This course is the first semester of a calculus-based two-semester sequence of general physics (mechanics, wave motion, sound, thermodynamics, geometrical and physical optics, electricity and magnetism) and laboratory for science, mathematics, and engineering students.  
Prerequisites: MAC 2421 with a passing grade or MAC 2311 with a passing grade  
Fee Required

PHY 2049C Gen'l Physics w/Lab II 4 credits  
This course is the second semester of a calculus-based two-semester sequence of general physics (mechanics, wave motion, sound, thermodynamics, geometrical and physical optics, electricity and magnetism) and laboratory for science, mathematics, and engineering students.  
Prerequisites: MAC 2422 with a passing grade or MAC 2312 with a passing grade and PHY 2048C with a passing grade  
Fee Required

PHY 2053C College Physics w/Lab I 4 credits  
Students study the nature of the physical world. Principles of classical mechanics, introduction to wave theory, heat and elementary thermodynamics are investigated. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.  
Note: A prerequisite equivalent to MAC 1147 is acceptable.  
Prerequisites: MAC 1147 with a passing grade  
Fee Required

PHY 2054C College Physics w/Lab II 4 credits  
Students continue their study of the nature of the physical world in this course. Principles of electricity and magnetism, light and modern physics will be investigated. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.  
Prerequisites: PHY 2053C with a passing grade  
Fee Required

PHY 3221 Intermediate Mechanics I 4 credits  
Classical Mechanics, Laws of Newton, Particles, Lagrangian, and Hamiltonian formalisms. First of a two semester sequence.  
Prerequisites: PHY 2049

PHZ 2102 Problem Solving I 1 credits  
Additional problems in mechanics. Designed to allow investigation of problems not covered in the general physics course.  
Corequisites: PHY 2048C

PHZ 2103 Problem Solving II 1 credits  
Additional problems general physics with calculus.  
Corequisites: PHY 2049C

POS 2041 American Nat'l Government 3 credits  
This course analyzes the basic principles and procedures of the American government with emphasis on current issues and trends. It helps the students to gain an understanding of the U.S. American political processes.

POS 2112 State & Local Govt & Politics 3 credits  
Through an analysis of the structure and function of state and local government, the social and political influences that shape them and the dynamics of their administrative processes, students gain an understanding of the U.S. American political processes.
POS 3024 Political Theorists 3 credits
This course is an introduction to political thought and philosophy. It will be organized around perennial normative questions. What is the good life? What is a just society? What obligations do individuals have to society? In answering these questions, the course will draw upon a wide range of classical, early modern, and contemporary political theory, junior or senior level standing required. This course will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation.
Prerequisites: ENC 1102

POS 3033 Issues in Am. Govt. & Politics 3 credits
This course examines the dynamics of the political process. Attention is given to the influence of the media, interest groups, and public opinion in shaping political outcomes. The course also considers the impacts of socioeconomic change at both the national and global levels upon the political process in the United States. This course will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation.
Prerequisites: ENC 1102 and (POS 2041 with a minimum grade of C or POS 2112 with a minimum grade of C.)

POS 4614 Constitutional Law 3 credits
This course examines the constitutional basis of the American legal system. Particular attention is paid to the processes of judicial review with regard to key provisions of the constitution. Students study seminal cases considered by the Supreme Court. This course is designed for upper division students considering attendance law school division standing (junior or senior) is necessary to enroll in this course.
Prerequisites: POS 2041 with a minimum grade of C or POS 2112 with a minimum grade of C

POS 4905 Independent Study 3 credits
Independent study in political science under faculty supervision.
Prerequisites: ENC 1102 or CPO 3002 or POS 3112 or POS 4002

POT 3003 Political Theorists 3 credits
This course is an introduction to political thought and philosophy. It will be organized around perennial normative questions. What is the good life? What is a just society? What obligations do individuals have to society? In answering these questions, the course will draw upon a wide range of classical, early modern, and contemporary political theory, junior or senior level standing required. This course will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation.
Prerequisites: ENC 1102

PPE 4004 Psychology of Personality 3 credits
Methods and findings of personality theories and evaluation of constitutional, bio-social and determinants of personality.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

PSB 4013 Physiological Psychology 3 credits
Gross/cellular neural and physiological components of behavior. Structure and function of the central and peripheral nervous systems and theories of brain functions.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

PSY 2012 General Psychology 3 credits
A broad survey of psychology with an emphasis on cognition, sensory and perceptual, social, personality, abnormal, psychobiology, historical systems motivation, learning and development is provided in this course.

PSY 3044 Experimental Psychology 3 credits
Designed as an in-depth examination of the basic principles of psychological evidence; coverage given to areas of learning, perception, physiological, social and cognition. STA 2122 may be taken concurrently with this course.
Prerequisites: PSY 2012 with a minimum grade of C and STA 2122 with a minimum grade of C

PSY 3213 Research Methods in Psych 3 credits
Logic of experimental design, concepts of control, ethical issues in the conduct of laboratory and applied research, and analysis of experimentally obtained data.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

PSY 4604 History & Systems in Psych 3 credits
Review of the historical roots of modern psychological theories. In-depth consideration of the various schools of psychology, such as behaviorism, Gestalt, psychoanalysis, and phenomenological psychology.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

PSY 4911 Directed Individual Study 3 credits
Senior standing with permission of instructor. Applied practicum in community service agency.
Prerequisites: CLP 4143 with a minimum grade of B and PSY 2012 with a minimum grade of B and PSY 3044 with a minimum grade of B and PSY 3213 with a minimum grade of B and STA 2122 with a minimum grade of B

PSY 4913 Directed Study 3 credits
Student plans and conducts an individual research project or program of directed readings under the supervision of a faculty member.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and PSY 3213 with a minimum grade of C and STA 2122 with a minimum grade of C

PUP 4002 Public Policy 3 credits
This course examines the policy making process across a number of different domains: trade defense, environmental, health, and welfare, among others. This course also examines the impact of interest groups and public opinion of policy formation. This course will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation. Junior or Senior status is highly recommended for this course.
Prerequisites: ENC 1102 and (POS 2041 with a minimum grade of C or POS 2112 with a minimum grade of C)

QMB 3200 Economic & Business Stats II 3 credits
This course studies statistical methods for description of data, interval estimation and hypothesis tests, correlation and multiple regression analysis, analysis of variance, and analysis of qualitative data. The focus is on applications and interpretation. Students use a computer software package for analysis of data in course projects.
Prerequisites: STA 2023 with a minimum grade of C

UNDERGRADUATE COURSE DESCRIPTIONS 155
QMB 3600 Intro to Management Science 3 credits
This course studies fundamental methods of management science, including decision analysis, forecasting, networking, queuing, inventory, and linear programming models. The focus is on application of these models to production and operations management problems. Students use a computer software package to assist in case problem analysis. Prerequisites: STA 2023.

QMB 4703 Simulation & Modeling Tech 3 credits
A study of computer simulation techniques and their application to complex managerial problems. Topics include the process of simulation, the art of modeling, model formulation and validation, strategic and tactical planning, and experimentation and sensitivity analysis. Prerequisites: QMB 3600.

RED 4310 Early Literacy Learning 3 credits
This course prepares preservice teachers to understand the foundations of literacy and the learning principles and instructional strategies necessary to provide literacy instruction to emergent, novice, and transitional readers and writers.

RED 4511 Lit in Intermed & Mid Grades 3 credits
This course prepares preservice teachers to facilitate literacy learning for students who are beyond the primary grades. Students will develop an understanding of instructional strategies and materials appropriate for remedial, multicultural, and mainstream students, including theories of reading disabilities, and develop ways to promote literacy development across the curriculum with an emphasis on content area reading.

REE 3103 Valuation of Real Property 3 credits
An introduction to the appraisal process. The course acquaints the student with the appraisal language and demonstrates the application of a variety of valuation techniques. Determination and estimation of future flows of income and costs, and market criteria that affect the value of commercial, industrial and residential real property. Prerequisites: FIN 3240 with a minimum grade of C.

REE 3204 Advanced Real Estate Finance 3 credits
Real estate financial analysis as applied to various types of property. The course includes a study of the underwriting process, sources of funds, portfolio problems, and governmental programs. Money and mortgage market analysis and the use of modern creative finance are emphasized. Prerequisites: FIN 3240 with a minimum grade of C.

REE 3303 Real Estate Inv Decision Making 3 credits
Advanced concepts of acquisition, ownership and disposition of investment property, taxation, risk/return, cash flow forecasting, financial structuring process, case analysis, strategy formulation for real property. Prerequisites: FIN 3240 with a minimum grade of C.

REL 2306 Contemporary World Religions 3 credits
Students will explore the unity and diversity of religious traditions in a global context in order to understand the mutual interactions between religions and cultures. The emphasis will be on the role of religion in shaping human values which can either create or resolve conflicts, and the impact these values can have on issues of race, ethnicity, and religious diversity. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule. Prerequisites: ENG 1101 with a minimum grade of C.

RMI 3011 Risk Management Insurance 3 credits
Identification of various types of risks, principles underlying selection of appropriate means of handling risks, introduction to life, health, property, liability and other areas of insurance, analysis of insurance as a principal means of managing risk for individuals and commercial entities; organization operation of insurance companies. Prerequisites: FIN 3240 with a minimum grade of C.

SCE 4305 Comm Skills in Science Classroom 2 credits
Reading and communication skills important in understanding scientific literature and communicating findings to others.

SCE 4310 Teach. Elem. School Science 3 credits
Techniques and materials for teaching science in the elementary school.

SCE 4320 Teach Methods Mid Grades Sci 3 credits
Survey techniques and materials unique to science, grades 5-9. Not designed for high school certification purposes.

SCE 4330 Teach Methods in Secondary Sci 3 credits
Techniques and materials of instruction in secondary school sciences.

SCE 4940 Internship: Science Education 9 credits
One full semester of internship in a public or private school. In special program where the intern experience is distributed over two or more semesters, students will be registered for credit which accumulates for 9-12 semester hours. (S/U only)

SLS 1501 Effective Learning 3 credits
Development of strategies for success in higher education. Course includes assessment of individual learning styles and practical application to time management; effective note-taking; study and testing habits; and use of information resources.

SOP 3742 Psychology of Women 3 credits
Current psychological research and historical perspectives on gender differences. Topics include cognitive abilities, socialization, sexuality, and psychology of reproduction. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C and PSY 3213 with a passing grade.

SOP 4004 Social Psychology 3 credits
Survey of methods, empirical findings, and theoretical interpretations in the study of individual behavior and group processes. Topics include persuasion, stereotyping, aggression, altruism, and social influence. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C and PSY 3213 with a passing grade.

SOP 4714C Environmental Psychology 3 credits
Explores the influences of environment on behavior. Topics considered include crowding, privacy, territorial behavior, environmental design, and pollution effects. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C and PSY 3213 with a passing grade.

SPA 3612 Basic American Sign Language 3 credits
Introduction to American Sign Language as used in the deaf community. General discussion of ASL systems and philosophies. Emphasis on building a basic vocabulary. One-hour laboratory course (SPA 3380L) to be taken concurrently. Prerequisites: SPA 3612.
SPA 3612L Basic American Sign Lang. Lab 1 credits
A laboratory designed to offer additional practice in sign language by means of videotapes. Concurrent enrollment at each level of sign language is required. There are no prerequisites. May be repeated up to two credit hours.
Corequisites: SPA 3612

SPA 4000 Common Disorders in Pub Schls 3 credits
An examination of the speech, language and hearing problems affecting school age children and the classroom teacher’s role in the detection, prevention and amelioration of communication disorders.

SPA 4613 Interim American Sign Language 3 credits
A continuation of the basic course which expands the student’s signing skills and introduces American Sign Language idioms. Provides a greater opportunity for skill development in ASL structure and idiomatic language. One-hour laboratory course to be taken concurrently.
Prerequisites: SPA 3612 and SPA 3612L
Corequisites: SPA 4613L

SPA 4613L Interim American Lang. Lab 1 credits
A laboratory designed to offer additional practice in sign language by means of videotapes. Concurrent enrollment in SPA 4613. May be repeated up to two credit hours.
Prerequisites: SPA 3612 and SPA 3612L
Corequisites: SPA 4613

SPC 1595 Intercollegiate Speech Debate 1 credits
Competitive forensics participation for students with limited experience. Areas of emphasis may include: public discussion of issues, speech and debate practice, public performances or tournament preparation. This course may be repeated for a maximum of 4 credit hours. Prerequisite: Consent of Instructor.

SPC 1596 Forensics Activity 1 credits
Noncompetitive forensics participation for students with limited experience. Areas of emphasis may include: public discussion of issues, speech and debate practice, public performance or tournament preparation. This course may be repeated for a maximum of 4 credit hours.

SPC 2023 Public Speaking 3 credits
Students receive instruction and practice to prepare them to speak effectively in public settings. This includes practical experience in speech composition, delivery, and critique. Opportunity for individual assistance in developing speaking skills is provided.

SPC 3210 Theories of Human Communication 3 credits
This course examines human communication theories in a variety of areas including: interpersonal, nonverbal, information processing, verbal, intrapersonal, message production, group and public communication.

SPC 3330 Nonverbal Communications 3 credits
Researchers estimate that as much as 93% of meaning comes from nonverbal cues. This course examines nonverbal communication theory and behavior. After laying a theoretical foundation, we will explore the areas of kinesics, proxemics, haptics, object language, paralanguage, and chronemics.

SPC 3513 Argumentation and Debate 3 credits
Study of the theory and practice of argumentation and debate as applied in oral discourse, analysis of evidence and modes of reasoning. Students will gain practical experience with debate preparation, delivery, analysis, research and critical evaluation.

SPC 3593 Intercollegiate Speech Debate 1 credits
Competitive forensics participation for students with experience. Areas of emphasis may include: public discussion of issues, speech and debate practice, public performances or tournament preparation. This course may be repeated for a maximum of 4 credit hours. Prerequisites: Good academic standing, Junior Status and consent of the instructor.

SPC 3594 Forensics Activity 1 credits
Noncompetitive forensics participation for students of Junior or Senior standing. Areas of emphasis may include: public discussion of issues, speech and debate practice, public performances or tournament preparation. This course may be repeated for a maximum of 4 credit hours.

SPC 3721 Interracial/Intercultural Comm 3 credits
This course examines interracial and intercultural communication theory and behavior. After laying a theoretical foundation, we will explore the effect of race, gender, exceptionality, age, regionality, occupation and education.

SPC 4900 Directed Reading/Ind. Stu 1 to 6 credits

SPN 1120 Beginning Spanish I 3 credits
This is the first course in the first-year Spanish sequence and introduces students to the Spanish language. The topics included in the course are Spanish grammar, syntax, and vocabulary. Through the application of the grammar and vocabulary, students are introduced to some of the cultures and peoples of Spanish heritage. Not open to native or near-native speakers of Spanish.
Corequisites: SPN 1120L

SPN 1120L Beginning Spanish I Lab 1 credits
This lab provides opportunities for students to practice listening comprehension, speaking, sounds, and the grammar and vocabulary learned in this course.
Corequisites: SPN 1120

SPN 1121 Beginning Spanish II 3 credits
This is the second course in the first-year Spanish sequence and continues to introduce students to the Spanish language. The topics included in the course are Spanish grammar, syntax, and vocabulary. Through the application of the grammar and vocabulary, students are introduced to some of the cultures and peoples of Spanish heritage. Not open to native or near-native speakers of Spanish.
Prerequisites: SPN 1120 with a passing grade and SPN 1120L with a passing grade.
Corequisites: SPN 1121L

SPN 1121L Beginning Spanish Lab II 1 credits
This is the laboratory that accompanies SPN 1121. Through oral and written exercises, it provides students with the opportunities to practice what they have learned in the classroom.
Prerequisites: SPN 1120 with a passing grade and SPN 1120L with a passing grade.
Corequisites: SPN 1121L

SPN 1130 Acc Span for NN Speaker & Oths 1 to 6 credits
This is the entire first year of Spanish condensed into one semester consisting of two sessions of six weeks of class. The course offers intensive exposure with emphasis on communicational Spanish and lab work, covering the same content as SPN 1120 and SPN 1121. It can be taken as a six-credit block, or the first part SPN 1130 alone (the second part can be satisfied with SPN 1121 in a regular semester). Highly recommended for Spanish majors.
SPN 2200 Intermediate Spanish I 3 credits
A review of the basic structure of spoken and written Spanish is offered in this course. The emphasis lies on communication, reading, and writing. The class is not open to native or near-native speakers of Spanish.
Prerequisites: SPN 1121 with a minimum grade of C and SPN 1131 with a minimum grade of C
Corequisites: SPN 2200L

SPN 2200L Intermediate Spanish I Lab 1 credits
The course is a laboratory designed to offer additional practice using various instructional technologies and media. Concurrent enrollment with a lecture session is required and, if dropped, then dropped simultaneously. The class is not open to native or near-native speakers of Spanish.
Prerequisites: SPN 1120 with a passing grade
Corequisites: SPN 2200

SPN 2201 Intermediate Spanish II 3 credits
This is the second half of second year Spanish. Prerequisite: Placement Test
Corequisites: SPN 2201L

SPN 2201L Intermediate Spanish II Lab 1 credits
This is the lab that accompanies SPN 2201.
Corequisites: SPN 2201

SPN 2240 Conversation 3 credits
This course offers development of basic conversational skills. The class is not open to native or near-native speakers of Spanish.

SPN 2241 Conversation II 3 credits
This is a continuation of SPN 2240. Prerequisite: Placement Test.
Prerequisites: SPN 2200 with a minimum grade of C and SPN 2200L with a minimum grade of C and SPN 2201 with a minimum grade of C and SPN 2201L with a minimum grade of C

SPN 3013 Span for Professional Pers 3 credits
The course is geared to linguistic needs of professional groups and beginning language study with specific emphasis to meet interests and needs of the class, such as medical, business, technical.

SPN 3013L Span for Professional Pers Lab 1 credits
The course is a laboratory geared to linguistic needs of professional groups and beginning language study with specific emphasis to meet interests and needs of the class, such as medical, business, technical.
Corequisites: SPN 3013

SPN 3022 Spanish for Teachers I 3 credits
This course focuses on the linguistic needs of those in education working with Spanish speakers.
Corequisites: SPN 3013L

SPN 3023 Spanish for Teachers II 3 credits
This course focuses on the linguistic needs of those in education working with Spanish speakers.
Prerequisites: SPN 3022 with a passing grade
Corequisites: SPN 3013L

SPN 3030 Span for Health Professions I 3 credits
This course emphasizes the practical application of Spanish to communicational situations relative to patients and personnel.
Corequisites: SPN 3013L

SPN 3031 Span for Health Profession II 3 credits
This course emphasizes the practical application of Spanish to communicational situations relative to patients and personnel.
Prerequisites: SPN 3030 with a passing grade
Corequisites: SPN 3013L

SPN 3040 Span for Crim Just Pers I 3 credits
This course focuses on the linguistic needs of those in criminal justice working with Spanish speakers.
Corequisites: SPN 3013L

SPN 3041 Span for Crim Just Pers II 3 credits
This course focuses on the linguistic needs of those in criminal justice working with Spanish speakers. It is a continuation of SPN 3040.
Prerequisites: SPN 3040 with a passing grade
Corequisites: SPN 3013L

SPN 3043 Spanish for Human Services I 3 credits
This course focuses on the linguistic needs of those in Human Services working with Spanish speakers.
Corequisites: SPN 3013L

SPN 3044 Spanish for Human Services II 3 credits
This course focuses on the linguistic needs of those in Human Services working with Spanish speakers.
Prerequisites: SPN 3043 with a passing grade
Corequisites: SPN 3013L

SPN 3270 Study Abroad 1 to 6 credits
An intensive study-travel program in a Spanish-speaking country is the focus of this course.
Prerequisites: SPN 1121 with a passing grade

SPN 3300 Composition 3 credits
A study of syntax, grammar, vocabulary, and writing is the focus of this course. The class is not open to native or near-native speakers of Spanish. Prerequisite: Placement Test.
Prerequisites: SPN 2200 with a passing grade and SPN 2201 with a passing grade

SPN 3314 Span Gram & Comp for Native Sp 3 credits
This course emphasizes those aspects of Spanish grammar, syntax, and phonetics which are problematic for the native speaker living in non-Spanish-speaking countries. Prerequisites: Instructor's Authorization.

SPN 3340 Spanish for Native Speakers 3 credits
This course offers intensive Spanish grammar, syntax, and phonetics for native speakers who have had little or no formal training in the language. Prerequisite: Instructor's Authorization.

SPN 3400 Conversation & Composition I 3 credits
Practice in listening comprehension, speaking, reading, and writing is the focus of this course. The class involves reading texts, collateral reading, reports, and discussions of written compositions. Prerequisite: Placement Test, or Instructor's Authorization.
Prerequisites: SPN 2201 with a passing grade

SPN 3401 Conversation & Composition II 3 credits
This course is a continuation of practice in understanding, speaking, reading, and writing. It includes reading texts, collateral reading, reports, and discussions of written compositions.
Prerequisites: SPN 3400 with a passing grade
SPN 3411 Advanced Oral Expression 3 credits
This course concentrates on oral skills, using literary text from Spain and Latin America as sources of discussion, oral reports, speeches, and conversation. It includes diction exercises, phonetic drills, and extensive recordings. Prerequisites: Instructor’s Authorization.
Prerequisites: SPN 2210 with a minimum grade of C or SPN 2240 with a minimum grade of C.

SPN 3440 Span for Global Econ Market I 3 credits
This course is an introduction to basic Spanish for persons with commercial interests; emphasis on conversational and business language with limited grammatical structure pertaining to reading and writing in business Spanish. Corequisites: SPN 3013L.

SPN 3441 Span for Global Econ Market II 3 credits
This course is an introduction to basic Spanish for persons with commercial interests; emphasis on conversational and business language with limited grammatical structure pertaining to reading and writing in business Spanish. Prerequisites: SPN 3040 with a passing grade. Corequisites: SPN 3013L.

SPN 3500 Survey of Span Cult & Civil I 3 credits
Introduction to the people, institutions, and culture of Spain, from its origins to the aftermath of Spain’s Golden Age and world influence. For third and fourth year Spanish majors, and non-majors. Lectures as well as assigned reports and papers are in Spanish. Prerequisite: Instructor’s Authorization. Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C.

SPN 3501 Survey of Span Cult & Civil II 3 credits
The course is a continuation of SPN 3500. In this course emphasis lies on the ideological, political, economic, and cultural transformations that the Renaissance that form the background of contemporary culture. Prerequisites: SPN 3500 with a passing grade.

SPN 3520 Latin Amer Cult & Civil I 3 credits
Introduction to the people, institutions, and civilization of Latin America, from its pre-Columbian origins through the Spanish conquest and colonial period. For third and fourth year majors and non-majors. Lectures as well as assigned reports and papers are in Spanish. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C.

SPN 3521 Latin Amer Cult & Civil II 3 credits
The course is a continuation of SPN 3520 Latin American Cultures and Civilizations I. In this course the emphasis lies on the ideological, political, economic, and cultural transformations triggered by the modern European Enlightenment that set Latin America on a course of independence from Spain, nationalism, and modernization. For third and fourth year majors and non-majors. Lectures as well as assigned reports and papers are in Spanish. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 3520 with a minimum grade of C.

SPN 3710 The Spanish Language 3 credits
This course applies the principles of linguistics to the design of professional and pedagogical material, and to the study and teaching of Spanish. Recommended for advanced majors, education majors, or teachers planning to teach Spanish. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 2210 with a passing grade.

SPN 4410 Advanced Conversation 3 credits
Intensive practice in the formulation and expression of ideas in standard Spanish is the focus of this course. The class is not open to native or near-native speakers of Spanish. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 3411 with a minimum grade of C.

SPN 4537 Spec Top in Afro-Hispanic Cult 3 credits
The course closely examines various topics related to the culture of African Diaspora groups in the Hispanic World. Lectures are in Spanish; materials may be available in Spanish and English; reports and research papers are accepted in both languages. Open to fourth year majors, and non-majors. The course may be cross-referenced with African Diaspora Studies (see prefix in AFA), or with Latin American Studies (see prefix LAS). Prerequisite: Instructor’s authorization for majors.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C.

SPN 4538 Cult Exp of Indig People in LA 3 credits
This course examines the various cultural expressions of indigenous peoples of Latin America. Topics include theater, literature, arts and social structures, Lectures are in Spanish; materials may be available in Spanish and English; assigned reports are accepted in both languages. Open to fourth year majors, and non-majors. The course may be cross-referenced. Prerequisite: Instructor’s authorization for majors.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C.

SPN 4910 Directed Independent Research 3 credits
In this course research projects or certain aspects of research are carried out by one or more students under the supervision of an instructor. The class is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting. The hours and levels may vary. Only for senior Spanish majors. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C and SPN 4537 with a minimum grade of C and SPN 4538 with a minimum grade of C.

SPN 4920 Spanish Symposium 3 credits
The course offers special sessions centering around a specific topic that are designed to enhance specific professional skills, including professional portfolio preparation. The topics may vary and are selected on the basis of what is new or currently relevant in the field. The hours and levels may vary. Only for senior Spanish majors. Prerequisite: Instructor’s Authorization.

SPN 4940 Intern Practicum 3 credits
Practicum application in professional settings of knowledge is offered in this course. The hours may vary and levels vary within an institution. Internship/Practicum/ArInformative hours are not automatically transferable. Prerequisites: SPN 4410 with a passing grade.

SPT 3100 Masterpieces 3 credits
Selected readings in English translations of major works of Spanish literature are offered in this course. The course is designed for students with no knowledge of Spanish. Lectures in English.

SPT 3130 Latin-American Literature 3 credits
This class is a survey of Latin American Literature that includes the Spanish conquest, the colonial period, Independence, 19th and 20th centuries. Highly recommended for
Spanish majors. Lectures in English. Pre-requisites: SPN 2201 with a passing grade

SPT 3510 U.S. Latino/Hispanic Cultures 3 credits
This course examines major cultural productions and trends of U.S. Latino/Hispanic communities in the 19th and 20th centuries. Lectures in English. May be cross-referenced with English (Culture Studies). Highly recommended for Spanish majors.

SPT 3524 Women Writers of Latin America 3 credits
This course reviews literary works by Latin-American women from the 17th through the 20th century. Topics related to gender, race and ethnicity; values and ethics, social, economic, and political issues are discussed. Readings will include different genres and periods. Highly recommended for Spanish majors. Lectures in English.

SPT 4800 Translation Skills I 3 credits
This course is designed to develop specialized translation skills. It may also cover literary, scientific, commercial, legal, and general topics. Pre-requisite: Instructor’s Authorization.

SPT 4801 Professional Translation 3 credits
This course covers techniques and resources for professional translation. Pre-requisite: Instructor’s Authorization.

SPT 4806 Oral Skills for Interpreters 3 credits
This course offers voice production in sight translation, consecutive and simultaneous interpretation, vocal projection, enunciation and phonetics. Theory, practice, extensive exercises in vocal control and use of sound equipment are also covered. Pre-requisite: Instructor’s authorization.

SPT 4810 Simultaneous Translation 3 credits
Students are provided training in translation through oral and non-structured writing exercises. Pre-requisite: Instructor’s authorization, placement test.

SPT 4812 Intro to Oral Translation 3 credits
This course provides an introduction to oral translation, public speaking techniques and written texts. Included in Introduction to Oral Translation are theory, concepts, definition and relation to other techniques. Public speaking techniques include voice projection, pause, enunciation, intonation and ways to develop and control while engaging in complicated mental translations. Pre-requisite: Instructor’s authorization, placement test.

SPT 4814 Conference Interpreting 3 credits
Students learn techniques and gain practical experience in interpreting for international conferences and for diplomacy. Intensive practice in simultaneous interpretation is provided. Pre-requisite: Instructor’s authorization, placement test.

SPW 3030 Intro to Span & Latin Amer Lit 3 credits
Prose, fiction, drama, poetry, and essay are the main focus of this course. It also focuses on techniques of literary analysis. Pre-requisite: Instructor’s Authorization.
Pre-requisites: SPN 2201 with a minimum grade of C

SPW 4271 20th Century Spanish Novel 3 credits
This course is an analysis of the masterpiece of Spanish fiction, beginning with the Generation of 1898, Civil War, and the post-Franco, postmodern trends. Recommended for majors in their fourth year. Lectures in English.

SPW 4304 Latin America Theater 3 credits
This course covers readings in the Latin American Theater.

SPW 4900 Directed Study 1 to 3 credits
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practical experience in rigorous data collection and reporting. For majors in their senior year. Pre-requisite: Instructor’s Authorization.

SPW 4930 Selected Topics 1 to 3 credits
This course is the study of selected issues, scholarly works, themes or movements related to one aspect of Spanish culture and society. For majors in their senior year. Pre-requisite: Instructor’s Authorization.

SSE 4313 Teach. Elem. School Soc. Stud. 3 credits
Methods of planning and teaching subjects related to the study of people and their relationships with other people and their environment.

SSE 4333 Teaching Mid School S.S. 3 credits
Identification of major content areas in the social sciences; correlation of social science fields with state curriculum standards and assessment procedures. Topics related to selecting, organizing, and sequencing teaching materials and methods related to unique needs of pre-adolescents. School-based practicum is required in this course. Includes strategies for working with lower-level readers.

SSE 4334 Sec. S.S. Educ. Teaching Meth. 3 credits
Methods of teaching senior high school social sciences. Emphasis on selecting materials, techniques, methods, assessment strategies for high school students. School-based practicum is a requirement of this course. Includes strategies for working with lower-level readers.

SSE 4640 Comm Skills in Social Studies 2 credits
Reading and communication skills important to understanding social science literature and the teaching of social science. Will include strategies for enhancing students’ reading skills, determining materials readability, and generating strategies for non-readers.

SSE 4936 Senior Seminar: Soc. Science 2 or 3 credits
Synthesis of teacher candidate’s course and preparation for the professional interview and application process.

SSE 4940 Internship in Soc. Science Ed 9 or 10 credits
One full semester of internship in a public or private school. In special programs where the internship experience is distributed over two or more semesters, students will be registered for credit which accumulates for 9-12 semester hours. (S/U only)
STA 2023 Statistical Methods 3 credits
Basic concepts of probability, data collection, organization, and presentation, descriptive statistics, parameter estimation for normally distributed r.v., confidence intervals, hypothesis testing (t and chi-square tests) are discussed in this course.
The course will use SPSS for numerical calculation. Emphasis will be on developing conceptual understanding, model selection, and interpretation skills.
Prerequisites: MAT 1033 with a minimum grade of C

STA 2037 Statistics with Calculus 3 credits
Calculus-based introduction to statistics. Basic concepts of probability, data collection, organization and presentation, descriptive statistics, random variables and their distributions, parameter estimation, confidence intervals, hypothesis testing (t and chi-square tests). Course will use SPSS for numerical calculation. Emphasis will be on developing conceptual understanding, model selection, and interpretation skills.
Prerequisites: MAC 2311 with a minimum grade of C

STA 2122 Social Science Statistics 3 credits
Intermediate course covering theoretical issues in statistical analysis including analysis of variance, probability theory, correlation, non-parametric, and regression methods.
Prerequisites: PSY 2012 with a minimum grade of C and STA 2023 with a minimum grade of C

STA 4234 Intro to Regression Analysis 3 credits
STA 4234 is the study of theory and applications of regression analysis. Topics include: general linear model, parameter estimation, residual analysis, polynomial and logarithmic regression, model identification, applications to biological and social sciences.
Prerequisites: MAP 3102 with a minimum grade of C

STA 4321 Intro to Statistics 3 credits
Basic statistical methods: estimation, hypothesis testing, regression, ANOVA, and nonparametric methods.
Prerequisites: STA 4412

STA 4442 Introduction to Probability 3 credits
Introduction to probability theory using calculus. Basic ideas of probability and random variables, discrete probability functions, continuous probability density functions including normal, gamma, x2(Greek letter Chi), and Weibull, and transformations of random variables.

SYA 3010 Sociological Theory 3 credits
As a survey course, the course sociological theory from its beginning in the 19th century to the contemporary period. It examines the various schools of thought and major theorists of each of those schools of thought. The works of selected theorists are examined in detail.

SYA 3015 Contemp Sociological Theory 3 credits
This course examines the major theoretical perspectives in Sociology which approach the study of society from the perspective of the student.

SYA 3300 Social Research Methods 3 credits
Introduction to Social Research gives a general introduction to research methodologies in the social sciences and provides students with the basic tools and skills necessary for social research. Special attention is paid to research design, data collection, data analysis, processing data analyses, and writing reports.

SYA 3310 Qualitative Research Methods 3 credits
Students will be introduced to the techniques of planning and conducting qualitative research. Components of the course will include analyzing and interpreting qualitative data and field research.
Prerequisites: SYG 2000 with a minimum grade of C

SYA 3910 Directed Independent Study 3 credits
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

SYA 4150 Theories of Social Conflict 3 credits
In this course, students gain a general understanding of the dynamics in social conflict resolution. They examine the theoretical frameworks of key conflict resolution issues and needs.
Prerequisites: SYG 2000 with a passing grade

SYA 4430 Use of Computers in Sociology 3 credits
This course is one of the series research methods courses. It introduces the student to computers as a tool in research. The course includes, among other topics, the application of SPSS to data modification, index and scale construction, descriptive statistics, and hypothesis testing.
Prerequisites: SYG 2000 with a minimum grade of C and SYA 2300 with a minimum grade of C

SYA 4503 Sociology through Film 3 credits
Through the use of film, presentations of sociological phenomena explored. Included in the course are discussions of implicit and explicit messaging, potential positive and negative effects of films on various aspects of social and cultural behavior. Field work and photography related projects may also be included.

SYA 4654 Program Development 3 credits
This course surveys current issues in program evaluation. Among the areas covered in the course are the qualitative and quantitative techniques used to design, monitor, and evaluate public and private social programs. Components of this course include field experience and case study analyses.
Prerequisites: SYG 2000 with a minimum grade of C

SYA 4949 Sociology Practicum 3 credits
The practicum provides students with an opportunity for practical application of knowledge and skills acquired in the classroom in supervised field settings. Hours may vary and are based upon the nature of the practicum.

SYA 4950 Sociology & the Arts 3 credits
Special activities such as theater performances, productions, art projects, written reports, creative writing, theorizing our individually or as a group under the supervision of an instructor are the basic components of this course. Interdisciplinary analysis with a firm grounding in Sociology is required in this class.
Prerequisites: SYG 2000 with a passing grade

SYD 2231 Intro. to African Studies 3 credits
This course provides an overview of African-American social structure and factors which support or impede social change, collaboration and cultural maintenance. This course requires at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

SYD 2331 Intro African-American Studies 3 credits
This course provides an overview of African-American social structure and factors which support or impede social change, collaboration and cultural maintenance. This course requires at least 6000 words of written work and thus will satisfy a portion of the Gordon Rule.
SYD 3410 Urban Sociology 3 credits
This course focuses on the nature and development of urban societies, the distribution of populations and the growth of urban institutions. The processes of urban life include social change, population influences, law enforcement, health, and socio-cultural, economic and political evolution. Implicit in this course is an interdisciplinary approach to the study of rural communities and societies.
Prerequisites: SYG 2000 with a minimum grade of C.

SYD 3440 Rural Sociology 3 credits
The socio-cultural, political, historical and economic dynamics of rural communities and societies throughout the world are examined. In-depth cross-cultural analyses of select countries will be made. Implicit in this course is an interdisciplinary approach to the study of rural communities and societies.

SYD 3500 Sociology of Community 3 credits
This course studies communities as social forms, included in the course is an analysis of various theoretical models, past and present community models, social institutions, power structures, intergroup relations, social stratification, and decision-making.

SYD 3625 So Fla Sociocultural Systems 3 credits
This course provides an interdisciplinary analysis of South Florida, focusing upon social, economic, political and cultural and factors which impact the sociocultural systems. Knowledge and tools for analysis are drawn from demography, cultural ecology, intergroup relations, and conflict resolution.

SYD 3630 Latin Amer Social Structures 3 credits
This course provides an overview of Latin American social structures and factors which support or impede social change, collaboration and cultural maintenance. This course requires at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: SYG 2000 with a minimum grade of C.

SYD 3631 Caribbean Social Structures 3 credits
This course provides an overview of Caribbean social structure and factors which support or impede social change, collaboration and cultural maintenance. This course requires at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

SYD 3700 Ethnic & Minority Relations 3 credits
A comparative study of inter racial relations, social tensions, attitudes, and modes of adjustment in various areas of the world are examined in this course.
Prerequisites: SYG 2000 with a minimum grade of C.

SYD 3704 Ethnicity 3 credits
This course examines the dynamics of the development and maintenance of ethnic identity. It discusses the socio-psychological and cultural factors involved in ethnic identity, as well as the impediments and supports which can or do exist as peoples attempts to maintain their unique identities. It also discusses the interrelationship among various ethnic groups and factors (e.g., socio-political, religious) which improve and impede peaceful coexistence.

SYD 3730 The African-American Experience 3 credits
Historical and social factors which have and continue to impact African-Americans are examined. African-Americans are inclusive of all peoples of African descent in the Americas. Among the topics discussed are the sociological impacts upon African-Americans and their responses to racial subjugation in their realms of life. Special attention is paid to the social, economic, and political consequences of that subjugation. Also included are discussions of the commonalities of experience among the peoples of African descent in the Americas.

SYD 3770 Race & Culture 3 credits
Historical and contemporary study of relationship between race and culture among various minority groups in the US and other selected western societies. Course is cross cultural and global in content and includes such issues as the evolution of racial beliefs and attitudes, the dynamics of prejudice and discrimination, social policies applied to ethnicity which are reinforced by legal sanctions, and societal theories which attempt to explain such phenomena.

SYD 3800 Sociology Sex Roles & Gender 3 credits
Historical and contemporary global and cross-cultural analysis of sex and gender roles in society. Special attention is paid to socio-psychological aspects, social construction and development of sexual and gender identities, relations to social institutions, and impacts on social change.

SYD 3810 Women in Contemporary Society 3 credits
A concentrated study of women in society, addressing role origins and their development is the focus of this course. Attention is given to the normalization of the roles and the rapidity with which they change.

SYD 3815 Contemporary Theory of Gender 3 credits
A critical analysis from a sociological perspective, of a variety of contemporary gender theories. Special emphasis is placed on the relationship of gender and other forms of structural inequality, e.g., class and race.

SYD 3820 Sociology of Male Experience 3 credits
This course studies the male experience with an emphasis on men in families of various classes, races, and ethnic groups in the world today.
Prerequisites: SYG 2000 with a minimum grade of C.

SYD 4020 Global Population 3 credits
This course focuses on sociological determinants of fertility, mortality and migration; theories of population change are also discussed.
Prerequisites: SYG 2000 with a passing grade.

SYD 4603 Community Development 3 credits
This course presents the theories, principles, and techniques of analysis of major contemporary strategies of community development. Included in this course are evaluations of the applicability of the theories and strategies in rural and urban areas and strategies for sustainable development.
Prerequisites: SYG 2000 with a passing grade.

SYD 4910 Directed Independent Study 3 credits
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

SYG 2000 Intro to Sociology 3 credits
As the introductory course in Sociology, a general overview of the discipline is provided. Major sociological concepts, theories and schools of thought, key theorists and the tools of the discipline are discussed. This is the basic course which serves as a prerequisite to the Sociology concentration and other programs of study in the Integrated Social Sciences.
SYG 2010 Social Problems 3 credits
A general introduction to the sociological study of problems is the emphasis of this course. Topics usually include the nature of a social problem, poverty and inequality, racism, sexism, substance abuse, crime and violence, urban and environmental problems. Interdisciplinary strategies which have been utilized to reduce or solve the problems are examined.

SYG 2012 Comp Sociology-Global Issues 3 credits
This course studies the application of sociological concepts and principles to the description and analysis of social issues of contemporary societies.

SYG 2220 Introduction to Gender Studies 3 credits
A cross-cultural introduction to the role of women in society in examined in this course. Analyses are made of the changing political, social, economic, legal and sexual roles of women. Also included are discussions of the various forms of women movements, and international focus on issues relating to women which have emerged in recent years.

SYG 2231 Intro to African-Amer Studies 3 credits
This course provides an overview of African-American social structure and factors which support or impede social change, collaboration and cultural maintenance. This course requires at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

SYG 2250 Multicultural Issues 3 credits
This course presents a survey of many of the cultural groups throughout the world. It examines the inter-ethnic collaborations and conflicts, cultural conflict and self-rejection experiences by people around the world. It facilitates understanding among peoples of different parts of the world with diverse cultural backgrounds. Special attention is paid to those cultural groups represented in the Americas. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

SYG 2310 Intro to Human Relations 3 credits
This course is an introduction to Human Relations which examines the dynamics involved in human interactions, the impediments to positive interactions and effective strategies for achieving positive human relations. A component of this course concentrates on the increased self-awareness of the students.

SYG 3325 Social Issues in Society 3 credits
This course examines historical and contemporary social issues and focuses upon the interconnectedness of many of the issues. Illustrated in the course will be examples of interdisciplinary strategies to address the issues. Each semester the course is offered, certain issues will be highlighted. The issues will vary per semester.

SYG 3930 Special Topics 3 credits
This course centers around topics of current interest or of special interest to students and instructors. Topics of focus may vary from semester to semester.

SYG 4900 Directed Reading 3 credits
Under the guidance and supervision of an instructor, students develop a program of reading and possibly research which fits their individual interest, needs, or topic.
Prerequisites: SYG 2000 with a passing grade.

SYO 3120 The Family 3 credits
An analysis of the changing structure of the American family and an examination of its relationship to other institutions. Studies the impact of wider societal changes on the historical development of the family, also explores alternative family patterns as well as the future of the family.

SYO 3200 Sociology of Religion 3 credits
This course focuses on the topics, sources, and functions of religious behavior. Religious behavior in relation to other aspects of personality and culture.
Prerequisites: SYG 2000 with a passing grade.

SYO 3250 Sociology of Education 3 credits
This course is the study of sociology of education with an emphasis on aspects that are relevant to an understanding of the issues and problems of American education.

SYO 3400 Medical Sociology 3 credits
This course provides an examination of illness, behavior, biomedical and traditional healing systems from a comparative perspective. By analyzing illness cross-culturally, anthropologists and health care providers can better understand the interrelatedness of technology, ecology, and health in larger populations.

SYO 3530 Social Stratification 3 credits
This course examines the formal and informal structures which place individuals and groups of people on various levels in the social structure and the implications on social behavior, life changes and social mobility.
Prerequisites: SYG 2000 with a passing grade.

SYO 4130 Comparative Family Systems 3 credits
This course analyzes the family institution from both an historical and a cross-cultural perspective. It includes an examination of the stages of the family life cycle and of issues in the areas of family dysfunction and dissolution.

SYO 4551 Comp. Sociology-World Problems 3 credits
This course studies the application of sociological concepts and principles to the description and analysis of social issues of the contemporary societies.

SYP 4640 Sociology of Leisure 3 credits
The student is provided with a sociological analysis of leisure and leisure lifestyles. Various forms of sports and recreation as leisure are explored.
Prerequisites: SYG 2000 with a passing grade.

SYP 4731 Aging, Self and Society 3 credits
The course examines the relationship between the aging self and communal subcultures. Consideration of the place of images of aging and the life course in self-definition, intergenerational contact, and institutionalization are some of the topics examined.
Prerequisites: SYG 2000 with a passing grade.

SYP 4741 Soc. Org. of Death & Dying 3 credits
This course is designed to examine current metropolitan issues from an interdisciplinary perspective. Topic selection will be within the broad framework of technological change, economic conditions, political ideologies and their impact on changing social patterns.
Prerequisites: SYG 2000 with a passing grade.

TAX 3012 Bus Income & Property Trans 3 credits
This course introduces students to the tax system and discusses the measurement of taxable income from business operations and the tax treatment of gains and losses from property transactions. Topics covered include the definition and timing of gross income, the definition of a capital asset, common business deductions, loss limitation and disallowance rules, asset basis, cost recovery, and gain recognition (or deferral) for property transactions.
Prerequisites: ACG 2071 with a minimum grade of C and CGS 1100 with a minimum grade of C.

TAX 4001 Taxation of Individual Income 3 credits
This course examines the determination of taxable income for individual taxpayers. Topics covered include filing status, dependency exemptions, income inclusion or exclusion rules, standard deductions, itemized deductions, tax credits, and employment taxes.
Prerequisites: ACG 2071 with a minimum grade of C and CGS 1100 with a minimum grade of C.

THE 2020 Introduction to Theatre 3 credits
A survey of history, literature, forms, styles, and philosophies of theatre from a humanist approach.

THE 2300 Survey of Dramatic Literature 3 credits
Survey of dramatic literature from ancient times to the present.

THE 2925 Play Production 1 credit
Workshop to enhance specific professional skills.

THE 3090 Theatrical Prod & Perf Lab I 1 credit
Individualized study in all areas of theatrical production and performance through apprenticeship on departmental productions during a semester. Consent of the instructor.

THE 3091 Theatrical Prod & Perf Lab II 1 credit
Individualized study in all areas of theatrical production and performance through apprenticeship on departmental productions during a semester. Consent of the instructor.

THE 3092 Theatrical Prod & Perf Lab III 1 credit
Individualized study in all areas of theatrical production and performance through apprenticeship on departmental productions during a semester. Consent of the instructor.

THE 3100 Intro Theatre History 3 credits
Survey of Theatre history, and drama from Greece to present.

THE 4244 Musical Theatre History 3 credits
A survey of the popular musical theatre from the beginnings to the 1940’s, including the development of light opera, the operetta, origins of the musical comedy.

THE 4245 Musical Theatre History II 3 credits
A survey of musical theatre from the 1940’s to the present.

THE 4310 Play Directing 3 credits
Theoretical and practical approach to directing for the stage.

THE 4330 Shakespeare for the Theatre 3 credits
A close study of selected plays with special emphasis on their performance values. Upper Division students.

THE 4905 Directed Study 1 to 4 credits
Independent, directed study in various areas of theatre. Permission of instructor required.

THE 4930 Special Topics in Theatre 1 to 3 credits
Lecture, seminar, or studio sessions covering selected topics of interest in theatre. May be repeated with change of content for up to 9 hours. Permission of instructor required.

THE 4959 Senior Project in Theatre 1 to 4 credits
Final Project presented in public performance demonstrating expertise in declared area of specialization in theatre emphasis or major. Consent of the instructor and senior status required. May be repeated with change of content up to a maximum of six credits.

TPA 2200 Intro to Technical Theatre 3 credits

TPA 2210 Stagecraft 3 credits
Introduction to skills and crafts of technical theatre. Knowledge of materials, techniques, tools and supplies basic to the execution of environment.

TPA 2220 Introduction to Stage Lighting 2 credits
Fundamentals of stage lighting and basic instrumentation, electricity and design concepts.
Prerequisites: TPA 2210
Fee Required

TPA 2248 Workshop in Stage Makeup 1 credit
Beginning theory and practice in makeup for the stage.
Fee Required

TPA 2290 Technical Theatre Lab 1 credit
Lab for technical theatre. Should be taken concurrently TPA 2210.
Corequisites: TPA 2210
Fee Required

TPA 3000 Creative Design for Theatre 3 credits
Introduces the fundamental aspects of design for theatre projects.
Fee Required

TPA 3230 Costume Design 3 credits
Theoretical and practical approach to costume design including make-up.
Prerequisites: TPA 2210
Fee Required

TPA 4060 Principles of Scenic Design 3 credits
Beginning design techniques.
Prerequisites: TPA 2210
Fee Required

TPA 4601 Stage Management 3 credits
Methods and techniques of managing simple dramatic shows to complex multi-scene productions.
Prerequisites: TPA 2200 and TPA 2290 and TPA 2410 and TPA 2415 and TPA 2220 and (TPA 2410 or TPA 3220)

TPA 4940 Internship in Tech Theatre 1 to 6 credits
Resident internship in an approved professional theatre, shop or enrichment center, Junior/Senior status, limited to theatre emphasis participants. Permission of instructor.
Prerequisites: TPA 4060

TPP 2100 Introduction to Acting 3 credits
An introduction to the discipline and creative process of acting with emphasis on formal and improvisational techniques for developing vocal, physical, and analytical skills.

TPP 2120 Creative Improvisation 3 credits
Introductory course in acting; examining fundamental interrelationships between the actor’s physical, vocal, and psychological potential in creating a clear and simple dramatic statement.

TPP 2190 Rehearsal and Performance 1 credit
Production workshop for various areas of theatre performance, including acting, directing, technical production, design, and theatre management.

TPP 2260 Acting for the Camera 3 credits
Principles and techniques of various performance methods in acting for television and motion pictures.
TPP 3111  Acting II  3 credits
Scene study and basic characterization.
Prerequisites: TPP 2100

TPP 3112  Acting III  3 credits
Experimentation with scripted material scene study, analysis, audition, and performance.
Prerequisites: TPP 3111

TPP 3121  Improvisation II  3 credits
Course is designed to permit students to utilize improvisational techniques in performance before audiences. May be repeated up to 6 hours.
Prerequisites: TPP 3111

TPP 3192  Rehearsal & Performance III  3 credits
Assignment of specific role and/or responsibility. Opportunity for student to receive additional supervision and critique, as well as credit, for participation in rehearsal and performance. Consent of instructor.

TPP 3193  Rehearsal & Performance IV  3 credits
Assignment of specific role and/or responsibility. Opportunity for student to receive additional supervision and critique, as well as credit, for participation in rehearsal and performance.

TPP 4150  Scene Study  3 credits
Basic scene study. Special problems in movement and speech to be integrated with character development, rehearsal techniques, and performance composition. Audition required.
Prerequisites: TPP 3112

TPP 4230  Creative Ensemble  3 credits
Practical ensemble work leading to a performance. Consent of instructor.
Prerequisites: TPP 3111

TPP 4250  Acting for Musical Theatre  2 credits
Course designed to isolate acting problems for the actor/singer/dancer. May be repeated up to 4 credit hours. Instructor approval.
Prerequisites: TPP 3111

TPP 4600  Playwriting  3 credits
An introductory workshop in playwriting. Instructor approval.

TPP 4923  Musical Theatre Workshop  3 credits
Provide students with the opportunity to learn the basics of musical theatre.

TPP 4940  Internship in Thtr Performance 1 to 6 credits
Resident internship in an approved professional theatre shop or enrichment center. Limited to Junior and Senior Theatre emphasis participants. Instructor approval.
Prerequisites: TPP 3112

TPP 4945  Summer Repertory Theatre  3 credits
Practical experience in repertory theatre with direct skills application in all areas of theatre production. Consent of instructor. May be repeated with a change of content up to a maximum of 9 credits.

WOH 1030  World Civilization 1500-1815  3 credits
This course emphasizes the social, cultural, intellectual, political, and economic aspects of world civilizations from 1500 to 1815. Emphasis is given to understanding the impact of cross-cultural exchanges and impacts on global history. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation. DOE rule 6A-10.030.

WOH 1031  World Civilization since 1815  3 credits
This course will emphasize the social, cultural, intellectual, political and economic aspects of world civilizations from 1815 to present. Emphasis is given to understanding the impact of cross-cultural exchanges and impacts on global history. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation, rule 6A-10.030.

WST 3015  Intro to Women's Studies  3 credits
A cross-cultural introduction to the role of women in society. Analyses are made of the changing political, social, economic, legal, and sexual roles of women. Also included are discussions of the various forms of women movements and international issues relating to women which have emerged in the recent years. This course will require at 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

WST 3275  Women in the Developing World  3 credits
The students in this course survey the status of women in Asia, Africa, Latin and Caribbean America, compared to that in the United States, Canada, West Europe, Marxist-Leninist countries.

WST 4262  Lit. of Women of Color in U.S.  3 credits
This course is an introduction to contemporary women writers of color in the United States: Native Americans, African-Americans, Asian-Americans, and Chicanas/Puerto Rican-Americans. Readings will include literature and contextual articles on historical and cultural issues. This course is cross-listed under AML 4274.

ZOO 3713C  Vertebrate Form and Function  3 credits
Major anatomical and physiological adaptations of vertebrate from evolutionary and ecological perspectives will be studied in this course using integrated lecture and laboratory exercises. The course will include the use of dissection and physiological laboratory techniques to study vertebrate form and function.
Prerequisites: ISC 1004C with a minimum grade of C or BSC 1011C with a minimum grade of C
Fee Required

ZOO 4743C  Neuroscience  3 credits
An in-depth study of the human nervous system is undertaken. Dissection and demonstration of the various parts of the human brain will be the central focus of the course. The curriculum is inquiry based and fully integrated with activities which emphasize active learning strategies and collaboration.
Prerequisites: BSC 1086C with a minimum grade of C or ZOO 3713C with a minimum grade of C and BSC 3703C with a minimum grade of C
Fee Required

ZOO 4753C  Histology  3 credits
A microscopic study of animal tissue covering epithelium, muscle, nervous and connective tissues with an emphasis on the morphological differences of normal as well as diseased tissues. Organs are compared for their differences in tissue organization both for structural and functional purposes. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies and collaboration.
Prerequisites: ZOO 3713C with a minimum grade of C or BSC 1086C with a minimum grade of C
Fee Required
Graduate Admission Information

While the requirements for admission to various programs differ, the general requirements and procedures are detailed below. Please refer to the description of the individual programs for specific details.

General Requirements For Graduate Admission

An applicant for graduate study must hold a baccalaureate degree from a regionally accredited college or university and demonstrate the motivation, ability, and preparation to successfully pursue graduate study. The graduate program director and/or academic Dean, through the Graduate Admission Committee in each college, will make a determination of this capacity. Admission is based upon records of undergraduate achievement, prior graduate work, scores on required standardized tests, letters of recommendation, and other supporting documentation, where required.

Process for Admission

An application packet is submitted to the Office of Admission, Registration and Records. A $20 non-refundable application fee must accompany the application, or be submitted separately if the application is completed online. Applications will not be processed until the fee is paid. Transcripts, test scores, and letters of recommendation, if necessary, can be sent separately. After processing, the file is transferred to the Coordinator for Limited Access and Graduate Admissions, who will forward the file to the applicable Graduate Admission Committee for review once all required documentation has been received. All inquiries and questions regarding applicant’s status should be directed to the Coordinator. As it takes time to gather and send the required documents sent to FGCU, applicants are urged to start the process early, approximately six (6) months prior to the start of the intended term. Once the committee has made a decision, the applicant will be informed by mail.

In addition to the specific program requirements, graduate applicants must also comply with general University admission requirements. Prior to registration in any course, all students born after December 31, 1956 must present documented proof of immunity to measles (Rubeola) and Rubella. The FGCU Immunization History Form is available in the Office of Admission, Registration and Records.

Tuition Fees

Please refer to the section on Tuition, Fees, and Refunds for credit hour tuition rates and University policy regarding refunds.

Standardized Admission Tests

Each graduate degree program has unique requirements for standardized admission tests. Refer to program descriptions for the appropriate tests or contact the Coordinator for Limited Access and Graduate Admissions for details. Official test scores must be sent directly to the Office of Admission, Registration and Records.

English Proficiency

International students must demonstrate adequate proficiency in English as measure by the Test of English as a Foreign Language (TOEFL) exam. The University requires a score of 550, except for admission to the M.S. in Health Science program, which requires a score of 600. For further details on the TOEFL and explanations for possible exemption, refer to Undergraduate Admission and the International Applicants section of this catalog.

Transcripts and Other Documents

Official transcripts, bearing the seal and/or signature of the Registrar, must be sent directly from previous institutions to the Office of Admission, Registration and Records. Photocopies and facsimiles are not accepted. Once received, these documents become part of a permanent FGCU file. All transcripts and credentials are evaluated by graduate faculty.
advisors for FGCU equivalency and articulation after admission.

Graduate Student Designations

1. Degree Status Student submits a complete portfolio and meets the program admission requirements to qualify for degree-seeking status.

2. Degree Status with Exception Student does not meet the admission criteria but shows potential in other areas. The Graduate Admission Committee may choose to admit this student as an exception.

3. Non Degree-Seeking Graduate Student enrollment is on a space-available basis and has been established for those individuals who would like to enroll, but are not seeking a degree from FGCU. Students seeking graduate admission may also enroll as non degree-seeking students during the period when their applications are in process. Individuals enrolling as non degree-seeking students are limited to a total of nine (9) semester hours of course work. Students seeking admission to the College of Education graduate programs may take up to 12 credit hours. Students seeking professional certification or re-certification may request an exemption to the nine (9) semester-hour limit by contacting the Registrar. Performance in courses taken as a non degree-seeking student will not qualify an applicant for admission as a degree-seeking student. Graduate non degree-seeking students are subject to the same academic policies as graduate degree-seeking students and must adhere to deadline dates published in the University’s Schedule of Classes. A non degree-seeking student who has been dismissed from FGCU is not eligible for admission to FGCU as a degree-seeking student. Non degree-seeking students are not eligible to live in University housing or to receive financial aid. Non degree-seeking graduate students must provide proof of immunization (see immunization section).

4. Teacher Certification and Re-certification Students with undergraduate degrees who are returning to gain teacher certification or educators seeking re-certification are classified as Teacher Certification Students. These students may enroll in undergraduate or graduate College of Education courses on a non-degree, space-available basis, and when course pre-requisite requirements are met. There is no limit to the number of credits students may earn in this category, however, the College of Education limits the number of credits earned while non degree-seeking which can be applied toward a graduate degree to 12. Furthermore, there are certain programs within the College of Education that limit to 12 the total hours a non-degree student may take for any purpose. Please see your program faculty advisor for details.

Deferring Admission

Students who do not enroll during the semester for which they have been admitted may defer admission to a future semester by writing to the Office of Admission, Registration and Records. However, admission is not automatic. An applicant who requests a new entry date must meet the admission requirements in effect for the new term requested. Entry dates for some programs are limited to specified terms.

If a student has attended another collegiate institution prior to updating the application, the student must provide an official transcript of all work attempted. A new application and fee must be submitted when an applicant wishes to be considered for admission for a term that begins more than 12 months after the originally requested entry date.

Course Load

Full time enrollment is nine (9) hours in the 16-week fall or spring semesters. A total of nine (9) hours in any combination of summer terms (A Term six weeks, B Term six weeks, C Term 12 weeks) is considered full-time.

Auditing a Course

Auditing courses must be approved on a space-available basis and registration for a course in audit status is only permitted during the late registration period. In addition to the payment of regular course fees, the approval of the instructor and dean of the college offering the course are required. The only exception to this process is the enrollment of Florida residents who are 60 years of age or older and who are eligible to receive a senior citizen fee waiver. Students using this fee waiver must register according to the established academic calendar and must enroll in audit status. Courses that are audited have a grade of “X” posted on the student’s Florida Gulf Coast University academic transcript. Procedures for auditing
Transfer Credit Standards

FGCU will transfer graduate courses with a grade of “B” or higher by equating them to specific FGCU courses. Equivalent FGCU course numbers will be entered on the student’s official academic transcript along with grades of “T.” Transfer credits will not be computed into a student’s FGCU grade point average.

International Transfer Students

The accreditation status and evaluation of credits from an institution outside of the United States must be made by either Josef Silny & Associates, Inc. or World Education Services, Inc. with associated costs paid by the student. Students may obtain information on these services from the Office of Admission, Registration and Records.

Academic Advising

Each college offering graduate programs has designated either faculty or staff members as advisors. Once admitted, students are informed of who their advisor is and when and how they can contact the appropriate advisor. Advisors are also designated for those students who are in the process of applying. Please refer to the program description in this catalog for specifics about the advisors. Students may contact the Coordinator for Limited Access and Graduate Admissions who will be able to direct them to the appropriate advisor.

Grading System


<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition/Comment</th>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported by instructor</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0.0</td>
</tr>
<tr>
<td>T</td>
<td>Transfer Grade</td>
<td>0.0</td>
</tr>
<tr>
<td>TD</td>
<td>Transfer Grade of D</td>
<td>0.0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without academic penalty</td>
<td>0.0</td>
</tr>
<tr>
<td>WE</td>
<td>Withdrawal with academic penalty</td>
<td>0.0</td>
</tr>
<tr>
<td>X</td>
<td>Audit (no credit)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

A 3.0 GPA on a 4.0 scale is required to earn a master’s degree. A grade of “B-” does not satisfy the requirement of a minimum grade of “B.” Individual degree programs may establish minimum grade and progress-to-degree requirements. Credit hours are not earned in courses with grades of F, I, U, W, WE, and X (see definitions above). A grade of NR will be posted for grades not reported by the instructor. A NR grade will be converted to an “F” at the end of the following semester. A student who is passing a course but has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of “I.” Grades of “T” are not assigned to any course that a student fails to attend, or if a student withdraws from the university. A student who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of “F” in the course. Grades will not be mailed without a written request from the student. Grades are available on FGCU’s voice response (telephone) and web systems.

Incomplete Grade Policy

An “I” grade assigned by a professor indicates that a student has not completed a limited portion of the course work required. The “I” grade is not computed in a student’s GPA. To initiate consideration for an “I” grade, a student must contact the instructor before grades are reported. The decision to award an “I” is solely the decision of the instructor. Should a professor decide to assign the grade, both the stu-
dent and the professor must complete an Incomplete Grade Agreement Form. A copy of this form must be on file in the Office of Admission, Registration and Records and should be submitted by the instructor with the final grade roster. The maximum amount of time to complete course work to remove an “I” grade is one year from the ending date of the semester for which the “I” was assigned, however, instructors may restrict the amount of time given to the student to complete the course work. After one year, the “I” will be changed to an “F” if the instructor has reported no grade. A student will not be permitted to re-register for a course in which he or she currently has an “I” grade.

Grade Change

Grade change requests will be considered only during the term immediately following the term in which the grades were assigned. Grades assigned during the spring semester may be changed during the following summer or fall terms. The dean (or his/her designee) of the college offering the course must approve grade changes. Grades will not be changed after a degree has been conferred.

Graduation Requirements

A minimum of 30 hours and a 3.0 GPA on a 4.0 scale is required to earn a master’s degree. At least 20 hours must be non-thesis course work and 25 percent of the degree must be earned at FGCU. Total hours will vary from program to program. Consult program coordinators for specific details. Graduate students must also complete all additional program requirements, as determined by the appropriate college. Applications for graduation are available in the Office of Admission, Registration and Records and must be submitted by the application deadline published in each semester’s Schedule of Classes.

Choice of Catalog

To graduate from FGCU, degree-seeking students must meet all graduation requirements specified in the FGCU catalog of their choice for their program of study. A degree-seeking student may choose the requirements published in any FGCU catalog during the student’s continuous enrollment. Continuous enrollment is defined as enrolling at least one term each 12-month period. Catalog is defined as the program and graduation requirements published each academic year for the beginning of the fall semester and concluding with the summer term. If students cannot meet all of the graduation require-ments specified in the catalog of their choice due to decisions and changes by the University in matters of policy or course offerings, appropriate substitutions will be determined by the program manager to preclude penalizing the student. Due to program accreditation requirements, students in certain majors may not have this option.

Financial Aid

Financial aid and scholarship information is detailed in the Financial Aid section of this catalog. Graduate assistantships may also be available. For information, contact the college advisor.

For any questions regarding Graduate Admissions, please contact the Coordinator for Limited Access and Graduate Admissions located in the Office of Admission, Registration and Records, (941) 590-7914.
College of Business

Master of Business Administration

Karen Eastwood, Coordinator, MBA Program

The College of Business offers a Master of Business Administration (MBA) program that provides students with a challenging curriculum and preparation for leadership in careers across all types of business, service, and public organizations. This professional degree program emphasizes the application of analytical, technical, and behavioral tools to solve organizational problems. Within the course work required for the degree, students learn core foundation concepts across all of the business disciplines. Leadership and teamwork, the appropriate application of technology, entrepreneurial approaches, and global and ethical awareness are integrated throughout the program.

Program Requirements

The program is divided into 24 credit hours of foundation courses, 12 credit hours of required core courses, 12 credit hours of concentration courses, and 6 credit hours of elective courses. Up to a maximum of 24 credit hours of foundation courses may be waived by equivalent undergraduate or graduate courses completed within the last seven years with a grade of “C” or higher. Without waivers, the program length is 54 credit hours. Students must complete all requirements for graduation within seven years from the date of admission to the program. Specific course requirements include the following:

Foundation Courses (24 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 6035</td>
<td>Accounting Fundamentals for Managers</td>
<td>3</td>
</tr>
<tr>
<td>FIN 5405</td>
<td>Foundations of Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6555</td>
<td>Contemporary Management Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MAR 6815</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 6005</td>
<td>Foundations of Economics</td>
<td>3</td>
</tr>
<tr>
<td>OMB 6023</td>
<td>Statistical Methods for Management</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6021</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>OMB 6003</td>
<td>Quantitative Methods in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Core Courses (12 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6066</td>
<td>The Challenge of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6077</td>
<td>Global Organizational Issues</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6091</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>GE 6095</td>
<td>Business Strategy (capstone course)</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives (6 hours)

Students must complete six credit hours of approved business graduate level courses outside the area of specialization. Elective courses ensure depth and breadth in the program and allow students to further their skills in specialized areas of interest. These courses are taken after completion of the foundation courses. No courses outside the College of Business may be taken for degree credit unless prior approval is received, and all courses must be at the graduate level.

Concentrations (12 hours)

Students should select a concentration depending on their area of interest.

Computer Information Systems

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 5236</td>
<td>Introduction to Business Programming</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6121</td>
<td>Information Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6127</td>
<td>Database Concepts &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6122</td>
<td>Information Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6231</td>
<td>Data Communications &amp; Networks</td>
<td>3</td>
</tr>
</tbody>
</table>

Entrepreneurship

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6805</td>
<td>Management of Small Business</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6808</td>
<td>Entrepreneurship &amp; Business Plan Development</td>
<td>3</td>
</tr>
<tr>
<td>FIN 6470</td>
<td>Financial Management for Entrepreneurs</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6806</td>
<td>Entrepreneurial Field Studies</td>
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</table>

Finance

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 6245</td>
<td>Money &amp; Capital Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIN 6406</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 6506</td>
<td>Analysis of Investments</td>
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</tr>
<tr>
<td>Elective</td>
<td>Approved finance course</td>
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</tbody>
</table>

General Management

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6299</td>
<td>Organizational Development &amp; Change</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6900</td>
<td>Seminar in Management</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Approved management courses</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Administration

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 5110</td>
<td>Health Services Management &amp; Operations</td>
<td>3</td>
</tr>
<tr>
<td>IHS 5117</td>
<td>Global Perspectives of Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Approved health administration courses</td>
<td>3</td>
</tr>
</tbody>
</table>

Human Resource Management

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6350</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6403</td>
<td>Employment Laws &amp; Regulations</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Approved business elective courses in two or more disciplines</td>
<td>3</td>
</tr>
</tbody>
</table>

Interdisciplinary

Select two business elective courses in two or more disciplines. Please contact the College of Business academic advisor for specific courses.
Admission Requirements

Applicants must meet the following criteria for admission to the MBA program:

- Undergraduate degree from a regionally accredited institution of higher learning
- Official copy of GMAT (Graduate Management Admission Test) scores
- Minimum 3.0 GPA in upper division course work (60 credit hours) or score of 500 on the GMAT, and
- Total points of 1050 (GPA x 200 + GMAT) with a GMAT score of at least 400
- International students must have a satisfactory score (550 or higher) on the TOEFL exam

Applications are accepted for admission to the program for fall and spring semesters. Prior to admission to the program, students may complete a maximum of nine credit hours of graduate level courses in the MBA program. For additional information, please contact the College of Business at (941) 590-7302.

Transfer Credit

Students may transfer a maximum of six credit hours of graduate level course work from a regionally accredited institution. This course work must have been completed within the past seven years with a grade of “B” or higher. The program coordinator must approve all transfer credit.

Academic Standing

All students are expected to maintain a cumulative GPA of 3.0 (on a 4.0 scale) throughout the program, and a minimum GPA of 3.0 is required for graduation. Failure to maintain the 3.0 GPA places the student on academic probation. The student has one semester to bring the average back up to a 3.0. Failure to do so will result in being dropped from the program. In addition, a student who receives three grades of “C” or lower is automatically dropped from the program.

Advising

The Graduate Advisor provides academic advising for all graduate students and is responsible for answering administrative questions, providing course approval, reviewing program requirements, evaluating transfer work, and preparing degree audits. In addition, students may seek academic advising from the MBA Coordinator, Department Chairs, or faculty in each department. An individual advisor is not assigned to each student. Students are expected to take primary responsibility for tailoring the program to meet their individual needs.

Executive Master of Business Administration

Lee Duffus, Director, Executive MBA Program

The Executive MBA is a full time, two year, fourteen-course program, tailored for the experienced professional. This MBA degree program has a strategic focus and is designed to provide the tools critical for meeting the current and future operational challenges faced by virtually all highly competitive organizations.

Acknowledging the busy and often hectic pace of professional life, classes are held biweekly on Friday and Saturday for a total of nine sessions each semester. Participants will also be required to attend two one-week summer sessions. This schedule allows students to continue their full-time professional commitments while progressing through the program. All classes and activities are held at the Center for Leadership and Innovation, an extension site of the University located in Bonita Springs.

Program Requirements

First Year

The first year of study will include a series of courses and experiential activities that lay the foundation for development of professional skills and individualized self-assessment of leadership style.

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEB 6930</td>
<td>Introduction to the Executive MBA</td>
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<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 6225</td>
<td>Accounting Fundamentals for Managers</td>
<td>3</td>
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<tr>
<td>CMU 6305</td>
<td>Statistical Methods for Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAN 6266</td>
<td>The Challenge of Leadership</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 6221</td>
<td>Management Information Systems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAN 6055</td>
<td>Contemporary Management Concepts</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ECP 6705</td>
<td>Managerial Economics</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Second Year
The second year will continue with additional course work in the functional areas and an even greater emphasis on the strategic process of leading competitive organizations.

### Summer Session
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6922</td>
<td>Executive Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

### Fall Semester
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6501</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MAR 6915</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 5405</td>
<td>Foundations of Business Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

### Spring Semester
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6607</td>
<td>Global Organizational Issues</td>
<td>3</td>
</tr>
<tr>
<td>GEB 6995</td>
<td>Business Strategy (capstone course)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Approved graduate level business course</td>
<td>3</td>
</tr>
</tbody>
</table>

### Admission Requirements
Applicants are considered for admission on the basis of individual applications and interviews. Applicants usually have seven or more years of experience in significant levels of organizational or managerial responsibilities. New students are admitted to the program for the fall semester of each year.

In addition, the program requires the following admission criteria for all candidates:

- FGCU graduate application material
- Official transcripts sent by previous educational institutions
- Official copy of GMAT (Graduate Management Admission Test) scores
- Current resume or biographical information
- Letters of reference and endorsement
- Interview with Program Director

Participants are required to take all courses, attend all resident sessions, and complete all requirements to be awarded the EMBA degree. Recognizing the diverse nature and professional history of applicants, final determination of admission will be dependent upon the entire background of the applicant, not just one criterion.

All application material is to be submitted directly to:

The EMBA Program
Center for Leadership and Innovation
Florida Gulf Coast University, College of Business
24311 Walden Center Drive, Suite 100
Bonita Springs, FL 34134

For additional information and a program brochure, please contact the Center for Leadership and Innovation at (941) 948-1812.

### Advising
The Director of the Executive MBA program assists students with academic advising.

### Master of Science in Accounting and Taxation

**Steve Thompson, Chair, Accounting, Taxation and Business Law**

The College of Business offers a Master of Science in Accounting and Taxation (MS in A&T) that prepares students for careers in accounting and taxation. The program focuses on advanced technical competence in accounting and/or taxation, the effective use of technology in research and practice, effective communications with clients and other stakeholders, ethical responsibilities, and the development of lifelong learning skills to maintain professional competence. Students may select either an accounting or tax track. The accounting track includes courses in accounting theory, international accounting, and accounting information systems. The tax track includes coverage of entity taxation, international taxation, tax research, and the taxation of estate and gifts.

### Program Requirements
The MS in A&T program is designed to be a 30 credit hour program. Of the 30 hours required, 18 credit hours must be completed in the field of accounting and taxation. The remaining 12 credit hours must be completed in graduate business courses other than accounting and taxation with at least 6 credit hours in the same field. Students must complete all requirements for graduation within seven years from the date of admission to the program. Specific course requirements include the following:

#### Required Accounting and Tax Core Courses (9 hours minimum)

For the accounting track, students select a minimum of two accounting courses and one tax course. One course must be an international course.

For the tax track, students select two tax courses and at least one accounting course. One course must be an international course.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACB 6125</td>
<td>Accounting Theory</td>
<td>3</td>
</tr>
<tr>
<td>ACB 6225</td>
<td>International Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACB 6405</td>
<td>Advanced Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>TAX 6045</td>
<td>Tax Research &amp; Planning</td>
<td>3</td>
</tr>
<tr>
<td>TAX 6205</td>
<td>International Tax Issues</td>
<td>3</td>
</tr>
</tbody>
</table>
Accounting and Tax Electives (9 hours maximum)

After the selection of core courses (3 or more courses), the balance of the 18 credit hour requirement must be selected from the following courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 5555</td>
<td>Independent Audit II</td>
<td>3</td>
</tr>
<tr>
<td>ACG 6205</td>
<td>Accounting for Complex Organizations</td>
<td>3</td>
</tr>
<tr>
<td>ACG 6346</td>
<td>Advanced Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACG 6935</td>
<td>Directed Study in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACG 6935</td>
<td>Special Topics in Accounting</td>
<td>3</td>
</tr>
<tr>
<td>TAX 6015</td>
<td>Corporate Tax Issues</td>
<td>3</td>
</tr>
<tr>
<td>TAX 6205</td>
<td>Flow Through Entities</td>
<td>3</td>
</tr>
<tr>
<td>TAX 6452</td>
<td>Estate &amp; Gift Tax Issues</td>
<td>3</td>
</tr>
<tr>
<td>TAX 6877</td>
<td>Special Topics in Taxation</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Electives (12 hours)

Students must complete 12 credit hours of approved business graduate level courses outside the areas of accounting and taxation. At least two, but not more than three courses must be from the same area. Please contact the College of Business academic advisor for specific courses.

Admission Requirements

To be considered for admission to the MS in A&T program, applicants must meet the following criteria:

- Undergraduate degree from a regionally accredited institution of higher learning
- Earned 18 credit hours of upper division accounting courses and 27 credit hours of general business courses with at least 9 credit hours at the upper division
- Official copy of GMAT (Graduate Management Admission Test) scores
- Minimum 3.0 GPA in upper division course work (60 credit hours) or score of 500 on the GMAT, and
- Total points of 1050 (GPA x 200 + GMAT) with a GMAT score of at least 400
- International students must have a satisfactory score (550 or higher) on the TOEFL exam

Applications are accepted for admission to the program for fall and spring semesters. Prior to admission to the program, students may complete a maximum of nine credit hours of graduate level courses. For additional information on the MS in A&T program, please contact the College of Business at (941) 590-7302.

Transfer Credit

Students may transfer a maximum of six credit hours of graduate level course work from a regionally accredited institution. This course work must have been completed within the past seven years with a grade of “B” or higher. The program coordinator must approve all transfer credit.

Academic Standing

All students are expected to maintain a cumulative GPA of 3.0 (on a 4.0 scale) throughout the program, and a minimum GPA of 3.0 is required for graduation. Failure to maintain the 3.0 GPA places the student on academic probation. The student has one semester to bring the average back up to a 3.0. Failure to do so will result in being dropped from the program. In addition, a student who receives three grades of “C” or lower is automatically dropped from the program.

Advising

The Graduate Advisor provides academic advising for all graduate students and is responsible for answering administrative questions, providing course approval, reviewing program requirements, evaluating transfer work, and preparing degree audits. In addition, students may seek academic advising from the Department Chair or faculty. An individual advisor is not assigned to each student. Students are expected to take primary responsibility for tailoring the program to meet their individual needs.

Master of Science in Computer Information Systems

Walter Rodriguez, Chair,
Computer Information Systems

The College of Business offers a Master of Science in Computer Information Systems (MS in CIS) program to prepare graduates for leadership positions in the information technology (IT) field. The program emphasizes the life-cycle management and development of computer information systems and networks. The program is designed to provide a solid background in information systems management, systems analysis and design, database management and administration, information systems applications, data communication and networking, project and change management, electronic commerce, and contemporary business practices.
Program Requirements

The MS in CIS program is divided into 12 credit hours of business and methods foundation courses, 9 credit hours of information technology foundation courses, 21 credit hours of required information systems core courses, and 12 credit hours of approved elective courses. Up to a maximum of 21 credit hours of foundation courses may be waived by equivalent undergraduate or graduate courses completed within the last seven years with a grade of “C” or higher. Without waivers, the program length is 54 credit hours. Students must complete all requirements for graduation within seven years from the date of admission to the program. Specific course requirements include the following:

Business and Methods Foundation Courses (12 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 6025</td>
<td>Accounting Fundamentals for Managers</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6605</td>
<td>Contemporary Management Concepts</td>
<td>3</td>
</tr>
<tr>
<td>ECO 6305</td>
<td>Foundations in Economics</td>
<td>3</td>
</tr>
<tr>
<td>QMB 6305</td>
<td>Statistical Methods for Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Information Technology Foundation Courses (9 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 6231</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6236</td>
<td>Introduction to Business Programming</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6237</td>
<td>Intermediate Business Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

Information Systems Required Core Courses (21 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 6121</td>
<td>Information Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6122</td>
<td>Information Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6127</td>
<td>Database Concepts &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6231</td>
<td>Data Communications &amp; Networks</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6316</td>
<td>Project &amp; Change Management</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6336</td>
<td>Enterprise Strategy</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6337</td>
<td>Technical Documentation for IS Professionals</td>
<td>3</td>
</tr>
</tbody>
</table>

CIS Electives (6 hours)

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 5910</td>
<td>Directed Independent Studies</td>
<td>3</td>
</tr>
<tr>
<td>ISM 5938</td>
<td>Topics in Computer Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6147</td>
<td>Web Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Electives (6 hours)

Students must complete six credit hours of approved business graduate level courses outside the area of CIS. Please contact the College of Business academic advisor for specific courses.

Admission Requirements

To be considered for admission to the MS in CIS program, applicants must meet the following criteria:

- Undergraduate degree from a regionally accredited institution of higher learning
- Official copy of GMAT (Graduate Management Admission Test) scores
- Minimum 3.0 GPA in upper division course work (60 credit hours) or score of 500 on the GMAT, and
- Total points of 1050 (GPA x 200 + GMAT) with a GMAT score of at least 400
- International students must have a satisfactory score (550 or higher) on the TOEFL exam.

Applications are accepted for admission to the program for fall and spring semesters. Prior to admission to the program, students may complete a maximum of nine credit hours of graduate level courses. For further information on the MS in CIS program, please contact the College of Business at (911) 590-7302.

Transfer Credit

Students may transfer a maximum of six credit hours of graduate level course work from a regionally accredited institution. This course work must have been completed within the past seven years with a grade of “B” or higher. The program coordinator must approve all transfer credit.

Academic Standing

All students are expected to maintain a cumulative GPA of 3.0 (on a 4.0 scale) throughout the program, and a minimum GPA of 3.0 is required for graduation. Failure to maintain the 3.0 GPA places the student on academic probation. The student has one semester to bring the average back up to a 3.0. Failure to do so will result in being dropped from the program. In addition, a student who receives three grades of “C” or lower is automatically dropped from the program.

Advising

The Graduate Advisor provides academic advising for all graduate students and is responsible for answering administrative questions, providing course approval, reviewing program requirements, evaluating transfer work, and preparing degree audits. In addition, students may seek academic advising from the Department Chair and faculty. An individual advisor is not assigned to each student. Students are expected to take primary responsibility for tailoring the program to meet their individual needs.
College of Education

(941) 590-7750

The School of Education was formerly part of the College of Professional Studies. The College of Education is dedicated to helping students acquire the knowledge and skills necessary for meaningful careers in schools and agencies. Based upon a firm liberal arts foundation, undergraduate and graduate programs provide a community-based approach to the integration of theory and practice. Programs will rely heavily upon well-supervised field education and internship experiences to enable graduates to readily assume positions in their professional fields. Through its many partnerships with schools, districts and agencies, college faculty participate in the everyday work world of their fields. This provides students with an exposure to an interdisciplinary, egalitarian, and cooperative model of professional practice between faculty and practitioners. Students will emerge ready for effective team practice and lifelong learning.

Mission and Vision
A work in progress...

Vision Statement (as of March 1999)

Florida Gulf Coast University College of Education’s vision is to provide an ecology of excellence that enables learners to acquire, construct, and communicate knowledge, skills, and attitudes that empower them to create a quality of life in their respective communities that fulfills the needs of all individuals.

The Mission of the School of Education is:

♦ To create, through the process of interdependent teaching and learning, an environment that promotes critical thinking and data-based decision-making, in transaction with the expanding knowledge base of our profession in a pluralistic society;
♦ To promote an ethic of care within our university community that models the professional practice of trust building, honesty, compassion, tolerance, moderation and charity in pluralistic settings;
♦ To strengthen our communities by promoting democratic values, advocating for human needs and social justice, and affirming individual differences, engaging in collaborative partnership, and expecting high standards of performance; and
♦ To engage in collaborative partnerships toward the goal of simultaneous renewal of public schooling and higher education.

College of Education

The College of Education is committed to providing high quality preparation programs for PreK-12 teachers, administrators, and other education personnel, including those who work in counseling in both community and school settings and those who are involved with educational technology in a variety of settings. All programs involve solid grounding in the discipline as well as application of theory in school or agency sites.

Preparation in undergraduate degree programs lead to certification through the State Department of Education. Certification is also available through selected graduate degree programs. In addition, students who already possess baccalaureate or advanced degrees may take selected courses toward initial teacher certification. Many area educators also enroll in courses to maintain currency in the field and to maintain their teacher certification. Please consult an academic advisor or designated school district personnel for further information.

Program descriptions#

The College of Education offers the following graduate degrees:

♦ M.A./M.Ed. in Counselor Education
♦ M.A./M.Ed. in Curriculum and Instruction (Educational Technology)
♦ M.Ed. in Educational Leadership
M.A./M.Ed. in Elementary Education
M.A. in Teaching, Secondary Education*
M.A./M.Ed. in Special Education

*The College of Education is proposing a Master of Arts in Teaching in Secondary Education to begin in Summer 2000. If this program is approved by the Board of Regents, then the last class to be admitted to the current undergraduate program in Secondary Education will be for Fall 1999.

College of Education programs included in the State University System Strategic Plan for future development and possible implementation include Master’s degrees in Reading and in Early Childhood Education. Students interested in either of these master’s degrees should stay in contact with the College of Education for information concerning their status.

**Accreditation**

The College of Education has begun the process of gaining special accreditation for its programs with the appropriate professional accrediting agencies in accordance with those agencies’ established schedules:

Education programs – Florida Department of Education and National Council for Accreditation of Teacher Education

Counselor education program - Council for Accreditation of Counseling and Related Educational Programs

**Advising**

Degree-seeking students in graduate programs are advised by program faculty. Students are assigned advisors upon admission to programs. Students enrolled in graduate courses on a non-degree basis may seek advice from the college’s advising staff at 590-7765 or 590-7790.

**Field Experience and Internships in the College of Education**

Field and final internship experiences are available to degree-seeking students in FGCU’s undergraduate and graduate programs. These experiences include observing and teaching in early childhood, elementary, secondary classrooms or in classrooms whose students have special educational needs, assuming the role of counselor in a school or community agency, or by completing an administrative assignment in a school.

Field experiences and final internship sites are selected from the five counties served by FGCU. School placements are approved by the College of Education and meet Florida Department of Education requirements to serve as field sites and may change each semester. Sites are chosen, in part, by the availability of clinical education trained teachers, and by the school’s capability to accept cohort groups consisting of interns from different programs. The quality of educational placements and the opportunities to observe and teach diverse students are paramount when placing pre-service teachers. Community counseling field experiences and internships are assigned based on equivalent criteria.

Students must apply for all field experiences and final internships. Completion of an application by the applicable deadlines during the regular semester (fall and spring semesters) prior to placement is required. Applications may be due up to eight (8) months in advance. Applications may be obtained from the College of Education Internship Office and it is the student’s responsibility to keep abreast of relevant requirements and deadlines. Students are limited to one additional course with the final undergraduate internship.

Several graduate programs also offer field experiences, practica, and internships. Applications for these are also available through the College of Education office and are governed by program rules and prerequisites.

**Certification/Licensure**

College of Education undergraduate and graduate programs are designed to prepare students to secure certification as teachers, school counselors, and administrators, and licensure as mental health counselors. Certification and licensure procedures are separate from College of Education courses or degrees and generally require passing state administered competency exams. Information about these exams may be obtained in the College of Education office. Please see the appropriate state or school district materials to complete certification and licensure application procedures.

**Statement on Internship/Certification eligibility**

Students who have arrest or conviction records may be denied an opportunity to complete internships or to achieve certification in the state of Florida. Please check with an academic advisor regarding this issue as soon as possible.
Faculty and Administrative Staff

The College of Education is committed to providing excellent instruction through its full-time and part-time faculty. Because of the nature of the programs, many faculty cross disciplines and teach courses required in more than one program.

The following is a list of the current full-time faculty in the College of Education:

- Carolyn Spillman, Professor, Elementary Education
- J. Michael Tyler, Associate Professor, Counselor Education
- Thomas Valesky, Professor, Educational Leadership
- Elia Vazquez-Montilla, Associate Professor, ESOL
- Edward Beckett, Advisor/Counselor
- Sherree Houston, Advisor/Counselor

Graduate programs

Each Master’s degree program requires a culminating experience. These vary from program to program and may include portfolios, comprehensive examinations, research projects, or other presentations of competence as required by each program.

Admissions Information

- Baccalaureate degree or equivalent from a regionally accredited University is required.
- To be eligible for consideration, applicants must have a grade point average/test score composite of 3.0 in the last two years of undergraduate degree study with 900 on the GRE or 40 on the MAT. Other composites may be considered; however, applicants with less than 400 on either section of the GRE will be advised to retake the GRE or to take the MAT.
- Satisfy any additional academic requirements of the program of specialization. Students may be required to take specific undergraduate course(s) if they do not have the necessary prerequisites for the graduate level course/program.
- Obtain three (3) favorable recommendations from professionals in the field.
- Submit proof of certification and/or relevant educational experience (M.Ed. degree only).

Non-degree status

The College of Education limits to 12 the number of credits earned while a non-degree-seeking student, which can be applied toward graduate degrees. Some graduate programs may restrict non-degree hours to 12, regardless of whether the hours will be applied toward a degree or are taken for another purpose.
Counselor Education (M.A. / M.Ed.)

The master’s program in Counselor Education prepares students to become school counselors in elementary and secondary schools as well as counselors in community agencies. Program goals include development of professional competence; commitment to respect of worth of every individual and advocacy for rights of all clients; and enhanced self-awareness, individual growth, and professional identity. The program provides a broad theoretical base for practice as well as appreciation of social and economic factors impacting individuals, families, communities, and social institutions (e.g., schools, agencies, self-help organizations). Likewise, the program promotes acquisition of appropriate counseling, consultation, student management, and referral skills for use in helping interventions.

Students pursuing the master’s program in counseling may choose between two tracks: school counseling and community counseling. The program requires that all students complete course work covering human development or learning principles, personality theory, principles of the counseling profession, counseling theories, group counseling, appraisal, career development, research methods, and legal and ethical issues for counselors. In addition, a four-semester-hour practicum in individual counseling and a six-semester-hour counseling internship in a preferred setting are required. Students with prior teacher training who wish to become school counselors must also complete course work related to counseling special populations and consultation. Students without prior teacher training who wish to be school counselors must additionally meet state certification requirements by completing courses in Curriculum and Instruction, Social, Philosophical or Historical Foundations of Education, and Foundations of Measurement. These programs lead to certification as school counselors in Florida.

Students who are preparing to become community counselors take courses related to the study of mental disorders and human sexuality. This plan of study meets course requirements for mental health licensure in Florida.

Additional admissions criteria:

- Student must prepare a personal statement concerning their preparation and interest for graduate study in counseling.
- A personal interview.

Prerequisites

Plan I is designed for school counselors who are eligible for a teaching certificate. Plan II includes additional course work and is designed for individuals without prior teaching certification. Plan III is designed for students seeking to work in community agencies.

Course List

The Counselor Education Program is currently under revision. Students admitted for the Fall 1999 will be considered transition program students. The community counseling track will be revised to 60 credit hours to be consistent with revised Florida requirements for Mental Health licensure.

TRANSITION PROGRAM

Plan I: School Counseling Concentration (Program Length 50 hours):

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6334</td>
<td>Theories of Personality for Counselors</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6006</td>
<td>Principles of the Counseling Profession</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6200</td>
<td>Appraisal Procedures in Counseling</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6340</td>
<td>Career Development</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6400</td>
<td>Counseling Theories and Practices</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6420</td>
<td>Counseling Special Population Groups</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6509</td>
<td>Group Counseling Theories and Practices</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6601</td>
<td>Consultation for the Counseling Profession</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6780</td>
<td>Legal and Ethical Issues in the Counseling Profession</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6850</td>
<td>Practicum in Individual Counseling</td>
<td>4</td>
</tr>
<tr>
<td>SDS 8820</td>
<td>Internship in School Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

Select one:

- EDF 5136 Adolescence
- EDF 6125 (Formerly EDF 6120) Child Development
- EDF 6215 Learning Principles Applied to Instruction

Plan II: School Counseling Concentration — non-certified educator

(Program Length 59-60 hours):

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6354</td>
<td>Theories of Personality for Counselors</td>
<td>4</td>
</tr>
<tr>
<td>EDF 6432</td>
<td>Foundations of Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDS 4620</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one:

- EDF 5136 Adolescence
- EDF 6125 (Formerly EDF 6120) Child Development
- EDF 6215 Learning Principles Applied to Instruction

Select one:

- EDF 6517 Historical Foundations of American Education | 4
- EDF 6544 Philosophical Foundations of American Education | 3
- EDF 6606 Socio-Economic Foundations of American Education | 3-4

Required Core Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 6006</td>
<td>Principles of the Counseling Profession</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6200</td>
<td>Appraisal Procedures</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6340</td>
<td>Career Development</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6400</td>
<td>Counseling Theories and Practices</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6420</td>
<td>Counseling Special Population Groups</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6509</td>
<td>Group Counseling Theories and Practices</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6601</td>
<td>Consultation for the Counseling Program</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6780</td>
<td>Legal and Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6850</td>
<td>Practicum in Individual Counseling</td>
<td>4</td>
</tr>
<tr>
<td>SDS 8820</td>
<td>Internship in School Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>
Educational Leadership (M.Ed.)

The graduate program in educational leadership is designed to prepare students to assume leadership positions in educational settings as well as improve performance of current leaders in educational leadership positions. Program content focuses on the function of educational leaders, stressing the relationship between tested practice and applied theory. The program prepares students for “Level I” certification by the Florida Department of Education.

Individuals who wish to gain certification by enrolling in program courses must be admitted to the program. Admitted students who do not require a second master’s degree must complete all requirements except the 6 credits of electives, in order to meet state certification requirements.

Prerequisites & Course Selection

Applicants must satisfy the following:

♦ For those seeking K-12 Educational Leadership Certification, have certification in a teaching field and at least two years of successful teaching experience.

♦ For those not seeking certification, have two or more years of relevant work experience.

Courses for electives and certification will be selected in consultation with an academic advisor.

Course List

Required Courses in the Degree Program Core — all concentrations (27 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 6001</td>
<td>Principles of Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6192</td>
<td>Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6222</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6242</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EGD 6607</td>
<td>Foundations of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EME 6425</td>
<td>Microcomputers for School Management</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6945</td>
<td>Administrative Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Courses in the Individual Concentrations (6 hours each):

High School Concentration: Program Length - 39 credit hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGD 6695</td>
<td>Problems in Curriculum &amp; Instruction: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>ESS 6215</td>
<td>School Curriculum: Secondary</td>
<td>3</td>
</tr>
</tbody>
</table>

Middle School Concentration: Program Length - 39 credit hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGD 6694</td>
<td>Problems in Curriculum &amp; Instruction: Middle School</td>
<td>3</td>
</tr>
<tr>
<td>EDM 6236</td>
<td>School Curriculum: Middle</td>
<td>3</td>
</tr>
</tbody>
</table>

Special Education Concentration: Program Length - 39 credit hours

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEK 6025</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EEK 6811</td>
<td>Administration of Exceptional Student Programs</td>
<td>3</td>
</tr>
</tbody>
</table>
Elementary Education (M.Ed. / M.A.)

The M.Ed. program in elementary education is designed to provide focused graduate study in an area of specialization for teachers currently certified to teach the elementary grades. Areas of specialization available include elementary curriculum and literacy in a diverse society which leads to endorsement in teaching English Speakers of Other Languages.

In the M.A. program, students with a B.S./B.A. in another field without elementary certification, will meet requirements for both elementary certification and the master’s degree. Completion of certain undergraduate courses and internships may be required.

Both programs are practitioner-oriented and are aimed at increasing the curriculum and instructional expertise of teachers.

Requirements for the Elementary concentration:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 6106</td>
<td>Administrative Analysis and Change</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6165</td>
<td>Policy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6202</td>
<td>Planning Educational Facilities</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6503</td>
<td>The Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6910</td>
<td>Directed Research</td>
<td>1-19</td>
</tr>
<tr>
<td>EDA 6931</td>
<td>Case Studies in School Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6928</td>
<td>School Curriculum Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6931</td>
<td>Selected Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6947</td>
<td>Internship</td>
<td>1-9</td>
</tr>
<tr>
<td>EDS 6131</td>
<td>Clinical Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDS 6239</td>
<td>Problems in Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6931</td>
<td>Selected Topics in Education (Global Perspectives)</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6246</td>
<td>Instructional Approaches for Exceptional Populations</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6301</td>
<td>Language Learning in Childhood</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6616</td>
<td>Trends in Language Arts Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RED 6544</td>
<td>Remediation of Comprehension Problems</td>
<td>3</td>
</tr>
<tr>
<td>RED 6545</td>
<td>Remediation of Reading and Writing Vocabulary Problems</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5371</td>
<td>Methods of Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5525</td>
<td>Cross-Cultural Issues in ESL</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses in the concentration — none

Special Education (M.A. / M.Ed.)

The programs of study in the Department of Special Education prepare special education leaders for work in public and private schools and in state, federal, or community settings at the master’s level. Specific areas of education and training include behavior disorders, development disabilities/mental retardation, specific learning disabilities, and varying exceptionalities. The master’s program strives to develop supervisory and multidisciplinary skills for students who wish to assume innovative leadership roles in public or private schools and community settings. Students complete an exit portfolio demonstrating competencies in lieu of a thesis.

Master of Education (M.Ed) and Master of Arts (M.A.) degrees are offered:

- Teachers currently certified in special education will receive the M.Ed or M.A.
- Students with a B.A./B.S. in another field without special education certification will meet requirements for both the M.A. and certification in Special Education. This program will require completion of certain undergraduate courses and internship.
- Under certain conditions, teachers may take the M.A. or M.Ed. without completing the requirements for teaching certification.

Prerequisites:

- EEX 6246 Foundations in Special Education is a prerequisite if an equivalent course has not been taken at the undergraduate level.
- Students without undergraduate certification in special education are required to take additional courses in education in order to be certified at the master’s level. See an academic advisor for course selection.
Course Selection and Program Length

- Departmental advisors assist students in selecting appropriate electives.
- The Behavior Disorders, Mental Retardation, and Specific Learning Disabilities concentrations consist of a minimum of 36 hours, and the Varying Exceptionalities concentration consists of a minimum of 36-39 hours.

Course List

Required courses in the degree program core — all concentrations (27 hours):

- EEF 6481 Foundations of Educational Research ........................................ 3
- EEX 5752 Working with Families: A Pluralistic Perspective ............................................ 3
- EEX 6222 Advanced Psychoeducational Assessment of Exceptional Students ............................................ 3
- EEX 6245 Translational Prog for Adolescent & Young Adult Exceptional Educ ............................................ 3
- EEX 6248 Instructional Approaches for Exceptional Populations ............................................ 3
- EEX 6612 Management and Motivation of Exceptional and At-Risk Students ............................................ 3
- EEX 6732 Consultation and Collaboration in Special Education ............................................ 3
- EEX 6939 Advanced Seminar: Paradigms, Practices and Policies in Special Ed ............................................ 3
- EEX 6943 Practicum in Exceptional Student Education ............................................ 3

Specific concentration requirements and electives:

Behavior Disorders Concentration - (Program Length – 36 hours)

Required courses (3 hours):
- EED 6215 Advanced Theories and Practices in Behavior Disorders ............................................ 3

Elective courses (select 6 hours): Electives should be relevant to the student’s program of study and will be selected in consultation with departmental advisors.

Developmental Disabilities/Mental Retardation Concentration - (Program Length – 36 hours)

Required courses (3 hours):
- EMR 6052 Advanced Theories and Practices in Mental Retardation ............................................ 3

Elective courses (select 6 hours): Electives should be relevant to the student’s program of study and will be selected in consultation with departmental advisors.

Specific Learning Disabilities Concentration - (Program Length – 36 hours)

Required courses (3 hours):
- ELD 6015 Advanced Theories and Practices in Specific Learning Disabilities ............................................ 3

Elective courses (select 6 hours): Electives should be relevant to the student’s program of study and will be selected in consultation with departmental advisors.

Varying Exceptionalities Concentration - (Program Length – 36 hours)

Required courses (9 hours):
- ELD 6015 Advanced Theories and Practices in Specific Learning Disabilities ............................................ 3
- EMR 6052 Advanced Theories & Practices in Mental Retardation ............................................ 3
- EED 6215 Advanced Theories & Practices in Behavior Disorders ............................................ 3

Elective courses – none
College of Health Professions

(941) 590-7450

Master of Science in Health Science Program

Faculty

Haleyon St. Hill, Chair
Paul A. Burkett, Joan Glacken, John F. Racine

Description

The interdisciplinary Master of Science in Health Science program is designed to provide advanced opportunities for baccalaureate graduates. Four concentrations are offered within this Master of Science in Health Science Program:

♦ Health Professions Education for those who aspire to college/university faculty and/or educational administration positions.

♦ Health Professions Practice for those who desire to increase their expertise in the practice arena.

♦ Health Services Administration for those who aspire to manager/department head positions in health care facilities, government agencies and/or management of private practices or managed care facilities.

♦ Gerontology for those who wish to care for the elderly and/or work in institutions that administer or deliver services to the elderly.

The health professions education and health professions practice concentrations are designed for baccalaureate graduates who have completed the basic preparation and license, certification, or registration as applicable in one of the health professions.

Admissions Information

The College of Health Professions has a selective admissions policy. Admission requirements include, but are not limited to, the following:

1. Submission of an FGCU graduate application.

2. Submission of College of Health Professions supplemental application form and portfolio.

3. Baccalaureate degree or equivalent from a regionally accredited institution of higher learning.

4. License, certification, and/or registration in a health profession is required for the Health Professions Education Concentration and the Health Professions Practice Concentration.

5. One of the following:
   
   a. A minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale on the most recent 60 semester hours of upper-division coursework.

   b. A minimum combined score of 1000 on the quantitative and verbal sections of the Graduate Record Exam (GRE), or a minimum score of 500 on the Graduate Management Achievement Test (GMAT), or a minimum score of 45 on the Miller Analogies Test (MAT). The GRE, GMAT, or MAT must have been taken within five years preceding the application.

   c. A graduate degree from a regionally accredited institution.

6. Minimum score of 600 on TOEFL for international students who speak English as a second language.

*Note: All applicants must present GRE, GMAT, or MAT scores.

Program Goals

Graduates of the Master of Science in Health Science Program are prepared to serve as health care leaders in advanced professional roles within the diverse current and dynamic health services delivery system. By selecting a concentration in either health professions education, health professions practice, health services administration, or gerontology, the graduates will exhibit expertise and innovation in planning, developing, and implementing quality health care services. Hence, graduates will demonstrate proficiencies in their selected concentrations, and will be prepared to:
1. Serve as health professions educators, administrators, and advanced practitioners within the health care delivery system.

2. Understand, evaluate, and analyze concepts and theories of policies, procedures, and advanced skill practices in the health care delivery system as related to the concentration of study.

3. Evaluate and differentiate the roles, duties, responsibilities, and skills of leaders and practitioners in the concentration of study.

4. Evaluate current philosophies, principles, issues and trends which impact health professions practice in the area of study, and serve as innovators and change agents.

5. Conduct and evaluate research to improve in the concentration of study.

6. Serve in leadership positions in disciplinary and interdisciplinary professional activities.

7. Master information technology and human relations skills.

8. Employ appropriate assessment procedures and intervention strategies to enhance the quality of patient care within the scope of practice as appropriate to the concentration of study.

**Health Professions Education Concentration**

Graduates will be prepared to:

- serve as faculty and/or educational administrators in health professions programs at academic institutions and practice sites.
- understand, evaluate, analyze, and utilize different learning methods, teaching strategies, and models of instruction to develop programs, courses, and lessons in the didactic and practice components of health professions education.
- evaluate and differentiate the roles, duties, responsibilities, special skills, and the educational and experiential qualifications of health professions faculty at academic institutions and practice sites.
- measure and evaluate the practice and didactic competencies related to the cognitive, psychomotor, and affective domains through the selection and/or development, validation, and application of test instruments.
- evaluate the philosophies, principles, and practices of health professions education and develop curricula which integrate didactic and practice components that reflect the needs of the dynamic health services community.
- conduct and evaluate research to improve health professions education.

**Health Professions Practice Concentration**

Graduates will be prepared to:

- demonstrate advanced skills in discipline specific areas of study.
- serve in leadership positions in disciplinary and interdisciplinary professional activities.
- analyze, evaluate, and implement models of health care practices to ensure quality and effective health care services and delivery.
- evaluate and analyze current issues and trends which impact health professions practice and serve as innovators and change agents.
- conduct and evaluate research to improve health professions practice.

**Health Services Administration Concentration**

Graduates will be prepared to:

- serve as managers/department heads in health care facilities, government agencies, private practices, or managed care facilities.
- analyze the social, economic, political and professional forces that impact health service administration and delivery, and implement innovative solutions.
- manage, lead, design, implement, and sustain effective health-related programs and organizations.
- master information and human relation skills.
- develop and implement policies and procedures related to human resources.
- conduct and evaluate research to improve health services administration.

**Gerontology Concentration**

Graduates will be prepared to:

- care for the elderly and/or work in institutions that administer or deliver services to the elderly.
- compare and contrast concepts and theories used to study aging, recognizing their influence on policies and procedures in practice.
- employ appropriate assessment procedures and intervention strategies to enhance quality of liv-
ing, and to maintain functional capacity and adaptation at the optimal level throughout the life cycle.

- understand the principles of effective practice and apply them to the evaluation of gerontology programs and/or practice.

- understand the variety of contexts within which aging can be examined.

- summarize, evaluate and utilize popular, professional and scientific literature in gerontology to maintain currency in knowledge and skills, to provide valid rationale for practice and policies, and to enhance accurate interpretation of the various aging processes for the public and other professionals.

- conduct and evaluate research to improve gerontology practice.

Grading Policies

Please refer to the Departmental Student Guidebook for grading policies.

Advising

Academic advising is an integral part of the college learning experience. Refer to the College of Health Professions and the Department of Interdisciplinary Studies Student Guidebook for details.

Program Overview

Master of Science in Health Science

Health Services Administration Concentration

Required Courses in the Degree Program Core (21 Total Hours)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHS 5117</td>
<td>Global Perspectives of Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>IHS 5508</td>
<td>Statistical Analysis for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>IHS 6112</td>
<td>Legal and Ethical Aspects of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>IHS 6500</td>
<td>Research in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>IHS 6939</td>
<td>Health Policy Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6911*</td>
<td>Health Professions Capstone Project</td>
<td>6</td>
</tr>
<tr>
<td>HSC 6975*</td>
<td>Health Professions Thesis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

Required Courses in the Concentration Core (12 Hours)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 5112</td>
<td>Comparative Health Services Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5115</td>
<td>Health Services Management and Operations</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6179</td>
<td>Models of Financial Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6433</td>
<td>Health Policies and Economic Issues in Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Elective Courses in the Concentration (Student must select 9 hours)+

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 6126</td>
<td>Concepts and Principles of Managed Care</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6225</td>
<td>Long Term Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6149</td>
<td>Planning and Marketing Health Services</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

* Students must select one of these two options.
** Total hours in Program Core reflect selection of Thesis or Capstone Project.
+ Students will select three of the concentration electives for the required 9 semester hours of electives or students may select the option of doing a second concentration core.
++ Course can be repeated under different "topics".

Master of Science in Health Science

Health Professions Education Concentration

Required Courses in the Degree Program Core (21 Total Hours)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHS 5117</td>
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<td>IHS 6500</td>
<td>Research in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>IHS 6939</td>
<td>Health Policy Capstone Seminar</td>
<td>3</td>
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<td>HSC 6975*</td>
<td>Health Professions Thesis</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

Required Courses in the Concentration Core (12 Hours)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 5260</td>
<td>Teaching Methods for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HSC 5268</td>
<td>Health Professions Faculty Roles and Responsibilities</td>
<td>3</td>
</tr>
<tr>
<td>HSC 5269</td>
<td>Curriculum Development in Health Professions Education</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6715</td>
<td>Educational Measurement and Evaluation in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Elective Courses in the Concentration (Student must select 9 hours)+

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 5009</td>
<td>Accreditation in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HSC 5269</td>
<td>Continuing Education for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6939</td>
<td>Directed Study in Health Professions Education</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6939**</td>
<td>Topics in Health Professions Education</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6943</td>
<td>Health Professions Education Internship</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6972</td>
<td>Grant Writing for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6215</td>
<td>Learning Principles Applied to Instruction</td>
<td>4</td>
</tr>
<tr>
<td>EDF 6432</td>
<td>Foundations of Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
</tr>
</tbody>
</table>

* Students must select one of these two options.
** Total hours in Program Core reflect selection of Thesis or Capstone Project.
+ Students will select three of the concentration electives for the required 9 semester hours of electives or students may select the option of doing a second concentration core.
++ Course can be repeated under different "topics".

Master of Science in Health Science

Health Professions Practice Concentration

Required Courses in the Degree Program Core (21 Total Hours)

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHS 5117</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>
Master of Science in Physical Therapy

Faculty

Ellen K. Williamson, Chair
Sharon I. Bevins, Thomas Bevins, Asif Daya, Pamala Fechan, Lynda Jack, Judith Martin, Mason Meers, Gina Musolino

The Department of Physical Therapy at Florida Gulf Coast University will offer a post-baccalaureate entry-level Master of Science degree program, replacing the B.S. in Health Science/M.S. in Physical Therapy program that has been offered since the Summer of 1998. The proposed start date of this new post-baccalaureate program is Fall 2000. Changes in accreditation standards for physical therapy education programs have necessitated this program change. The Department of Physical Therapy is seeking approval of the Board of Regents for this post-baccalaureate entry-level Master of Science degree program. Further information on admission standards and program requirements will be available by Summer 1999.

The FGCU entry-level physical therapy program prepares graduates as ethical and effective decision-making practitioners, valuing their role in the changing health care environment and society at large. Plans at this time are to offer a seven (7) semester program, consisting entirely of post-baccalaureate graduate level education, and leading to a Master of Science in Physical Therapy degree. This program utilizes a variety of instructional methodologies, including substantial computer-based and videotape instructional materials in combination with on-campus learning experiences. Applicants should be aware of their responsibility in acquiring adequate technology skills to ensure success in the program. The curricular design requires students to be independent and self-directed and utilize faculty as guides and facilitators of learning. The program includes extended clinical internships in which the student may be required to relocate or commute out of the area, at the students’ own expense.

The Profession of Physical Therapy

Physical therapy is a dynamic profession with an established theoretical base and widespread clinical applications, particularly in the preservation, development, and restoration of maximum physical functions. Physical therapists seek to prevent injury, impairments, functional limitations, and disability; to maintain and promote fitness, health, and quality of life; and to ensure availability and excellence in the

Program Accreditation

The physical therapy program at Florida Gulf Coast University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation.

Admissions Information

The Department of Physical Therapy plans to conduct a competitive admissions process in the Spring of 2000. The admissions standards for the physical therapy program are currently under revision. All applicants must earn a bachelor degree from a regionally accredited institution and receive a 1000 or greater on the GRE (or equivalent*) prior to entering the graduate program at FGCU.

Applicants may complete a bachelors degree in any field. The following undergraduate majors at Florida Gulf Coast University may be the most congruent with the required physical therapy prerequisite courses.

- B.S. in Health Sciences
- B.S. in Clinical Laboratory Science, Pre-Professional Concentration with Physical Therapy Options

Admission standards may include, but are not limited to:

- FGCU Graduate Admission requirements
- Minimum overall GPA
- Minimum prerequisite GPA
- Portfolio
- Interview
- Shadowing experience
- Completion of all required coursework
- Additional standardized test scores

Please contact the Department of Physical Therapy during the Summer of 1999 for further details.

* A score of 45 or higher on the MAT or a score of 500 or higher on the GMAT

Common Prerequisites

The common prerequisites for entry-level physical therapy programs in the Florida State University System (either as part of a degree or completed separately) will be required for admission to this program. The following coursework is required for admission to this program:

STATE-MANDATED COMMON PREREQUISITES

<table>
<thead>
<tr>
<th>PREFIX/NUMBER</th>
<th>COURSE TITLE</th>
<th>CR. RECOMMENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2010C and BSC X085* and BSC X086*</td>
<td>General Biology I w/Lab</td>
<td>4 BSC 1010C</td>
</tr>
<tr>
<td>and BSC 2011C** and XXX XXXX</td>
<td>Anatomy and Physiology I w/Lab</td>
<td>3 BSC 1085C</td>
</tr>
<tr>
<td>OP</td>
<td>General Biology II w/Lab</td>
<td>4 BSC 1086C</td>
</tr>
<tr>
<td>CHM X045C and CHM X046C</td>
<td>General Chemistry I w/lab</td>
<td>4 CHM 1045C</td>
</tr>
<tr>
<td>and PHY X053C*** and PHY X054C</td>
<td>General Chemistry II w/lab</td>
<td>4 CHM 1046C</td>
</tr>
<tr>
<td>and PHY X054C</td>
<td>College Physics I w/lab</td>
<td>4 PHY 2053C</td>
</tr>
<tr>
<td>PSY X012 or PSY X013</td>
<td>Introductory or General Psychology</td>
<td>3 PHY 2054C</td>
</tr>
<tr>
<td>DEP XXXX</td>
<td>Developmental Psychology</td>
<td>3 PSY 2012</td>
</tr>
<tr>
<td>STA XXXX</td>
<td>Introductory Statistics</td>
<td>3 DEP 2004</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 STA 2023 or STA 2027</td>
</tr>
</tbody>
</table>

*BSC X093 and BSC X094 may substitute for BSC X085 and BSC X086
**ZOO X010C may substitute for BSC 2011C
*** PHY 2004C and PHY 2005C may substitute for PHY X053C and PHY X054C

It is recommended that applicants seek advisement from the College of Health Professions counselor and advisor (941-590-7455). Academic advising is an integral part of the college learning experience. Refer to the College of Health Professions and the Department of Physical Therapy Student Guidebook for details.
GRADUATE PROGRAMS

School of Public and Social Services

Phone 590-7820

Director, John McGaha

The School of Public and Social Services at Florida Gulf Coast University offers masters degree programs in specialized career and professional fields. The school also offers programs and projects that meet the lifelong professional development needs of practitioners.

In the pursuit of this educational goal, the School of Public and Social Services trains professionals in Public Administration and Social Work. The faculty recognizes the changing climate of public and social services, links learning to the community and client needs and recognizes diversity in culture and environment.

Division of Public Administration

Faculty

Roberta W. Walsh, Ph.D., Associate Professor and Chair

Jim Chambers, Ph.D., Associate Professor

Roger Green, Ph.D., Assistant Professor

Arthur J. Rubens, Dr. P.H., Associate Professor

Admission Requirements

A bachelor's degree from an accredited institution of higher learning with a grade point average (GPA) of 3.0 or higher on a 4.0 scale in the last 60 hours attempted as an upper division student.

Completion of the Graduate Record Exam (GRE) or Miller Analogy test (MAT) within the last five years, with a combined score of 1000 on the combined quantitative and verbal sections of the GRE or a score of 45 or above on the MAT.

Three completed reference rating forms from persons qualified to judge the applicant's academic and professional potential.

A clearly written statement of career goals indicating a commitment to public service.

Completion of MPA Supplemental Application documenting current and previous professional experience.

Completion of 15 hours of undergraduate coursework in the social sciences or business, including 3 hours in quantitative skills.

International applicants for whom English is a second language are required to submit a score of 550 or higher on the Test of English as a Foreign Language (TOEFL).

Professional or volunteer experience in a public and social service organization, performance in previous graduate-level course work (reflecting a GPA of 3.0 or higher), or an earned Master's, Doctorate, or other graduate degree from a regionally accredited institution, will also be considered in admission decisions, and may be submitted with the application packet.

Master of Public Administration (MPA)

The Master of Public Administration (MPA) program is an interdisciplinary, applied degree program that prepares students for successful administrative careers in the public and not-for-profit sectors. It is designed both for students who have significant in-service experience and for students who have little or no prior work experience in public agencies. The MPA core curriculum provides theoretical and practical training for students in research methods, personnel administration, finance and budgets, policy analysis, and intergovernmental relations. A choice of elective concentrations allows students to develop specialities in areas such as environmental policy, management, health policy and administration, and criminal justice policy. Evening and weekend classes accommodate the scheduling needs of working students.
Curriculum

MPA Course Requirements

The MPA degree requires the completion of 43 semester hours of approved graduate study. Students must take 22 semester hours of core courses (required of everyone), 9 hours of elective courses, and 12 hours within an area of concentration.

The distribution of courses for the MPA program is as follows:

Required Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 6060</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6207</td>
<td>Public Budgeting&quot;</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6365</td>
<td>Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6417</td>
<td>Public Personnel Administration&quot;</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6701</td>
<td>Data Analysis in Public Service</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6708</td>
<td>Research Applications in Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6826</td>
<td>Intergovernmental Relations</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6961</td>
<td>Capstone Project∗</td>
<td>1</td>
</tr>
<tr>
<td>Total Core</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

Prerequisites: *PAD 6060, **Completion of all other core courses.

Elective Courses

All students must choose a minimum of 9 hours of elective courses in public administration. Other related areas may be included with advisor approval. Students will also select a program concentration for an additional 12 hours of course work in the concentration area. Students who select general public administration as a program concentration, will take their additional 12 hours from the elective courses listed below, for a total of 24 hours.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 5041</td>
<td>Administrative Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5382</td>
<td>Emerging Issues in Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5620</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5936</td>
<td>Environmental Policy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5933</td>
<td>Grant Writing and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6101</td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6307</td>
<td>Seminar in Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6505</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6836</td>
<td>Comparative Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6926</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>PAD 6934</td>
<td>Special Topics in Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6940</td>
<td>Internship∗</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 5035</td>
<td>Comparative Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 6406</td>
<td>Criminal Justice Management and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 6455</td>
<td>Criminal Justice Management and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 6910</td>
<td>Juvenile Justice and Correctional Systems</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 6905</td>
<td>Directed Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 6936</td>
<td>Justice Policy Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

For students with less than one year of professional experience and with the consent of advisor.

Concentrations

In addition to the public policy/management core, students must also complete the requirements of one area of concentration, thus developing expertise in a specialized field of academic and professional interest.

Students select courses in their concentration in consultation with their MPA advisor and/or an academic advisor in the concentration area. Concentration courses will be selected with regard to the required courses in the concentration, the stated objective of each concentration, and the student’s specific career goals.

1. General Public Administration - a general study of public administration, focusing principally on organization theory, administrative analysis and the problems endemic to large federal and state agencies, or specific areas of administration, such as personnel administration.

   Requirements:
   Completion of 12 additional hours of public administration elective courses

2. Management - a thorough study of select economic and business factors which complement public administration core and elective courses.

   Requirements:
   PAD 6101 Organizational Theory and Behavior

   After completion of the required course, students will select 9 hours from the following courses in the College of Business. Course selection and requisites will be determined by a concentration advisor in the College of Business.

   MAN 6055 Contemporary Management Concepts
   MAN 6266 The Challenge of Leadership
   MAN 6607 Global Organization Issues
   MAN 6411 Labor-Management Relations
   MAN 6448 Conflict Management
   MAN 6305 Human Resource Management

3. Environmental Policy - a study of the environmental issues, problems, and policy which complement public administration core and elective courses.

   Requirements:
   PAD 5620 Environmental Law
   PAD 5625 Environmental Policy and Ethics

   After completion of the required courses, students will select 6 hours of 5000 level or higher courses, which focus on environmental policy and issues. Course selection and any other requisite courses will be determined by a concentration advisor in the MPA program.
4. Criminal Justice Policy - a thorough study of the select issues and factors in criminal justice which complement public administration core and elective courses.

Requirements:
CCJ 6406 Criminal Justice Management and Policy: Law Enforcement and Courts
CCJ 6435 Criminal Justice Management and Policy: Juvenile Justice and Correctional Systems

After completion of the required courses, students will select an additional 6 hours of 5000 level or higher courses in criminal justice management and policy. Course selection and any other requisite courses will be determined by a concentration advisor in the School of Public and Social Services.

5. Health Policy and Health Administration - a study of management of health service organizations and issues and problems that impact on health policy and policy decision making.

Requirements:
HSC 5638 Global Perspectives and Health Policy
HSA 5110 Health Services Management and Operations

After completion of the required courses, students will select 6 hours of 5000 level or higher courses, which focus on health policy and health administration. Course selection and any other requisite courses will be determined by a concentration advisor in the MPA program.

Distance Education
Florida Gulf Coast University’s Division of Public Administration offers a distance-based Master of Public Administration degree program to eligible students. Program courses are primarily internet-based, in some cases supplemented by discussion sessions utilizing videoconferencing and audioconferencing technology.

Students admitted to the program may register for one or more courses per semester, selecting from the distance courses scheduled each term. Completion of the program requires a total of 43 credit hours. Eligibility requirements include adequate home computer system and Internet service capacities for completing internet-based course work.

Advisement
All MPA students will be assigned a faculty advisor based upon the first letter of their last name. The MPA faculty Advisor will assist students in academic program planning, selection of areas of concentration, and choice of electives. The MPA faculty advisor, in conjunction with the MPA Internship Coordinator, will advise and assist students on all matters pertaining to the internship. The student’s MPA faculty advisor may also work jointly with other faculty in and outside the college on courses related to the student’s concentration area. A student who wishes to have a particular faculty member serve as his or her regular advisor may make this request with the Division Chair.

Social Work Master’s Program

Faculty
Chairperson, Patricia A Washington
Timothy Barnett-Queen, Charlene Bennett, Judy Lee, Gary Lounsberry, Gary Mayfield

Admission Requirements
Admission to the Social Work Master’s Program is based on a combination of past academic performance, letters of recommendation, a clear statement of career goals and scores on the Graduate Record Examination (GRE). Successful candidates should have:

- A bachelor’s degree or equivalent from a regionally accredited University
- Transcripts from all colleges or universities attended
- Graduate Record Examination (GRE) scores within five years preceding application

Meet at least one of the following criteria:

- a graduate degree from a regionally accredited institution
- earned a “B” average (3.0 on a 4.0 scale) or higher in all work attempted while registered as an upper division student working for a bachelor’s degree
- a total verbal plus quantitative GRE General Test score of 1000 or higher
sample curriculum
six (6) credit hours for ten (10) continuous semesters

required courses in the degree program core (54 hours)

<table>
<thead>
<tr>
<th>course #</th>
<th>course title</th>
<th>credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 6105</td>
<td>Foundations in Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6114</td>
<td>Individual Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6124</td>
<td>Theoretical Perspectives on Mental Dysfunctioning</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6126</td>
<td>Theoretical Perspectives on Physical Dysfunctioning</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6235</td>
<td>Foundations of Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6236</td>
<td>Social Welfare Policy Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6305</td>
<td>Fundamentals of Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6342</td>
<td>Individual, Family, and Group Treatment I</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6348</td>
<td>Theories of Clinical Practice</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6362</td>
<td>Individual, Family, and Group Treatment II</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6368</td>
<td>Individual, Family, and Group Treatment III</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6375</td>
<td>Macro Practice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6405</td>
<td>Foundations of Social Work Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6426</td>
<td>Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6427</td>
<td>Field Research I</td>
<td>1</td>
</tr>
<tr>
<td>SOW 6553</td>
<td>Field Instruction Sequence IA</td>
<td>1</td>
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<tr>
<td>SOW 6554</td>
<td>Field Instruction Sequence IB</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6555</td>
<td>Field Instruction Sequence II</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6556</td>
<td>Field Instruction Sequence III</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6557</td>
<td>Field Instruction Sequence IIC</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6558</td>
<td>Field Instruction Sequence IIDA</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6559</td>
<td>Field Instruction Sequence IIIB</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL CORE</td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>

elective courses in the degree or track/concentration

(student must choose 6 hours)

<table>
<thead>
<tr>
<th>course #</th>
<th>course title</th>
<th>credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 6366</td>
<td>Systems Theory and Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6900</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>SOW 6931</td>
<td>Special Topics (This three-credit course can be repeated with various topics.)</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL ELECTIVE</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>65 HOURS</td>
</tr>
</tbody>
</table>

advisement

advising of MSW students is a function that is valued, and each full-time faculty member serves as academic advisor to MSW students. During their first semester students are asked to select 3 possible faculty members to be their advisor based upon their areas of interest. Whenever possible MSW students are given their first choice. The faculty member selected will assist the student throughout their educational career at FGCU with academic program planning, selection of electives and problem-solving as they prepare to become competent social workers. The MSW faculty advisor in conjunction with the MSW Field Coordinator, will advise and assist students on matters pertaining to field. The Chairperson of the MSW/HUS Program acts as advisor for MSW students during the summer months. For purposes of continuity in the relationship, it is suggested that there be at least two advisor-advisee contacts each semester. The process of advising is assumed to be an ongoing, collaborative effort.
Graduate Course Descriptions

ACG 5655 Independent Audit II 3 credits
This course expands upon Independent Audit I to include topics on the development of auditing as a profession and the current issues faced by those in the profession. Readings are drawn primarily from contemporary literature in the field. Certain topics not fully covered in Independent Audit I, such as reviews and compilations, international auditing issues, and governmental auditing will be included.
Prerequisites: ACG 4632

ACG 6025 Acting Fundamentals for Mgrs 3 credits
This course studies the users and uses of accounting information for decision making. The economic impacts of business transactions and the flow of related data through accounting information systems are explored. Specific topics covered include accounting systems, data needs of different users of accounting information, accrual vs. cash flow measures of performance, cost systems, and decision analysis tools. (This course does not meet Florida CPA requirements.)

ACG 6135 Accounting Theory 3 credits
Analysis of trends in accounting through the review of various professional publications and official pronouncements. Completion of an in-depth review of a current topic is required.
Prerequisites: ACG 3113

ACG 6205 Accr for Complex Organizations 3 credits
The application of generally accepted accounting principles to corporations with investments in subsidiaries. Topics include the preparation of consolidated financial statements and consideration of other complicating factors, such as minority interest, intercompany transactions, and an introduction to international operations. In addition, the accounting issues of bankruptcies, partnerships, branch operations, leveraged buyouts and takeovers are covered.
Prerequisites: ACG 3113

ACG 6255 International Accounting 3 credits
This course introduces students to financial statements prepared by non-US based businesses. Topics covered include the differences in accounting standards between those that prevail in the US and those of the host country, and the cultural differences between the countries. Particular attention is paid to business entities based in the Greater Caribbean Basin and Western Europe.
Prerequisites: ACG 3113

ACG 6346 Advanced Cost Accounting 3 credits
This will allow further study of issues facing accountants in industry. Topics covered will include the Statements on Management Accounting, environmental accounting, target costing, balanced scorecard technique for measuring total business unit performance, and financial measures of performance such as economic value added.
Prerequisites: ACG 3341

ACG 6405 Adv Acct Information Systems 3 credits
This course builds on systems and accounting knowledge gained in undergraduate programs.
Prerequisites: ACG 3401

ACG 6905 Directed Study in Accounting 1 to 3 credits
This course is designed to allow the student to explore current topics in accounting and/or auditing. A detailed project and/or paper must be completed under faculty supervision. (Permission of instructor required)

ACG 6935 Special Topics in Accounting 1 to 4 credits
Topics covered in this course will vary from semester to semester. Potential topics include the history and evolution of accounting standards, accounting methods for specific industries, and emerging issues in accounting.

ACG 6940 Accounting Internship 3 credits
Supervised work experience in accounting. Students must obtain prior approval from the Accounting Department and the Accounting Internship Coordinator. A written report is required at the end of the internship.
Prerequisites: ACG 3103 and ACG 3401

AML 6017 American Literature to 1860 3 credits

BUL 5830 Business Law I 3 credits
A study of the principles of law that directly and regularly impact the conduct of business activities. Topics covered include an overview of the legal system, contract and sales provisions of the Uniform Commercial Code (UCC), consumer protection laws, employment law, environmental law, securities regulation, and professional liability.

BUL 5831 Business Law II 3 credits
An in-depth study of the Uniform Commercial Code (UCC) and a survey of the laws governing the formation and operation of various business entities. Topics covered include negotiable instruments, bankruptcy, bailments, real property, trusts and estates, agency, partnerships, corporations, limited liability entities, and professional ethics.
Prerequisites: BUL 5830

CCJ 5655 Comparative Crim Just Systems 3 credits
This is a graduate seminar and elective course in the MPA program. The course will focus on an examination of criminal justice systems in specific nations, cultures, or societies. The course explores law enforcement, corrections, and the judiciary in a comparative context. The course also provides an overview of the historical laws as well as the societal and cultural influences in the development of the criminal justice systems studied. The particular nation, culture, or society chosen for comparison will differ depending on the instructor.

CCJ 6106 Rsc Rd Legal Methods Pub Policy 3 credits
In-depth overview and analysis of legal methods in the American legal system, focusing primarily on the criminal justice system. Through instruction in legal research on the internet, the students will become familiar with various aspects of public policy in the creation and application of law. The course will compare and contrast legal systems from throughout the world utilizing the resources of the internet and the worldwide web.

CCJ 6260 Corp & Environmental Crime 3 credits
An analysis of US corporations, EPA, and violations by these entities. The course also attempts to arrive at solutions.
CCJ 6406 CJ Mgmt Pncy: Law Enforce Crts 3 credits
Advanced overview and analysis of policy, theory, and research pertinent to the management of police agencies and court administration and decision making. Contemporary issues will be explored as well as historical development.

CCJ 6455 Crime Just Mgt Policy: JJ & Cor 3 credits
Advanced overview and analysis of policy, theory, and research pertinent to the management of police agencies and court administration and decision making. Contemporary issues will be explored as well as historical development.

CCJ 6455 Criminal Justice Policy 3 credits
An advanced seminar designed for students interested in evaluating and formulating policies on criminal justice.

CCJ 6501 Juvenile Justice Policy 3 credits
An analysis of historical and contemporary policies used to control adolescent delinquent and criminal behavior.

CCJ 6605 Dynamics of Delinquent & Crime 3 credits
An analysis of social structures, determinants of social pathologies, crime and delinquent behaviors.

CCJ 6910 Directed Research Projects 1 to 6 credits
This is a graduate course in the MPA program. The course will allow the student to participate in an independent directed research of study in a specialized area of interest, as determined with approval of the faculty member. Variable credits from 1 to a maximum of 6 may be available. Requires faculty approval prior to registration.

CCJ 6935 Special Topics in CJ Systems 3 credits
In depth exploration, analysis and assessment of contemporary topics of special concern to the admission of criminal/juvenile justice systems.

CCJ 6936 Justice Policy Reform 3 credits
This is a graduate seminar and elective course in the MPA program. The course will focus on the analysis and formulation of policies that emanate from the national, state, and local administration as they pertain to the broad field of criminal justice.

CGS 5466 Prog Overview for Info Profess 3 credits
This course will address programming in a high level language in a business context. Included among the topics will be software system analysis, software engineering, software design methodologies, software documentation, software testing and maintenance, an overview of current programming languages, case studies, and programming in a high level language. The course will be project focused.

CGS 6210 Microcomp Hardware Sys for Ed 3 credits
This course focuses on the development of an understanding the role of computer and networking hardware to support the mission of education in schools, libraries, and other institutions. This includes conceptual understanding of computer operation, experience with major system components, and familiarity with network infrastructure. Topics include: basic concepts of digital electronics and digital computer systems, major categories of computer peripherals, network development and operation, historical development of electronic computers, and selection and maintenance of computers and networking infrastructure in an educational setting.

ECO 5005 Foundations of Economics 3 credits
An accelerated survey of microeconomic and macroeconomic concepts. The microeconomics component addresses economic decision-making by individuals and firms in a market economy. Resource allocation, supply and demand, market structures and the wealth effects of a market economy are covered. The macroeconomic component deals with output, employment, the business cycle and policy decisions at the national level. Open to graduate students without a previous background in economics.

ECO 6905 Directed Independent Study 1 to 3 credits
Independent graduate level study and research under the direction of a faculty member. A prospectus and the product of the completed research undertaken will become a permanent part of the student's file. Not automatically transferable. Permission of the instructor and/or the director of the program is required.

ECP 6311 Econ of Natural Resources I 3 credits
A study of the economic theory of optimal resource use and tests of resource scarcity.
Prerequisites: ECO 6003

ECP 6536 Economics of Health Care I 3 credits
A study of the fundamental economic relations governing the production, consumption, and financing of health care services; characteristics of demand and production relationships; response of supply, shortages and possibilities for factor substitution, insurance, and organizational alternatives.
Prerequisites: ECO 6005

ECP 6705 Managerial Economics 1 3 credits
Synthesis and application of microeconomics theory, tools, and related business administration principles to a wide range of business and economic problems involving managerial decision-making from a problem-solving orientation. Topics include an examination of theoretical and empirical demand and cost functions, the fundamentals underlying business activity as it relates to the process of price management and decision making under various market conditions and regulatory constraints, long and short-run planning, and domestic and international conditions influencing the firm's productivity and growth.
Prerequisites: ECO 6005

ECP 6930 Special Topics 1 to 3 credits
This course will center around topics of current interest in economics problems and policy. Topics will vary. The course may also be used to offer advanced versions of graduate courses presently offered. Not automatically transferable. Consent of the instructor and/or director of the program is required.
Prerequisites: ECO 6005

EDA 6001 Princ of Educational Admin 3 credits
This is a survey course that introduces students to Educational Leadership as a profession. Consideration of organization, control, and support of the educational system. Typically, this is a student's first course in the program in Educational Leadership. Open to all graduate students.

EDA 6106 Admin Analysis & Change 3 credits
Change and change strategies in formal and informal organizations are covered. Students will develop change strategies and will apply them to selected situations.

EDA 6192 Educational Leadership 3 credits
Addresses leadership theory, change, and planning systems. Course focuses on historical and current best practices in leadership and change theory.
EDA 6195  Policy Development  3 credits
Contemporary research on diffusion of innovations, political power in policy decision making. Role of establishing educational policies.

EDA 6232  School Law  3 credits
Basic essentials of School Law. A review of court decisions affecting American education with emphasis on Florida state statutes.

EDA 6242  School Finance  3 credits
Financial support of education by local, state, federal sources, with emphasis on Florida; introduction to educational budgeting.

EDA 6262  Planning Educ Facilities  3 credits
Problems in the planning, construction, and use of educational facilities. Visitations and/or evaluation of selected schools.

EDA 6503  The Principalship  3 credits
Organization and administration of the school. Emphasis on the competencies necessary for leadership and management by the principal as the administrator and instructional leader.

EDA 6910  Directed Research  1 to 9 credits
Supervised research. Prerequisites: EDA 6061 with a passing grade.

EDA 6931  Case Studies in School Admin.  3 credits
Helps prospective administrators understand administrative problems, propose feasible solutions, and evaluate courses of action. Develops skill in decision making.

EDA 6945  Administration Practicum  1 to 8 credits
Field experiences in school systems for identifying and analyzing educational problems and their solutions. Application of concepts developed in the student’s program. Open only to students admitted to the Program in Educational Leadership. Permission of faculty in Educational Leadership required.

EDA 6971  Thesis: Master's  1 to 19 credits
Supervised thesis.

EDE 6205  School Curriculum: Elem  3 credits
Organization, curriculum, and instruction of the elementary school with emphasis on the nature of the students served. Open to all education graduate students. Prerequisites: EDC 6627 with a passing grade.

EDE 6305  Creative Teaching  3 credits
Creative processes and principles in the teaching of the art and content subjects to elementary school pupils.

EDE 6906  Ind Stud: Elem/Early Child Edu 1 to 6 credits
Independent study in which students must have a contract.

EDF 5136  Adolescence  4 credits
Educational, intellectual, personality, physical, social, and environmental factors in adolescence and their importance for professionals who work with adolescents.

EDF 6125  Child Development  4 credits
Educational, emotional, hereditary, intellectual, social, and physical factors influencing child growth and development.

EDF 6215  Learning Principles  4 credits
This course focuses on theories of learning and their application to instruction.

EDF 6284  Prob in Instruct Design-Microcom  3 credits
This course focuses on a hands-on experience with several systematic designs of instructional courseware; Topics include instructional strategies, comparison and implementation of instruction designs, and a simulated design environment. Students experience the process of design from several different perspectives, while working with a development team to produce valid instructional packages for a variety of educational environments.

EDF 6354  Theories Personality for Couns  4 credits
Survey and analysis of major personality theories with emphasis on psychosocial and cognitive development throughout a person’s life span.

EDF 6401  Data and Analysis in Education  4 credits
Theory and application of statistical procedures to problems in education: descriptive statistics, probability sampling, inferential statistics, interpretation of results, and introduction to computer programming for statistical analysis.

EDF 6432  Foundation of Measurement  3 credits
Basic measurement concepts, role of education construction of teacher-made tests and other classroom assessments, interpretation of standardized tests, and fundamental descriptive statistics for use in test interpretation.

EDF 6481  Foundations of Educ Research  3 credits
Analysis of major types of educational research design, including experimental, correlational, ex post facto, and case studies.

EDF 6517  Historical Fdns of Amer. Ed  4 credits
History of the origins and development of American education, events, and movements that have shaped school policies and practices, and their relationship to contemporary developments.

EDF 6544  Philosphic Found. of Amer. Ed  3 credits
Major philosophies of education relevant to an understanding of contemporary educational issues.

EDF 6606  Socio-eco Found. of Amer. Ed.  4 credits
The purpose is to extend [1] substantive and methodological knowledge drawn principally from the social sciences e.g., sociology, economics, anthropology, political science and various formulations from historical and contemporary thinkers in the domain of social foundations of education; [2] understandings of the “topological nature of discourse” in the social sciences and in the theory-practice formulations of educational thinkers; [3] analytic, interpretive, and critical skills for evaluating various crisis theories of American society and American education and schooling; (4) skills for postulating, formulating, implementing, evaluating, and refining components of various “end-means” schemata e.g., theory-practice, practice-praxis, policy-practices, authority-responsibility, responsibility-accountability, curriculum-instruction, measurement-evaluation, etc.; and, (5) to utilize the foregoing in the refinement of a personal, social philosophy of education when social philosophy is defined the “determination of ends and means” in American education and schooling.

EDF 6705  Gender & the Educ Process  3 credits
Course is designed to enable public school personnel, teachers, counselors, administrators, and other professionals to identify those aspects of public education that perpetuates sex role stereotyping. Emphasis will be placed on how the law and formal and informal affirmative action activities can be employed to correct sexism in schools.
EDF 6812 Seminar in Comparative Educ 4 credits
Policies and practices in education in selected countries.

EDG 6285 School Curriculum Improvement 3 credits
Open only to teachers in service. Complete faculty participation required.

EDG 6627 Found. of Curriculum & Instr. 3 credits
Introductory course in curriculum and instruction at the graduate level, basic to all specialized courses in the field. Emphasis on foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels. Open to all graduate students.

EDG 6693 Prob in Curric & Instr: Elem 3 credits
For teachers, supervisors, and administrators. Curricular and instructional problems of the elementary school. Common problems of special interest to the participants. Normally, for certification requirements only.
Prerequisites: EDG 6627 with a passing grade

EDG 6694 Prob in Curr & Instruct: Mid Schl 3 credits
For teachers, supervisors, and administrators. Curricular and instructional problems of the middle school. Common problems of special interest to the participants. Normally, for certification requirements only.
Prerequisites: EDG 6627 with a passing grade

EDG 6695 Prob in Curr & Instr:Secondary 3 credits
For teachers, supervisors, and administrators. Curricular and instructional problems of the secondary school. Common problems of special interest to the participants. Normally, for certification requirements only.
Prerequisites: EDG 6627 with a passing grade

EDG 6931 Selected Topics in Education 1 to 4 credits
Each topic is a course under the supervision of a faculty member. The title and content will vary according to the topic.

EDG 6935 Seminar in Curric Research 2 to 3 credits
Critical evaluation of current research and curriculum literature, design and analysis of individual research topics leading to the satisfaction of research requirements.
Prerequisites: EDG 6811 with a passing grade

EDG 6947 Internship 1 to 9 credits
Open to graduate degree candidates only. Supervised teaching at the secondary or junior college level as appropriate.

EDG 6971 Thesis: Masters 1 to 19 credits
Supervised Thesis Interdisciplinary Studies.

EDM 6235 School Curriculum:Middle 3 credits
Examines the organization, curriculum, and instruction of the middle school with special emphasis on the nature of the students served. Open to all education graduate students.
Prerequisites: EDG 6627 with a passing grade

EDS 6050 Prin/Prac of Educ Supervision 3 credits
Role definitions of supervision, analysis of role conflict, needs assessments, supervising the planning of instruction, and observing the delivery of instruction.

EDS 6131 Clinical Supervision 3 credits
Trains administrators, supervisors, and peer teachers in observing and diagnosing teacher classroom performance, writing remedial plans, conducting post observation conferences, and evaluating performance.

EDS 6239 Problems in Supervision 3 credits
Analysis of instructional problems in schools. Emphasis on supervisory tasks, case studies, and the application of problem solving techniques and strategies.
Prerequisites: EDS 6050 with a passing grade

EEC 6261 Adv Prog in Early Child Educ 3 credits
Innovative curriculum designs in Early Childhood Education, with emphasis given to related research.
Prerequisites: EEC 6405 with a minimum grade of B

EEC 6405 Home-Schl-Comm Interac/ECE 3 credits
Recent social science and educational literature has addressed the need to look beyond individual (child) ontogeny and consider the relationship between children and their social contexts. Children are best viewed as part of dynamic interactions between themselves and social systems with the added dimension of the evolutionary changes within those social structures and functions. In this course we will review the current research on how children across the lifespan and interact reciprocally with their families and with the various levels of schooling in their learning process, collectively and in small groups, we will be critically analyzing policies and programs that address ways to mobilize schools and families to work together in educational partnerships.

EEC 6406 Social Growth in Childhood 3 credits
Principle factors that influence the social development of young children with particular emphasis upon those cultural influences that affect both child development and the educational programs for the young child.

EEC 6705 Intellec Growth in Childhood 3 credits
Intellectual development of the normal child with particular emphasis on the studies of Jean Piaget and how they relate to curriculum for children, ages 0-8. Child study through observation required.

EEC 6926 Wkshop in Early Childhood Educ 3 credits
Individual problems and innovations related to methods and materials of instruction in early childhood.

EED 6211 Edu Strat for Stud w/Behav Disor 3 credits
Advanced methods and materials for planning, implementing, and evaluating educational interventions with students with behavior disorders.

EED 6215 Adv Theories & Prac in Behav Disor 3 credits
The purpose of the course is twofold. Practitioners working with children and youth with emotional and behavioral disorders must a) have an understanding of the theoretical bases for explaining, preventing and treating these disorders, and b) be competent in implementing myriad techniques to effectively meet the needs of children and youth with behavioral and emotional disorders. The course is designed for Master’s level students who plan to teach students with emotional and behavioral disorders in school and clinical settings. The focus is on etiological theories and their associated interventions relative to emotional and behavioral disabilities observed in educational settings. This course will help students integrate theoretical concepts with specific culturally sensitive approaches for identifying, classifying and intervening with students with behavior disorders and their families.

EED 6246 Educating the Autistic Student 3 credits
Developing and managing appropriate and effective educational programs and techniques for students who have autism.
EED 5943  Practicum in Behavior Disorders  1 to 6 credits  
Supervised graduate practicum experiences with children who have behavior disorders. It provides opportunities for students to demonstrate their skills in applying concepts, theories, and research when working with students with special needs.

EEX 5752  Work w/Fam: Pluralistic Persp  3 credits  
This course addresses a broad systemic view of family theory amenable to the spirit of recent legislation while acknowledging the panorama of ethnic and cultural diversity. There are two areas of knowledge covered in this class not extensively covered in other classes: 1) family systems theory and 2) multicultural, pluralistic perspectives. The course objectives serve to support program goals which stress the multi-faceted role of the special education teacher, an increased emphasis on today’s pluralistic society, the need to keep abreast of the changing discipline of exceptional education, the importance of collaboration with other child-caring disciplines, and the ability to identify and intervene with families and children at risk. Although the class itself is not required for State certification or regional accreditation, the content is required for accreditation by the Council of Exceptional Children.

EEX 6025  Foundations of Special Educ  3 credits  
This course is designed to survey the various exceptional student populations and present to the graduate level student the foundations and evolution of the field of special education. Current state of the art trends as well as issues related to the education of exceptional students are addressed. In addition to the specific exceptional student populations, including the culturally diverse, attention will be directed to the issues of definitions, identification and assessment practices. Additionally, inclusion, specialized placement, curriculum requirements, interdisciplinary communication, collaboration and needed research directions will be covered.

EEX 6222  Adv Psycho Ed Assess-Excep Stud  3 credits  
This course is an advanced level assessment course taught for students who are obtaining a masters or specialist degree in special education, the primary goals are to review and critique a variety of assessment procedures that are commonly used in special education programs and to examine the assessment process and the attendant policies and legal issues in special education. Content taught in this course is required by the Florida Department of Education and the Council of Exceptional Children. Students are advised, but not required, to take EDF 4150 Measurement for Teacher and EEX 3010 Introduction to Special Education).

EEX 6245  Trans Prog-Adol & Young Exep Stu  3 credits  
This is a required course for the Masters Degree in Special Education. The course is designed to provide teachers of individuals with disabilities with skills to enhance opportunities for successful transitions. Specific skill areas addressed include strategy, social skill and career/vocational instruction. The objectives of this course are intended to address those areas specific to the needs of adolescents and young adults with disabilities. Students are advised, but not required, to take an introductory course in Educating Exceptional Students such as EEX 3010 or EEX 6025. Prerequisites: EEX 4011 with a passing grade or EEX 6025 with a passing grade.

EEX 6248  Instr Approaches for Excp Pops  3 credits  
In-depth study of instructional strategies that are effective when teaching students with behavior disorders, mental retardation, developmental disabilities and learning disabilities. Content includes techniques for curriculum adaptation, H.P. development, direct, database and metacognitive strategy, instruction, and technology applications.

EEX 6511  Admin of Excep Student Prog  3 credits  
Courses that local, state, and national administrators may use to implement services for exceptional students.

EEX 6612  Mgmt &Motiv Excep & At-Risk Stud  3 credits  
The purpose of this course is to take a critical look at the conceptual and research bases of disciplinary approaches commonly seen in classrooms for exceptional students, with particular attention to those systems that support the inclusion and success of students with disabilities. This course is designed as a graduate-level review of strategies and techniques for dealing with challenging behaviors. Class time will be spent on understanding and dealing with challenging student behaviors that are frequently seen in schools, reviewing theories commonly used to understand the problems of children and youth, critiquing intervention research, and examining teacher beliefs that underlie teacher interventions.

EEX 6732  Consult & Collab in Spec Ed  3 credits  
This course is a core course in the master’s degree program, designed for students in special education. Because service for students who are exceptional are changing to collaborative/consultative models, special education majors need to have knowledge of theories and research pertaining to consultation, working with teams of other professionals, and collaborating with parents and professionals. Additionally, special education teachers need skills in working with others in both collaborative and consultative models. This course is designed to meet such needs.

EEX 6732  Consult & Collab in Spec Ed  3 credits  
Independent study in which students must have a contract with an instructor.

EEX 6739  Adv Sem: Paradigms, Prac & Pol  3 credits  
This course is recommended to be taken as the final required course in the M.A. degree program in Special Education. It is designed to help students to critically examine the field of special education and evaluate the controversies and ethical dilemmas confronting the field. Teachers of children with special educational needs will continuously confront a range of conceptual and practical issues as the result of the legacy of confusion and controversy that surround the field. They must be equipped with the skills to systematically evaluate the conceptual, practical, and ethical challenges they encounter and critically assess the impact of changes on their professional practices.

EEX 6943  Practicum-Excep Stu Educ  3 credits  
Supervised field work in exceptional student education with children including pre-school handicapped who have learning disabilities, mental handicaps, emotional and behavioral disabilities, physical disabilities, or multiple disabilities. Repeat up to 6 hours. It provides opportunities for students to demonstrate their skills in applying concepts, theories, and research work with students with special needs.

EGI 5051  Nature in Needs of the Gifted  3 credits  
This survey course examines the characteristics and educational needs of children and youth who are gifted, including those from special populations. Emphasis is on giftedness as defined historically, nationally and locally. The course also explores changing views of intelligence and talent development related to policy and practice in gifted education as well as the processes of identification and programming.
EGI 5325 Creative Prob-Solving for Child 3 credits
This course explores the concept of creativity, its factors, theories, measures, and nurturance. Focus on formal and informal applications will include educational programs, curriculum and strategies.

EGI 6232 Adv Educ Strat for the Gifted 3 credits
Curriculum adjustments, methods and techniques, as well as classroom organizations necessary for teaching students who are gifted. Emphasis will also be on curriculum in gifted programs within the context of school reform and restructuring.

EGI 6416 Consult Couns&Guid-Gifted Stud 3 credits
Primary emphasis for this course will be provided an awareness, knowledge and understanding of the unique guidance and counseling needs of students who are gifted and talented from special populations.

EGI 6936 Sem & Educ of Gifted Spec Popu 3 credits
This seminar will provide a critical survey of the research, issues, policy, ethics and practices related to culturally diverse, economically disadvantaged, limited English proficient, twice exceptional, highly gifted, or very young.

ELD 6015 Adv Theo/Prac-Spec Learn Disab 3 credits
The course is designed to provide students with the knowledge of various theories that have guided and continue to guide the field of learning disabilities. Students will be given the opportunity to explore the advantages and disadvantages of each of these theories, determine implications for practice and explore research alternatives for future directions in the field. Students will review the role of theory in the development of the field of learning disabilities. Students will be given the opportunity to study the major theories that shape the field. Students should acquire knowledge about multicultural issues in relationship to historical perspectives, current trends and future directions. Finally, students should acquire knowledge about the changing paradigms currently challenging traditional schools of thought in the field.

ELD 6235 Edu Strat Stud w/Learning Disab 3 credits
Advanced educational procedures and material development for the student with specific learning disabilities.

ELD 6943 Practicum-Learning Disabil. 3 credits
Supervised experiences with students who have learning disabilities. It provides opportunities for students to demonstrate their skills in applying concepts, theories, and research when working with students with special needs. Can be repeated twice for six credit hours.

EME 6425 Microcomp for School Mgmt 3 credits
This course provides information and skills necessary for administrators and teachers to effectively use the computer and application software to manage information. Students use programs such as word processors, database managers, and spreadsheets to facilitate management tasks at the school and classroom level. In addition, general computer education topics are covered which provide for the computer literacy of school administrators.

EME 6930 Prog Languages for Education 3 credits
Development of concepts, strategies, and materials for using programming languages in educational settings. Separate sections will focus on different programming languages such as Logo, Visual Basic, Hyper Scripting, Java, and Javascripting. Computer literacy advised.

EME 6936 App. of Comp as Ed Tools 3 credits
Selected topics in the application of computing and related technology to the teaching and learning process. Separate sections will focus on topics such as telecommunications, image and sound processing, interactive media, artificial intelligence, data acquisition, and information systems. Computer literacy advised.

EMR 6052 Adv Theories & Prac-Mental Retard 3 credits
The purpose of this course is to provide students with in-depth study of the complex social and biological aspects of mental retardation with a particular theoretical emphasis on the education of individuals with mental retardation. An in-depth examination of the theoretical, philosophical and ethical underpinnings of the field of mental retardation is necessary to assist individuals in their work with people who have been identified as having mental retardation. Professionals providing services to individuals with mental retardation need to be aware of the process used to identify them. Knowledge of multi-cultural considerations and concerns as they relate to individuals with mental retardation and their families is necessary to insure optimal participation of all students.

EMR 6030 Edu Strat-Stud w/Mental Retard 3 credits
In-depth study of the specific curriculum and methodological problems in teaching students with mental retardation.

EMR 6943 Superv. Pract-Mental Retard 1 to 12 credits
Supervised experiences with students who are Mentally Retarded. It provides opportunities for students to demonstrate their skills in applying concepts, theories, and research when working with students with special needs.

ESE 6215 School Curriculum: Secondary 3 credits
Examine the organization, curriculum, and instruction of the secondary school with special emphasis on the nature of the students served. Open to all education graduate students. Prerequisites: EDG 6627 with a passing grade.

FIN 5405 Foundation of Business Finance 3 credits
An introduction to the terminology, methodology, and basic decision models of business finance with emphasis on working capital management, capital budgeting, capital structure, and the dividend decision. Prerequisites: ACG 6025 and ECO 5003

FIN 5478 Financial Mgt for Entrepreneur 3 credits
This course presents an advanced treatment of how entrepreneurs can create value and obtain and manage financial resources. Among the topics covered are: an examination of alternative sources of capital, the impact that alternative forms of organization have on the availability of capital, the advantages and disadvantages of going public, and the management related issues that are involved. Prerequisites: FIN 5405

FIN 6246 Money & Capital Markets 3 credits
A survey of financial markets structures, operations, and instruments with emphasis on flow of funds, interest rate determination, and allocation of resources. Prerequisites: FIN 5405

FIN 6326 Commercial Banking 3 credits
An examination of theory, practices and policies of management of commercial banks with emphasis on strategic planning and decision-making in banking. Prerequisites: FIN 5405
FIN 6406 Financial Management 3 credits
This course explores the process of securing and allocating funds with the business organization with emphasis on relevant financial decision-making and policy aspects.
Prerequisites: FIN 5405

FIN 6506 Analysis of Investments 3 credits
This course covers the investment objectives, environment, and institutions. It deals with the theory models, and tools of analysis required in the management of financial assets.
Prerequisites: FIN 6246

FIN 6605 Multinational Financial Mgt 3 credits
An exploration of the environment of international markets and institutions, with emphasis on implications of international business on capital budgeting, working capital management, capital procurement, and financial market theory.
Prerequisites: FIN 5405

FIN 6900 Independent Study 1 to 3 credits
Individual graduate study by students under the direction of a faculty member. Topics vary and are usually selected on an individual basis. Not automatically transferable. A prospectus and the product(s) of the study will become a permanent part of the student’s file. (Permission of the instructor and department is required.)
Prerequisites: FIN 5405

FIN 6930 Special Topics Seminar 1 to 3 credits
Deals with selected contemporary topics in finance. Topic content will vary. This course may also be used to offer advanced versions of graduate finance courses presently offered.
Prerequisites: FIN 5405

FIN 6943 Internship in Finance 1 to 3 credits
This course is an experiential learning exercise that allows for practical application of knowledge acquired in the classroom. Internship hours are not automatically transferable. Departmental approval is required.

GEB 6895 Business Strategy 3 credits
This MBA capstone experience requires that student teams analyze and implement solutions to complex organizational problems and opportunities. Students are required to incorporate knowledge acquired in all areas of the MBA program in actual business situations. Students are expected to present their findings in highly professional oral and written formats. This course is to be taken in the student's final semester.
Prerequisites: ACG 6025 and ECO 5005 and FIN 5405 and MAN 6055 and MAR 6813

GEB 6930 Intro to the Executive MBA 3 credits
This course is designed to familiarize students with the executive MBA program and introduce the concepts of critical thinking as a tool for personal and organizational success, working within teams, interpersonal skills, and the utilization of computer applications software to support organizational problem-solving. Executive MBAs only.

GEY 5005 Orientation to Gerontology 3 credits
This course introduces the study of aging from an interdisciplinary perspective. Emphasis is placed on the field of gerontology, the biological, physiological, psychological, social, and societal contexts of aging. Special Conditions: Admission to the College of Health Professions MS in Health Science program; or consent of the Department Chair.

GEY 5255 Aging and Adaptation 3 credits
The societal, environmental and physical barriers that isolate and segregate older adults are examined. Work, education, formal and informal volunteering are analyzed from a productive aging perspective. Adaptive techniques and technology that promote successful aging are examined. Synthesis of knowledge is reinforced through application and integration of group projects throughout the course. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6300

GEY 5325 Programs & Svs Older Adults 3 credits
This course examines federal, state and local programs and services for frail and well older adults. The course provides an analytical basis for understanding the major issues and trends involved in existing and proposed services in the field of aging. Topics include, but are not limited to, long term care, housing and Older Americans Act services. This course also integrates a field-based project for students. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite course; or consent of the Department Chair.
Prerequisites: GEY 5805

GEY 5630 Economics of Aging 3 credits
This course examines the basic economic systems, and their impact on the older adult. Emphasis is placed on the applied aspects of economic planning such as work, pensions, insurance, social security and other support systems that are relevant to gerontology. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6500 and IHS 6112

GEY 5934 Topics in Gerontology 3 credits
A current concept, selected problem or issue pertaining to gerontology is examined. The topic varies according to recent developments in gerontology. This course may be repeated for different topic areas. Special Conditions: Admission into the College of Health Professions MS in Health Science Program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6500

GEY 6613 The Science of Aging 3 credits
This course examines the biological and physiological theories on aging, the normal and abnormal physiological changes in aging, and the health aspects of aging. Models of health behavior and strategies for health promotion with older adults are discussed. Emphasis is placed on the effects of stress, medications, nutrition, exercise, and other lifestyle factors on the health of older adults. Alternative therapeutic interventions are explored. Special Conditions: Admission to the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5005
GEY 6626  Ethnogerontology: Diversity Age  3 credits
This course examines the causes, processes, and consequences of race, national origin and culture on individual and population aging. The effect of ethnicity on health behavior, family structure, family behavior, independence, beliefs, and values is analyzed. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5255 and GEY 6613 and IHS 6500 and IHS 6112

GEY 6645  Psychosocial Aspects of Aging  3 credits
This course examines the current research on personality, intelligence, cognitive functioning, information processing, behavior and behavior change in older adults. Psychosocial issues are explored with an emphasis on assessment, adjustment to change and loss, spirituality, depression, dementia, sexuality, and substance abuse. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5005

GEY 6903  Directed Study in Gerontology  3 credits
Students enter a learning contract for supervised study of a topic in gerontology. A substantive problem or issue is identified and selected by students in conjunction with their course director. The course broadens expertise in gerontology. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5255 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6300

GEY 6942  Gerontology Internship  3 credits
This is a directed field experience in a gerontology program or institution under the guidance of a community gerontology preceptor. The student gains internship experience in an assigned agency selected by the student and faculty advisor based on the student's coursework and career interest. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5255 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6300

HSA 5103  US Models-Health Care Practice  3 credits
This course examines various models of health care practice in the United States, including services in home health care, acute care, hospice, private and non-traditional holistic health care practices. Issues related to scope and method of practice in a dynamic health care environment are addressed. Special Conditions: Admission to the College of Health Professions MS in Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 5117

HSA 5112  Comp. Hlth Svcs. Delivery Syst  3 credits
This course introduces and contrasts the organization and structure of health care delivery in the United States and other countries. Special emphasis is placed on the different models of health care systems from selected countries, representing various social, national, and fee-based health care systems. The conceptual framework of the systems is analyzed and issues such as access, quality, reasonable cost, and rationing are discussed. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 5117

HSA 5115  Health Svc Mgmt & Operations  3 credits
This course introduces the student to the study of management and leadership, and the concepts, models, and research findings associated with organizational theory and its applicability to the health service organization. The course focuses on the skills and techniques the health care leader will use to strategically plan and organize the health care organization. The course provides an approach for assessing, mobilizing, and motivating a health care organization's work force. The content includes management styles, leadership issues, organizational behavior, motivation, communications, public speaking, planning, decision-making, team building, and inter- and intra-organizational relationships. The course focuses on ethical considerations, quality control, risk management, labor relations, and organizational change on health service management and operations. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the department chair.
Prerequisites: IHS 5117 or HSA 5112

HSA 5126  Concepts/Princ of Managed Care  3 credits
This course introduces the student to the principles, structure and operations of managed care. The aspects of managed care contracting and the organization and delivery of health care services under this type of system are organized and delivered. Students gain skills necessary to interpret and negotiate a managed care contract and its complex provisions. Issues concerning consumer behavior, rationing, access, cost containment, regulation, competition, ethics regarding managed care and the implications of government sponsored programs including Medicare and Medicaid are also addressed. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the department chair.
Prerequisites: HSA 5115

HSA 5225  Long Term Care Administration  3 credits
This course presents an overview and examination of the administrative structure, services and regulatory requirements of long term care facilities. Licensing, structural requirements, roles and duties of administrators, staffing patterns, services, resident care issues, and reimbursement are the focus. Special emphasis is placed on organizational management and operations is placed on control, federal and state regulations, codes and statutes related to long term care in the United States, and particularly in Florida. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of all prerequisite courses; or consent of the Department Chair.
Prerequisites: HSA 5115
HSA 6149 Planning/Marketing Health Serv  3 credits
This course focuses on the analysis of strategic planning and marketing processes used by health care managers. The student develops and applies strategies for management and marketing of health care services. Course topics include fundamentals of marketing strategies including pricing, promotion, distribution, and product/service mix, organizational planning, creation of business plans, and feasibility analysis for strategic planning in health care organizations. Special emphasis is placed on incorporating the concepts of strategic planning models and marketing methodologies as they apply to patients, physicians, and managed care buyers as separate markets for health care services. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of department chair.
Prerequisites: HSA 5115

HSA 6179 Models of Fin Mgmt-Health Svcs  3 credits
This course introduces the student to the fundamentals of financial management and managerial accounting necessary for successful management decision making in health care institutions. Financial management models including managed care, health maintenance organizations, individual and group plans, and health maintenance organizations are examined. The principles and application of financial management models including reimbursement, financial statements, capital investments as related to managed care, financial management and decision-making in health care organizations. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSA 5115 and HSA 6112

HSA 6198 Inform & Hlth Mgmt Info System  3 credits
This course integrates the study of information systems science and technology and applies it to the health services administration. Emphasis is placed on the management of information systems and the application of information technology in health service administration. Databases, database, management systems, computerized models for clinical and administrative decision-making, and operations in health service organizations. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSA 5115

HSA 6433 Health Pol & Econ Issues in HSO  3 credits
This course focuses on the principles of health economics essential to understanding current trends in the health care field and the development and implementation of health policy. Principles of microeconomic theories including supply and demand for health care and how it applies to health service delivery are addressed. The relationship between economics and health policy formulation, implementation, and modification and its relationship to payment plans including health insurance are explored. Emphasis throughout the course is on applying economics to understand the current health care system and the development and impact of health policy in the United States. Case studies and group projects are integrated to reinforce the concepts and theories presented.
Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSA 5117

HSA 6905 Dir Study-Health Services Admin  3 credits
Students enter a learning contract of supervised study of a topic in health services administration. A substantive problem or issue is identified and selected by the student in conjunction with their course director. A course plan is designed, and the student demonstrates competence in the area. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSA 6115, HSA 6112

HSA 6930 Topics in Health Services Admin  3 credits
A current concept, selected problem or issue pertaining to health services administration is examined. The topic covered varies according to recent developments in health services administration. The course may be repeated for different topical areas. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSA 6115

HSA 6933 Entrepre in Health Serv Admin  3 credits
This course focuses on the principles and application of traditional and non-traditional techniques of planning, implementing, and managing a new health service organization. The fundamentals of organizational management, market analysis, and economic principles are introduced and analyzed. The course is designed for entrepreneurs and small business owners. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSA 6115

HSA 6942 Health Serv Admin Internship  3 credits
This is a directed field experience in a health services organization under the guidance of a community health services administration professor. The student gains internship experience in an assigned agency selected by the student and faculty advisor based on the student's background and career interest. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of core courses; or consent of the Department Chair.
Prerequisites: HSA 6115 and HSA 6112 and HSA 6500

HSC 5099 Accred in the Health Prof  3 credits
The structure, function, and role of accreditation agencies for academic and health services institutions in the health professions are examined. Emphasis is placed on the examination of the accreditation process and mechanisms that allow institutions to be in compliance with accreditation standards and guidelines, Federal, state, and local legislation and regulations, and their relationship to accreditation and approval. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSC 6255 and HSA 5117
HSC 5260  Teaching Meth for Health Pros  3 credits
This course presents the different learning methodologies and teaching strategies utilized in health professions education programs. Particular emphasis is placed on coordination and integration of the practice and didactic education components, learning-centered, technology-assisted and competency-based models of instruction. Students work independently to research a teaching strategy and to apply that strategy through development and/or presentation of a unit of instruction.

HSC 5268  H.P. Faculty Roles & Responsibilities  3 credits
This course outlines the different roles of faculty involved in providing health professions education at academic institutions and practice sites. The educational and experiential qualifications, special skills, responsibilities, and duties of health professions faculty are examined.
Prerequisites: IHS 6112

HSC 5269  Cont Educ for the Health Pros  3 credits
This course focuses on the development of continuing education and professional development programs. Various theories of adult education and curriculum; and acquisition of continuing education credits (CEUs) from professional agencies and/or academic institutions are emphasized. Selections of continuing education topics, program development, and marketing strategies for continuing education programs are addressed. Students participate in the development of a continuing education project within a selected health professions discipline. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSC 6258

HSC 5636  Current Issues & Trends in HPP  3 credits
This course analyzes current issues and trends impacting health professions practice. Examples include integration of technology into practice, movement to point-of-care intervention and interdisciplinary teaming, clinical outcome assessment, managed care practice regiments, and critical pathway analysis. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite course(s); or consent of the Department Chair.
Prerequisites: HSC 5103

HSC 6258  Curric Devel-Health Prof Educ  3 credits
This course serves as a comprehensive study of the philosophies, principles, and practices utilized in the development and implementation of health professions education curricula. Current research on learning theory and curriculum development is stressed. Emphasis is placed on mechanisms utilized to integrate the didactic and practice education components of health professions education programs. Students are required to independently develop a curriculum specific to their discipline or elaborate on a select component of the curriculum as a term project. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSC 5260 and HSC 5268

HSC 6507  Epidemiology Hlth Prof Pract  3 credits
The epidemiological basis of health and disease is presented in this course. The application of epidemiological studies and procedures related to community health needs, comprehensive health planning, and other health professions practices are emphasized in this course. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 6112 and IHS 6300

HSC 6715  Ed Measmnt & Eval in Hlth Prof  3 credits
This course presents the different methods of measurement, evaluation, and assessment of practice and didactic competencies as they relate to the cognitive, psychomotor, and affective domains. Students develop, validate, and apply assessment objectives in both the practice and didactic setting. Identification of various evaluative instruments and the rationale for selection is explored. Students interpret and evaluate standardized tests with regard to validity, and reliability and relate this knowledge to their own test-making abilities. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 5508 and HSC 6258

HSC 6856  Adv Pediatric Practicum  3 credits
Each student registered for this practicum designs, with instructor approval, a clinical learning experience. Learning goals for the practicum are student identified, address a professional need, and reflect a semester long commitment. Each individually designed clinical learning experience must be consistent with the goals and mission of the student’s supporting work site. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 5600 or IHS 5605 or IHS 6606 or IHS 6607

HSC 6901  Direct Study Hlth Prof Pract I  3 credits
Students enter a learning contract for supervised study of a topic in health professions practice. A substantive problem or issue is identified and selected by the students in conjunction with their course director. The course broadens expertise in health professions practice. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 6500

HSC 6905  Directed Study in Hlth Prof Ed  3 credits
Students enter a learning contract for supervised study of a topic in health professions education. A substantive problem or issue is identified and selected by students in conjunction with their course director. The course broadens expertise in health professions education. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required.
Prerequisites: HSC 5260 and HSC 5268 and IHS 6500

HSC 6907  Dir Study in Hlth Prof Pract II  3 credits
Students enter a learning contract of supervised study of a topic in health professions practice. A substantive problem or issue is identified and selected by students in conjunction with the course director. The course broadens expertise in health professions practice. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required.
Prerequisites: HSC 6901 and HSC 6921
HSC 6911 Health Prof. Capstone Project 2 to 6 credits
This capstone project is an applied experience that integrates the principles, theories, and concepts of the student's career concentration area with problems or issues existing in the health field. Emphasis is on practical application of the student's career concentration area. The course may be taken in increments of a minimum of two credits in a given semester, with a minimum of six credits necessary for completion of project requirements. Students must be registered for credits in the course in the semester in which the capstone project is presented. Special Conditions: Admission into the College of Health Professions MS in Health Science program, completion of pre-requisite courses and completion of career concentration core or consent of the Department Chair.
Prerequisites: IHS 6112 and IHS 6500

HSC 6912 Grant Writing-Health Profession 3 credits
This course provides students with a conceptual framework and mechanics for grant writing. Emphasis is placed on sources of grants for health professions and practice, critical analysis and evaluation of the literature, technical and scientific writing. Minor emphasis is placed on the comparison of grant writing with writing journal articles, reports, presentations and manuals. Students are expected to write a grant proposal for a simulated or actual grant. Completion of prerequisite courses required or consent of the department chair.
Prerequisites: IHS 6112 and IHS 6500

HSC 6921 Correlation Health Prof Prac 3 credits
This course allows students to demonstrate synthesis and evaluation of models, issues, and trends learned in core and concentration courses. Emphasis is made on the application of this knowledge to solving of substantive problems encountered in health professions practice. Students select a health professions practice problem in consultation with the course director, and research, interpret, develop, and recommend solutions. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 6500 and HSC 5636

HSC 6931 Topics in Health Prof Practice 3 credits
A current concept, selected problem, or issue pertaining to health professions practice is examined. The topic covered varies according to recent developments in health professions practice. The course may be repeated for different topical areas. Prerequisites may be required depending on the topic. Consent of the Department Chair is required.

HSC 6935 Topics in Health Prof Education 3 credits
A current concept, selected problem, or issue pertaining to health professions education is examined. The topic covered varies according to recent developments in health professions education practice. The course may be repeated for different topical areas. Prerequisites may be required depending on the topic. Consent of the Department Chair is required.
Prerequisites: HSC 6258

HSC 6943 Health Prof Educ Internship 3 credits
This is a directed field experience in a health professions education program or institution under the guidance of a community health professions education preceptor. The student gains internship experience in an assigned agency selected by the student and faculty advisor based on the student's coursework and career interest. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 6112 and IHS 6500 and HSC 6715

HSC 6944 Hlth Prof Practice Internship 3 credits
This is a directed field experience in a health professions practice area under the guidance of a community health professions practitioner, preceptor. The student gains internship experience in an assigned agency selected by the student and faculty advisor based on the student's coursework and career interest. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 6112 and IHS 6500 and HSC 6901 and HSC 6921

HSC 6975 Health Professions Thesis 2 to 6 credits
The thesis experience is based on student consultations with a faculty advisor to focus on a health professions research endeavor related to the student's career concentration. The student evaluates and synthesizes materials learned throughout the program to conduct a sophisticated research project including a review of the literature, research design, data analysis, formulation of conclusions, and a written thesis. This course is recommended for students who desire to pursue a doctoral degree or a research-oriented career. This course may be taken in increments of a minimum of two credits in a given semester with a minimum of six credits necessary for completion of thesis requirements. Students must be registered for credits in the course in the semester in which the thesis is defended. Special Conditions: Admission into the College of Health Professions MS in Health Science program, completion of prerequisite courses and completion of career concentration core; or consent of the Department Chair.
Prerequisites: IHS 6112 and IHS 6500

IHS 5117 Global Persp of Health Policy 3 credits
This interdisciplinary course examines health policies and perspectives globally, and the impact of health policy making in health care delivery systems nationally and internationally. Health policies in selected countries including the United States, Canada, Great Britain, Germany, and Sweden are compared and contrasted. The course evaluates health care issues and their effects on health professions, interdisciplinary health professions practices, and health services policies in the various selected countries. Special emphasis is placed on health policies from an economic, political, and social context internationally.

IHS 5508 Statistical Analysis for HP 3 credits
This interdisciplinary course introduces the student to selected statistical techniques and applications to the analysis and evaluation of health services delivery. The content includes descriptive and inferential statistics, probability theories, applied probability distributions, regression analysis, and selected nonparametric methods. Application of statistical methods, and techniques for health services are integrated within the course and through interdisciplinary student projects on such topics as total quality management and health services research areas, including outcomes assessment.

IHS 5600 A Ped: Children Birth-Sch Age 3 credits
This interdisciplinary course explores the various dimensions of development of young children prenatal through age five within the context of family and culture. Special attention is given to the development of children from birth to three. The broad goal of the course is to understand the typical sequence of development, across domains, by age. The interrelated nature of development is emphasized throughout the course. The focus is on typical development, with special emphasis placed on the implications of risk conditions and atypical development for each of the developmental processes and sequences reviews. Attention is given to individual differences and variations in development.
IHS 5605 A Ped-Fam of Children w/Disab.  3 credits
This interdisciplinary course examines the impact on families of individuals with disabilities and explores strategies for establishing partnerships with families while accomplishing family centered interventions. A family systems perspective is introduced and applied to understanding families of children with disabilities. Students are required to reflect on their own experiences as family members, challenge their own assumptions about families of children with disabilities, actively practice strategies that take the perspective of families, and understand how to forge positive working relationships with families.

IHS 6112 Legal & Ethic Aspect Hlth Care  3 credits
This course focuses on the legal system, legal principles, ethical issues that affect health care services, and interdisciplinary health care practices. Students are introduced to legal aspects of health care at the federal, state, and local levels. Liability, legal and ethical issues encountered in health service organizations as they specifically relate to health care delivery, health professions education, research, client interactions, policy, and ethical decision making are investigated. Projects and simulations are integrated within the course to enhance critical thinking, communication, ethical decision making, and to foster interdisciplinary approaches to addressing issues. Special Conditions: Admission into the College of Health Professions MS in Health Science and completion of the pre-requisite course; or consent of the Department Chair. Prerequisites: IHS 5117

IHS 6500 Research in Health Professions  3 credits
This course provides students with theories and principles of research designs and a broad conception of disciplined inquiry; and interdisciplinary team approaches to research in the health professions. It enables students to evaluate and apply various research designs, methods and techniques, and related statistical processes to research in the health professions and health services. Ethics and issues as related to research in the health professions are emphasized. Students demonstrate synthesis of course content and research skills through a research project. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite course; or consent of the Department Chair. Prerequisites: IHS 5508

IHS 6606 Ad Ped: Atyp Child with Disab.  3 credits
This interdisciplinary course increases students' understanding of the complexity of early development and the influence of risk factors on development. Students gain knowledge of common disabling conditions, including their etiologies and potential effects on development. Ethical issues related to diagnosis and treatment decisions are emphasized. Students are engaged in a process of obtaining information and resources related to delayed or atypical development and outcomes in young children.

IHS 6607 Ad Ped/Team App Child with Dis  3 credits
This interdisciplinary course examines the functions of teams in various early intervention and service delivery settings. Students become familiar with the roles of a variety of professionals in assessment, planning, intervention, service coordination, and interagency coordination. Developmental stages of teams, models of team processes, and the dynamics of team interaction are explored, including approaches to problem solving, decision making, communication and conflict resolution.

IHS 6939 Health Policy Capstone Seminar  3 credits
This capstone course emphasizes the student's culmination of courses through demonstration of synthesis and evaluation of knowledge and experiences across disciplines via interdisciplinary and presentation of a health policy project. The course prepares students for their professional roles as interdisciplinary planners, change agents, educators, administrators and/or practitioners. Special Conditions: Admission into the College of Health Professions MS in Health Science program, completion of all pre-requisite courses, completion of career concentration core; or consent of the Department Chair. Prerequisites: IHS 6112 and IHS 6500

ISM 5236 Introduction Bus Programming  3 credits
Introduction to problem-solving and business application development. Introduction to programming and basic programming concepts using a modern programming language, such as Visual Basic, Visual C++, or COBOL. Principles of programming style are emphasized. Projects and assignments cover high-level business applications.

ISM 5366 Info Sys Technology Management  3 credits
MBA students gain an overview of the CIS profession including the flow and control of information in an organization and the effective managerial use of information to solve business problems. Students study current security issues, hardware, and software systems including operating and applications software.

ISM 5386 Info Sys for Hospitality/Tour  3 credits
Domain specific information systems course focusing on the hospitality, tourism, and travel industry. The first part of this course focuses on information systems issues in the hospitality/tourism area, such as, customer data collection, event management, billing systems, facility scheduling, and procurement. The second part of the course focuses on the travel industry information systems trends using the Internet.

ISM 5405 Decision Support Systems Apps  3 credits
Advanced study of the principles of decision making and the human/computer alliance with hands-on computer-assisted decision making for an organizational environment.

ISM 5910 Directed Independent Studies  1 to 3 credits
Graduate independent studies as directed by designated faculty. Permission of instructor and department chair required. Prerequisites: ISM 6021

ISM 5930 Topics in Computer Info Sys  3 credits
Selected topics in information systems.

ISM 6021 Management Info Systems  3 credits
This course examines the structures, use and management of information opportunities in business organizations. It highlights information technology as a key element of change in business. The course investigates concepts in planning and controlling functions such as transaction processing, communications, and expert/decision support systems. Each area is presented as part of the organization's information portfolio, which is designed as a resource for all levels of management.

ISM 6121 Info Systems Analysis  3 credits
Study and application of system concepts for the improvement of organizational work and information systems. The structured methods, techniques, computerized tools, and object-oriented analysis approach used in systems analysis projects are covered. Students as a group will work on a real life project to apply concepts and methods they have learned. Prerequisites: ISM 6021
ISM 6122  Information Systems Design  3 credits
An in-depth study of the problem of determining an efficient design to meet the requirements specified by the user. Consideration of alternative designs, design selection, basis of structure and design, concepts of coupling, cohesion, abstraction, and modularity will be covered. Emphasis will be on software engineering approaches. Prerequisites: ISM 5236

ISM 6127  Database Concepts & Admin  3 credits
Advanced principles of database administration. Information system design and implementation in a database environment. Course covers conceptual, logical, and physical design of databases: SQL, database administration, distribution, security, and recovery issues; and differs models for databases (relational, hierarchical, network, and object oriented). Students will design and construct a physical database system to implement the logical design. Prerequisites: ISM 6021

ISM 6146  Project Design & Development  3 credits
Students will master the principles and techniques used in designing and developing products, systems and processes. The course introduces the use of graphic-based systems such as Computer Aided Design (CAD) and Geographical Information Systems (GIS). Teams will select and develop a project in construction and/or manufacturing.

ISM 6147  Web Programming  3 credits
Business application development, problem solving, and testing and maintenance using a modern programming language. Projects cover business applications, including web development with programming options such as Action X/COM, ASP, and JAVA script. Prerequisites: ISM 5206

ISM 6231  Data Communications & Networks  3 credits
Students will gain an in-depth knowledge of tele-communications fundamentals, including coverage of voice technology; LANs, WANS, Internet, intranets, and international standards. Installation, configuration, troubleshooting, and management of the technologies are practiced in a project environment. Case studies and sample projects are reviewed. Prerequisites: ISM 6021

ISM 6237  Intermediate Bus Programming  3 credits
Intermediate programming of business applications using a modern programming language, such as Visual Basic, Visual C++, or COBOL. Topics include data structures, indexing, file processing, and user interfaces. Principles of programming style are emphasized. Projects and assignments cover advanced business applications. Prerequisites: ISM 5206

ISM 6315  Project Planning & Scheduling  3 credits
Students will master the principles and techniques used in managing one-of-a-kind projects in construction and/or manufacturing. The course introduces the use of scheduling and resource-allocation information systems such as Primavera Project Planner. Teams will jointly select and schedule a project in construction and/or manufacturing.

ISM 6316  Project & Change Management  3 credits
Students will master the principles and techniques used in managing information system and business change projects. The course introduces the use of scheduling, resource-allocation, and capacity planning in the design, development, and implementation of information systems and/or systems changes. The course covers state of the art models such as the Capability Maturity Model and the People Maturity Model developed at the Software Engineering Institute.

ISM 6336  Enterprise Strategy  3 credits
Strategies and technologies for the implementation of enterprise-wide computer information systems. Study of enterprise resource planning (ERP) systems for decision-making, process design, and control.

ISM 6337  Tech Documentation for IS Prof  3 credits
Professionals in Information Technology must be able to present their ideas, project proposals, or systems designs to non-technical managers in a clear and concise manner. This course is designed to help IT professionals make communications in a way that will enhance the manager’s understanding and acceptance of those IT proposals. Prerequisites: ISM 6122

ISM 6536  Automation in Operations Mgt  3 credits
This course offers an in-depth treatment of the structure and function of computer integrated manufacturing (CIM) processes, integration of automation in design and manufacturing, product and process design, computer-aided design (CAD) and computer-aided manufacturing (CAM) systems, process planning, and robotics and flexible manufacturing systems (FMS). Prerequisites: MAN 6501

ISM 6694  Practicum in Computer Info Sys  3 credits
This is a joint faculty-industry-directed remote and/or onsite experience in information systems development. This course is usually available during the summer semester and may involve a third-party at a local, national, international, or emerging organization. Departmental approval is required. Prerequisites: ISM 6121

LAE 5816  Trends in Lit Diverse Society  3 credits
Nature, scope, and uses of literature for instructional, informational, and recreational purposes and implications of current theory, significant research, and issues in literature study as they relate to diverse learners.

LAE 6301  Language Learning in Childhood  3 credits
Research used to assess the language behavior of normal children and application of selected research methodology to understand linguistic behavior of children.

LAE 6315  Teach Writing in Elem Classr  3 credits
Development of writing, its functions, conventions, and processes, and instructional strategies to be used across the elementary curriculum. Emphasis on both process and products generated by students. Available to majors and non-majors.

LAE 6415  Literature & the Learner  3 credits
Nature, scope, and uses of literature for instructional, informational, and recreational purposes and implications of current theory, significant research, and issues in literature study as they relate to the learner.

LAE 6616  Trends in Lang Arts Instruct  3 credits
Significant concepts, emerging trends, research, and instructional techniques for implementation and utilization of language arts in all areas of the curriculum.
LIN 5010 Applied Linguistics & 2nd Lang  3 credits
This course is designed to introduce graduate students/teachers/school personnel with little or no recent acquaintance with linguistics to the rudimentary concepts and issues relevant to the field of applied linguistics and second language acquisition. As a basic knowledge of linguistics is an essential part of the language teacher’s repertoire, the course will survey the subfields of linguistics such as phonetics, phonology, morphology, semantics and syntax. The course will also include an examination of the role of the brain in language learning, the nature of both first and second language acquisition, and the application of new knowledge generated by the research community to our work as language teaching professionals when working with English language learners (ELL).

MAE 6115 Curr Trends in Elem Math Educ  3 credits
Philosophy, content, and process of mathematics education in elementary school programs.
Prerequisites: MAE 4310 with a minimum grade of D

MAN 5516 Design of Prod & Service Sys  3 credits
This course examines the design of systems for production and delivery of goods and services; emphasizes the impact of alternative designs on the competitive posture of the firm; and discusses the concepts, tools and techniques for designing facilities, jobs and systems for continuous performance and improvement.
Prerequisites: MAN 6501

MAN 5525 Total Quality Management  3 credits
A study of the total quality approach to management and its applications. The course focuses upon the goal of achieving customer satisfaction through the empowerment of employees to make continuous improvements in the organizational processes. Topics also include philosophies of total quality, the importance of interdisciplinary teams, benchmarking, and statistical process control.
Prerequisites: MAN 6501

MAN 5537 Management of Technology  3 credits
Examines the changing technical environment that is confronting managers in corporate and nonprofit organizations. Attention is focused on the integration and management of new technical areas including flexible manufacturing systems, new product development, computer networks, and quality control issues.
Prerequisites: MAN 6505 and MAN 6266 and MAN 6501

MAN 6055 Contemporary Mgt Concepts  3 credits
This course is the study of the fundamentals of effective management from an organizational behavior perspective. It is designed to provide essential tools and skills for understanding contemporary business activity in such areas as decision-making, planning, communications, staffing, and controlling. The role leadership plays in these areas will be examined. These concepts are applied to industry, government, and not-for-profit organizations.

MAN 6107 Leadership Lab  3 credits
This course focuses on identifying individual values and managerial style. Using computer simulation, experiential exercises and laboratory role-play, individual managerial skills and proficiency are enhanced.
Prerequisites: MAN 6055

MAN 6149 Leadership & Group Dynamics  3 credits
Group theory, concepts, research, and application principles are considered. Development of communication skills necessary to lead and work effectively in groups, through group exercises and experiential learning.
Prerequisites: MAN 6055

MAN 6266 The Challenge of Leadership  3 credits
This course will engage students in a variety of activities designed to enhance their understanding of the challenges which confront today’s business professionals. In addition to specific skill development in the areas of problem-solving, written and oral communications, leading teams and goal-setting, it will include models for examining personal career paths, ethical decision-making, and the role of organizational change agents.

MAN 6289 Org Development & Change  3 credits
This course covers research literature relevant to organizational functioning including behavioral effects of power and authority, formal organization, structural variation, leadership, motivation, and organizational change.
Prerequisites: MAN 6055

MAN 6305 Human Resource Management  3 credits
This course will provide a broad exposure to the policies, functions (such as recruiting, selection & development), and current issues involved in Human Resource Management. The strategic role of HRM will be emphasized and an understanding of theory, environment impact, and skill development will be facilitated in the classroom.
Prerequisites: MAN 6055

MAN 6321 Employee Staffing  3 credits
The purpose of this course will be to provide students with a detailed overview of the staffing activities performed by organizations. Within the context of an organization’s specific environment and the body of pertinent laws and regulations, this course will examine the process of determining how many and what type of employees are needed by the organization and when they are needed; generating a pool of qualified job candidates, selecting the “best” job candidate through utilization of various selection devices including interviews, assessment centers, and various paper and pencil evaluation tools, and making a successful job offer. By the end of the course, students should be able to develop and implement their own valid and legally defensible selection procedures within an organization.
Prerequisites: MAN 6305

MAN 6331 Management of Compensation  3 credits
The evolution of innovative compensation policies aimed at aligning individual and organizational performance with competitive business strategies in domestic and global markets is covered, as are key motivational theories. Comparative compensation policies across selected industrialized nations are included. The influence of relevant labor market pay practices and government policies such as ERISA and COBRA are examined. Internal organization pay policies, ESOP’s, and pay-for-performance incentive systems are covered as are various indirect compensation benefits.
Prerequisites: MAN 6305

MAN 6351 Training & Development  3 credits
This course will provide the knowledge, skills, and ability for students to develop programs that train and develop employees to deal with global, technological, quality, and leadership challenges. To provide organizations with a competitive edge, managers need to be able to assess organizational training needs, clarify training objectives, choose or develop a training program, and evaluate the outcomes of these programs. The course will focus on both current skills training and the development of employees for an on-going role within an organization.
Prerequisites: MAN 6305
MAN 6403  Employment Laws & Regulations  3 credits
Federal and state regulation of the employment relationship is the principal focus of this course. Comparative employment law practices across selected industrialized nations are also covered. A case analysis approach is utilized. Among the contemporary issues examined are: managing workforce diversity including EEO and immigration laws, employment-at-will and employee job rights, occupational safety, health and worker's compensation, and employment, drug, and health testing.
Prerequisites: MAN 6305

MAN 6411  Labor-Management Relations  3 credits
A study of the historical, legal, social, and economic framework of both private and public sector labor relations in the U.S. The respective philosophy, objectives and strategies for unions and management are examined, as is the key role of Federal agencies such as the National Labor Relations Board and the Federal Mediation and Conciliation Service. A variety of collective bargaining and arbitration cases are considered.
Prerequisites: MAN 6305

MAN 6448  Conflict Management  3 credits
The causes of various forms of interpersonal, intra-group and inter-group conflict, and how to effectively manage conflict are the principle focus of this course. Among the topics covered are: stakeholder analysis, political processes and power within the organizations, competitive rivalry and domestic and global market places; integrative and distributive bargaining; and the role of third-party neutrals in helping to resolve disputes. Case studies, simulations, and experiential exercises are utilized.
Prerequisites: MAN 6055

MAN 6501  Operations Management  3 credits
Introduction to the fundamental concepts, processes and institutions involved in the production of goods and services required by modern society.
Prerequisites: QMB 6305

MAN 6526  Operations Planning & Control  3 credits
This course focuses on solving managerial problems associated with planning and controlling operations. Major topics include inventory, capacity and demand management, aggregate planning, project management, and activity control.
Prerequisites: MAN 6501

MAN 6601  International Management  3 credits
A study of the characteristics of the international and multinational company, environmental constraints, personnel and labor relations factors, and strategic planning and policies.
Prerequisites: MAN 6055

MAN 6607  Global Organization Issues  3 credits
This course addresses the cross-cultural skills necessary for managers in today’s multinational and multicultural organizations. It examines culture-specific needs for leadership, communications and negotiations; and focuses on culture’s impact on legal, ethical, diversity and environmental issues.
Prerequisites: MAN 6055

MAN 6805  Management of Small Business  3 credits
The purpose of this course is to educate men and women for leadership roles in small to mid-sized companies. This course will focus on managing and building small to mid-sized businesses into enduring great companies. Although venture initiation will be covered in some discussions and cases, the emphasis will be on building companies that are past the initial start-up phase. Students will be exposed to some of the practical realities, transition points, issues and dilemmas that are particularly relevant to small companies. The course will concentrate on the elements of long term health and success - on laying the groundwork for making a company healthy and prosperous five, ten, twenty, and even fifty years in the future. Although short term survival tactics will be discussed, the focus of the course is on building a small to mid-size business into a truly outstanding and enduring organization - a company that might be thought of as admirable or excellent.
Prerequisites: ACG 6025 and MAN 6055

MAN 6806  Entrepreneurial Field Studies  1 to 4 credits
This is a practical, experiential course that provides students opportunities to work in the field. Students apply concepts mastered in previous business and entrepreneurship courses either by implementing their own business plan or by working with an entrepreneur on a specific, mutually agreed upon project. Examples of projects include: (1) analyzing problem areas and making recommendations for improvement, (2) preparing pre-business feasibility studies, and (3) creating comprehensive business plans.
Prerequisites: MAN 6808 and MAN 6805 and FIN 5478

MAN 6808  Entrepreneur & Bus Plan Devel  3 credits
This course provides hands-on business planning experience, working closely with a faculty mentor. Students develop business plans for an independent start-up or acquisition, resulting in a professional-quality written business plan and oral business plan presentation. Case study is used to facilitate an understanding of the entrepreneurial process. This class includes (1) an orientation to library and computer research resources and (2) an orientation to a business planning software package.
Prerequisites: FIN 5405 and MAN 6055 and MAR 6815

MAN 6907  Independent Study in Mgt  1 to 3 credits
Individual study and research under faculty direction and based on student’s interest. Permission of the instructor and department chair is required.
Prerequisites: MAN 6055

MAN 6930  Seminar in Management  3 credits
Topics to be selected by instructor and department chair for pertinent management issues.

MAN 6932  Executive Seminar  3 credits
This course is designed to strengthen students’ appreciation for the challenges of leading cross-functional organizations. Classes will be interactive and make extensive use of case-based exercises focusing on actual organizational issues.
Prerequisites: ACG 6025 and ISM 6021 and MAN 6266 and QMB 6305 and MAN 6055 and ECO 5005

MAR 6158  Global Marketing  3 credits
An advanced study of the process and problems associated with establishing and maintaining global marketing operations. Analytical tools available to global marketing managers will be emphasized to assess competitive alternatives to include justification of international trade, and the formulation of global marketing strategies. Cross-cultural, legal, political, ethical and environmental factors are introduced to enhance global marketing decision-making.
Prerequisites: MAR 6815
MAR 6216  Marketing Logistics  3 credits
Advanced study of the logistical process and its impact on business strategy. Application of quantitative methods of involving the handling and storage of raw materials and finished goods. Attention is given to the dynamic interrelationships among the functional areas of business as they impact the flow of materials from producer to consumer. Issues are addressed relating to warehouse and retail inventory, warehousing, packaging, transportation and information processing techniques useful in establishing customer service levels.
Prerequisites: MAR 6815

MAR 6336  Promotional Strategy  3 credits
Study of the role of promotion strategy from the perspective of the marketing manager. Problems of persuasive marketing strategy, promotional objectives and methods of implementing these objectives are explored. Specifics include analytical promotional tools available to marketing managers and the various types of decisions that must be made when developing and implementing promotion strategy.
Prerequisites: MAR 6815

MAR 6406  Sales Force Management  3 credits
An application approach of the management of the sales force focusing on the necessity of coordinating an integrating sales force activities within the organization. Emphasis is placed on problem-solving and decision making skills required of the modern sales manager. Topics studied include the concepts and methods underlying the planning, implementation, and control of the personal selling activities, formulating sales objectives, recruiting, selecting, and training sales people, responsibilities of sales management, motivational factors, determinants of sales performance and sales force strategies, and controlling the sales effort.
Prerequisites: MAR 6815

MAR 6446  Advanced Marketing Research  3 credits
This course presents a study of the relationship between research methods and information systems in the context of marketing decision-making. Emphasis is placed on understanding the limits of research, and the managerial use of information. Advanced methods and techniques applicable to marketing problem-solving will include formulating marketing research issues, research design, data sources, data collection procedures, statistical analysis of qualitative and quantitative data, and report presentation. Attention is also given to defining information needs, determining the value of information for business decision-making, and social/ethical issues of marketing research.
Prerequisites: MAR 6815 and QMB 6305 and ISM 6021

MAR 6716  Hospitality/Tourism Marketing  3 credits
This course presents a comprehensive study of tourism and hospitality marketing as a subset of marketing management. Emphasis is placed on the analytical tools and techniques necessary to develop and implement marketing strategy in this domain.
Prerequisites: MAR 6815

MAR 6726  Marketing on the Internet  3 credits
This course presents a comprehensive study of the strategic and ethical use of the Internet for marketing communications and strategy. Topics include the utilization of email, Usenet, FTP, Mosaic, and ListServ as marketing tools. This course focuses on the development and analysis of Web-based communication strategies domestic and global entities.
Prerequisites: MAR 6815

MAR 6807  Adv Market Analysis & Strategy  3 credits
An advanced analytical course focusing on the identification and evaluation of markets for business and non-business opportunities. Provides guidelines for developing marketing plans and programs while emphasizing the application of marketing concepts, tools and decision-making processes. Technology-based techniques and problem-solving methods are employed. The course integrates market mix variables and applies market information necessary for implementing overall marketing strategy.
Prerequisites: MAR 6815

MAR 6815  Marketing Management  3 credits
This course explores managerial aspects of the marketing of goods and services in a global economy. Analysis of operational and strategic planning problems confronting marketing managers. Topics include consumer behavior, target market identification and selection, product development and commercialization, pricing, distribution. The course introduces emerging marketing technologies, and reinforces the importance of ethics and social responsibility in the orderly operation of the market system.

MAR 6849  Services Marketing  3 credits
The primary theme of this course is that service organizations (i.e., banks, transportation companies, hotels, hospitals, educational institutions, professional services, etc.) require a distinctive approach to marketing strategy in both development and execution. The course is managerial in nature with a focus on understanding the differences between the marketing of tangible and intangible products from both the consumer and provider perspective. Strategies and tactics useful in enhancing service firm competitiveness will be studied.
Prerequisites: MAR 6815

MAR 6904  Marketing Internship  3 credits
This course is an experiential learning exercise that will enable students to apply marketing theory to real world situations. Students will gain marketing related knowledge and practical experience in a profit or not-for-profit organization. Material content, duration, duties to be performed in the internship, and outcomes must be consistent with the Internship Program guidelines. (Permission of the department is required.)
Prerequisites: MAR 6815

MAR 6907  Independent Study in Mkt  1 to 3 credits
Detailed independent graduate level study and research under faculty direction. A prospectus and the product(s) of the study will become a part of the student’s file. Consent of the instructor and director of the MBA program is required.
Prerequisites: MAR 6815

MAR 6936  Special Topics in Marketing  3 credits
A comprehensive survey of selected contemporary issues and topics in marketing at the graduate level. Topic content may vary. Individual investigation and reporting emphasized in seminar fashion. This course may also be used to offer advanced versions of graduate courses presently offered.
Prerequisites: MAR 6815

MHS 6006  Princ of Counseling Profession  4 credits
Required first course for majors in counselor education; an elective for students in other programs. Counseling as a profession; its philosophical framework; its scope and function; its organization and administration in various settings.
MHS 6070 Mental Disorders for Counselors 3 credits
A study of mental disorders emphasizing recognition of behavior symptoms so that counselors may apply appropriate helping approaches or refer clients for further diagnosis and treatment.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6200 Appraisal Proc. in Counseling 4 credits
A study of test and non-test techniques of appraisal with emphasis on the use of test data in counseling programs and the use of the individual case study approach.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6340 Career Development 4 credits
A survey of lifestyle and career planning and development. Course covers theories dealing with career planning, application of educational, vocational, and personal-social information as it relates to lifelong development. Applications to school and community settings are explored.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6400 Counseling Theories & Practices 4 credits
This course addresses the study of the counseling process with emphasis on major theoretical approaches and related personality theories as well as underlying philosophic bases of those theories, continued development of counseling skills and techniques and supervised practice.
Prerequisites: MHS 6006 with a minimum grade of B and EDF 6354 with a minimum grade of B

MHS 6420 Counseling Spec Population Gps 3 credits
Application of counseling theory to work with clients from special population groups, e.g., students who are, exceptional, ethnic minorities, and at-risk. Each student will select a specific population group for supervised research.

MHS 6480 Human Sexual Issues Counselor 4 credits
Emphasizes include exploration of various dimensions of human sexuality; dynamics of major individual and societal sexuality issues; theoretical approaches to sexuality counseling.
Prerequisites: MHS 6400 with a minimum grade of B

MHS 6509 Group Couns. Theor. & Pract. 4 credits
An experiential study of group structure, group dynamics, methodology, and leadership models applicable to working with clients in small groups in both school and community settings. Includes skills building through supervised practice.
Prerequisites: MHS 6400 with a minimum grade of B

MHS 6601 Consult. for Counseling Prof. 3 credits
A study of consultation theory and practice as used by counselors in schools and mental health facilities, particularly with educators, other professionals, and parents, individually and in groups.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6780 Legal & Ethical Iss. in Coun. 3 credits
A study of legal, ethical and related professional issues affecting the role and responsibilities of counselors in schools, community agencies, and mental health facilities.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6800 Practicum in Indiv Counseling 4 credits
Supervised individual counseling for integration and application of knowledge and skills gained in didactic study. Application and permission of the program is required.
Prerequisites: MHS 6200 with a minimum grade of B and MHS 6340 with a minimum grade of B and MHS 6420 with a minimum grade of B

MHS 6885 Internship: Comm Agency 3 to 6 credits
Field experience involving one semester of full-time participation in the counseling and related activities of a public or private agency providing mental health services to the community. Can be completed over 2 semesters, as a 20-hour per week experience in each semester. When completed over 2 semesters, students register for 3 credit hours each semester.
Prerequisites: MHS 6509 with a minimum grade of B and MHS 6800 with a minimum grade of S

MHS 6905 Individual Study in Counsel Ed 1 to 4 credits

PAD 5041 Administrative Ethics 3 credits
This is a graduate seminar and elective course in the MPA program. It examines ethical problems in public administration, and familiarizes students with methods through which administrators can reconcile the occupational demands made on them as professionals and the oftentimes-competing demands made on them as individuals, family and community members and citizens. Students will develop their ability to this regard by analyzing and discussing case studies in administrative ethics, writing position papers, and policy memos, and delivering oral presentations.

PAD 5352 Emerging Issues Enviro Policy 3 credits
This is a graduate level environmental policy course and an elective course in the MPA program. Students will be exposed to a range of current environmental trends such as global environmental issues and challenges, conservation and sustainability, environmental economics, energy policy, land use policy (legal and ethical dimensions), and environmental justice. During the semester students will examine and analyze environmental policies from the legal, administrative, economic, and legislative perspective.

PAD 5356 Environmental Policy & Ethics 3 credits
This is an interdisciplinary graduate seminar and elective course in the MPA program. It is designed to familiarize students with important concepts and methods in environmental policy-making. Significant attention will be directed toward an understanding of the constraints placed on environmental policy-making by conventional understandings of property rights, risk assessment, and economic analysis. Case studies will focus on such issues as biodiversity protection, hazardous waste policy, land-use policy, and global warming.

PAD 5620 Environmental Law 3 credits
This is a graduate seminar and elective course in the MPA program. The course will introduce students with no previous legal background to selected major pieces of federal environmental legislation. The course will cover the history of environmental legislation and the role of the courts and administrative agencies in interpreting and implementing environmental legislation. The impacts of the environmental regulatory decision making process will also be explored.

PAD 5933 Grant Writing & Admin 3 credits
This is a graduate seminar course and an elective course in MPA program. The course is designed to provide students with a set of experiences which will enhance their ability to design, review and manage grants and/or research proposals, in the public and social service sector. The primary goal of this class is to give students a basic understanding of program evaluation and grant writing methods and management, and a set of skills to assist in practical program management, and project assessment. Special emphasis will be placed on obtaining funding from private foundations and federal government agencies.
PAD 6060 Intro to Public Administration 3 credits
This graduate seminar is a core course and serves as a foundation for many other courses in the MPA program. It encompasses the theory and practice of public administration with special attention to the development of analytical and problem-solving skills. Topics include an overview of the development of public administration as an academic discipline; the structure, theory, and behavior of public organizations; leadership, decision-making, and accountability roles of public managers; and public administration skills such as human resources management, financing, and budgeting.

PAD 6101 Organizational Thr & Behavior 3 credits
This is a graduate seminar and core course in the MPA program. Students develop an understanding of the dynamics of complex organizations. The role of bureaucracy and the use of alternative organizational models are discussed. Various theories of organizations are presented and applied in a public sector setting. Human interaction, theories of leadership, and organizational communication patterns are explored.

PAD 6207 Public Budgeting 3 credits
This is a graduate seminar and core course in the MPA program. The course surveys the history of budget reform in the United States and discusses the various attempts at redefining the budget process. Students are introduced to applications software to provide them with hands-on experience in “doing” budgets. Participants also learn how to develop fiscal plans and to forecast and track revenues and expenditures. Taxation models and tax structures are also presented. The development and implementation of budget policy is framed within the context of the American political system.

PAD 6327 Sem in Program Plan & Evaluat 3 credits
This is a graduate seminar and elective course in the MPA program. This is a capstone research course, which addresses the meaning and methods of program evaluation and the role evaluation plays in a public policy and administration with emphasis on utilization. The course will help prepare students for their professional roles as administrators, planners, and change agents in public and social service organizations through the design of an actual evaluation plan.
Prerequisites: PAD 6606 and PAD 6701 and PAD 6708

PAD 6365 Public Policy 3 credits
This is a graduate seminar and core course in the MPA program. It examines the analysis, politics and culture of public policy at various stages of the policy process: problem definition and agenda setting, policy formulation, policy implementation, and policy evaluation. Once the issues have been surveyed in a general introductory fashion, the course explores specific public policy areas such as environmental policy, health policy and criminal justice policy. The policy areas are adjusted depending upon faculty area of expertise and currency of the issues.
Prerequisites: PAD 6060

PAD 6417 Public Personnel Admin 3 credits
This is a graduate seminar and core course in the MPA program. The course is designed to provide an overview of public personnel systems at both the national and subnational levels of government. The course examines the historical evolution of public personnel and how the sub-field has attempted to adapt to the changing environment of public employment. Specific content areas include position descriptions, classification, and pay systems; performance management; merit and patronage systems; training and professional development; women’s issues in management; workforce diversity; and personnel law.
Prerequisites: PAD 6060

PAD 6427 Labor Mgmt Relations-Public Sect 3 credits
This is an elective course in the MPA program. The course investigates the political, social, legal, and economic factors that affect public sector labor management relations. The role of public sector unions and the collective bargaining process are discussed. Particular emphasis is placed on LMR at the local government level.

PAD 6605 Administrative Law 3 credits
This is a graduate seminar and elective course in the MPA program. The course will focus on an overview of the legal environment of public administration. The development, implementation, and adjudication of the regulatory infrastructure at the national and sub-national levels of government are discussed in detail. The course explores the application of the Administrative Procedures Act, the use and abuse of discretion authority, and the structure and operation of a variety of regulatory agencies. The course also provides an overview of personnel law in the realm of public employment.

PAD 6701 Data Analysis in Public Srvce 3 credits
This is a graduate seminar and core course in the MPA program. The course is designed for MPA students and others interested in public administration statistical methodologies. Upon completion of this course, the student should be familiar with the technical terms used in applied social science research and have the capability of producing an empirical data-based research document using both primary and secondary data sources.

PAD 6708 Research Apps in Public Admin 3 credits
This is a graduate seminar and core course in the MPA program. The course introduces the student to the methods and techniques used to conduct public policy research and to evaluate public programs from an empirically sound foundation. The course also provides an in-depth treatment of the application and interpretation of quantitative research tools. Specific content areas include research design, data collection, and data analysis.
Prerequisites: PAD 6701

PAD 6807 Urban Politics & Admin 3 credits
This is an elective course in the MPA program. The course provides an overview of the context, functioning, and policies of America's metropolitan areas. It examines the social and economic environment of the city and explores the dimensions of the “urban crisis.” The course also examines the formal and informal sources of power in urban communities and how citizen input affects policy outcomes.

PAD 6812 State & Local Govmnt. Admin. 3 credits
This is an elective course in the MPA program. The course explores the contemporary structural and policy problems of state and local governments. An in-depth analysis is conducted of the shared responsibilities and powers of various levels of government as defined in the Constitution and case law. The fiscal and policy implications of federal, state, and local reform initiatives are discussed.

PAD 6826 Intergovernmental Relations 3 credits
This is a graduate seminar and core course in the MPA program. This course will focus on the structures, functions, policy processes, and administration of the Federal, state, and local government(s). The emphasis will be on the history, current developments, and management issues in the Federal, state, and local government(s).
PAD 6836 Comparative Public Admin 3 credits
This is an elective course in the MPA program. The course surveys political and administrative systems in other countries and compares these systems with public administration models in the United States. A major emphasis will be placed on the cultural and socio-economic factors that shape political and administrative institutions in other parts of the world.

PAD 6907 Dir Study Prof Research Project 2 credits
This is a core course in the MPA program. The student must complete 30 hours of course work prior to enrolling in the professional research project. The student will complete a professional project under the direction of a faculty advisor. Examples might include a research project, a grant or some kind of community program assessment.

PAD 6908 Independent Study 1 to 3 credits
This is a directed study of a current concept, selected problem or issue pertaining to public administration and/or the student’s area of concentration. The topic covered varies according to recent developments in public administration. The course may be repeated for different topical areas.

PAD 6934 Spec Topics in Public Adminis 3 credits
This is a graduate seminar and elective course in the MPA program. The course focuses on public administration topics and contemporary public policy issues that are not addressed in other course offerings in the MPA program. Examples are substance abuse prevention, public finance, not-for-profit management, comparative public administration, health policy, public policy, and foreign policy.

PAD 6940 Internship 3 credits
This is a graduate field seminar in the MPA program. Internships will be established with public and nonprofit agencies to provide those students with little or no public sector work experience an opportunity to apply concepts learned in graduate seminars in a real world environment.

PAD 6961 Capstone Project 1 credits
This is a capstone experience and a core course in the MPA program. The capstone project is an applied experience that integrates the principles, theories, and concepts of the core courses in the MPA program and the student’s career concentration. The student will examine current problems or issues existing in the public and social service field, with a special emphasis on the student’s career concentration area. Prerequisite: Completion of all course work.

PHT 5511 Professional Seminar I 2 credits
In this course, students have the opportunity to explore issues related to professional communication and behavior in preparation for the first full-time clinical experience. Included are written and oral communication with patients, families, and other health professionals, third-party payers, and the community at large. Issues and attitudes relating to cultural diversity and aesthetics will be addressed. Students will learn the roles and responsibilities of those involved in the clinical education portion of the curriculum, including professional liability. Included is the initial 160 hours of clinical experience. Prerequisites: PHT 5726C.

PHT 5615 Foundations Independent Rsch 1 credits
This course for physical therapy students builds on the content in HSC 4732: Research Methods and Applications to Health Care Systems. Basic statistical and research terminology is discussed and expanded upon. An in-depth examination of different types of research occurs including the advantages, disadvantages, applicability for health care settings, and appropriate use of statistical analyses. Students become familiar with different types of measurement, coding data and building databases, critical analysis and interpretation of data, statistical significance and visual inspection of data, and critical review of physical therapy and related health care research literature. Students are introduced to the use of a computerized statistical package. Students explore their roles and responsibilities as participants in and contributors to the research process. On completion of the course, students reflect upon, choose, and support the decision to pursue either the thesis or independent study option. Prerequisites: HSC 4732

PHT 5726C Integrated Clinical Practice I 6 credits
This problem-based course, the first course of a four-course sequence, explores areas of physical therapy screening, examination, diagnosis, and intervention that are less complex in nature. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework and through life experience. Clinical skills learned in Fundamentals of Physical Therapy Examination and Intervention are reviewed, applied, and expanded. Community based laboratories provide students with an opportunity to observe and practice screening, examination, and intervention skills. Through patient demonstrations, students are given the opportunity for immediate application of therapy skills. Competency assessments and comprehensive practical examinations are central to student evaluation. Fee Required

PHT 5727C Integrated Clinical Pract II 7 credits
This problem-based course, the second in a four-course sequence, explores progressively more complex areas of physical therapy screening, examination, diagnosis and intervention. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework, Integrated Clinical Practice I, and through life experience. Clinical skills learned in Fundamentals of Physical Therapy Examination and Intervention are reviewed, applied, and expanded. Community based laboratories provide students with an opportunity to observe and practice screening, examination, and intervention skills. Through patient demonstrations, students are given the opportunity for immediate application of therapy skills. Competency assessments and comprehensive practical examinations are central to student evaluation. Prerequisites: PHT 5726C
Fee Required
PHT 5906 Independent Study I 1 credits
This course for the physical therapy student is the initial phase of an intensive, independent, focused area of study. Areas of study include but are not limited to: developing skills in clinical education; assisting in the development of and team teaching a community college or university course offering; attending a continuing education series of offerings; conducting a needs assessment followed by the development and presentation of a continuing education or professional development offering; creating and field testing a product relevant to physical therapy practice; developing knowledge and skills in a particular clinical area; developing interdisciplinary practice skills; developing, implementing, modifying, and evaluating a consultation practice; developing management and administration skills, and enrolling in additional, specialized coursework. In this initial phase, the student identifies an area for intensive focus and designs a faculty approved learning experience that meets the student’s need(s). The student explores and identifies potential opportunities for the individualized learning experience, and gains approval of the identified sponsor, if applicable. The student in close consultation with his faculty advisor, develops a learning experience plan with goals, objectives, timeline, and methods of assessment clearly defined and agreed upon by all concerned.
Prerequisites: PHT 5615 and PHT 5726C

PHT 5971 Thesis Research I 1 credits
This research course for the physical therapy student is the initial phase of the thesis process. The student is required, with his/her faculty advisor, to choose a Thesis Committee which guides him through the process of developing an introduction, rationale, and research question for investigation. Successful completion of this course results in an approved research question with supporting written documentation. Ongoing contact with the student’s faculty advisor is required.
Prerequisites: PHT 5615 and PHT 5726C

PHT 6512 Professional Seminar II 2 credits
This course emphasizes leadership and career development, including investigation of employment strategies, obtaining a professional license, professional teaching opportunities, and developing and presenting professional and staff development programs. Components of administration of a physical therapy service area are investigated. Current issues in physical therapy, with specific topics generated and investigated by students, are included. Students discuss experiences from PHT 6823 Clinical Internship II. They participate in activities to prepare for PHT 6824 Clinical Internship III and PHT 6909 Clinical Internship IV.
Corequisites: PHT 6729C

PHT 6728C Integrated Clinical Pract. III 5 credits
This problem-based course, the third in a four-course sequence, explores progressively more complex areas of physical therapy screening, examination, diagnosis, and intervention. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework, Integrated Clinical Practice I/II, and through life experience. Clinical skills learned in Fundamental Skills of Physical Therapy Examination and Intervention are reviewed, applied and expanded. Community based laboratories provide students with an opportunity to observe and practice screening, examination, and intervention skills. Through patient demonstrations, students are given the opportunity for immediate application of therapy skills. Competency assessments and comprehensive practical examinations are central to student evaluation.
Prerequisites: PHT 5727C
Fee Required

PHT 6729C Integrated Clinical Pract. IV 6 credits
This problem-based course, the final course in a four-course sequence, explores complex areas of physical therapy screening, examination, diagnosis, and intervention. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework, Integrated Clinical Practice I/II/III and through life experience. Clinical skills learned in Fundamental Skills of Physical Therapy Examination and Intervention are reviewed, applied and expanded. Community based laboratories provide students with an opportunity to observe and practice screening, examination, and intervention skills. Through patient demonstrations, students are given the opportunity for immediate application of therapy skills. Competency assessments and comprehensive practical examinations are central to student evaluation.
Prerequisites: PHT 6728C
Fee Required

PHT 6823 Clinical Internship II 1 credits
This course is second in a four-course sequence of clinical internships. The four week clinical experience emphasizes student use of physical therapy evaluation, treatment planning and intervention strategies in a physical therapy setting. Students work under the direct supervision of a clinical instructor who is a licensed physical therapist. Faculty advisors monitor student progress.
Prerequisites: PHT 6728C

PHT 6824 Clinical Internship III 4 credits
This course is third in a four-course sequence of clinical internships. The eight-week experience in a physical therapy setting requires students to synthesize previously learned concepts and apply them to management of patients/clients in a continuum of care. Students must demonstrate appropriate peer teaching skills. Students work under the direct supervision of a clinical instructor who is a licensed physical therapist. Faculty advisors monitor student progress.
Prerequisites: PHT 6823 and PHT 6729C

PHT 6825 Clinical Internship IV 4 credits
This is the final course sequence of clinical internships. The eight-week experience is designed to facilitate the student’s practice with increasing independence in the physical therapy setting. Within the clinical setting, students demonstrate teaching skills to peers and patients/clients, take on the role of supervisor of physical therapist assistants, and participate in outcome assessment. Students work under the direct supervision of a clinical instructor who is a licensed physical therapist. Faculty advisors monitor student progress.
Prerequisites: PHT 6824 and PHT 6729C

PHT 6907 Independent Study II 2 credits
This course for the physical therapy student is the second and applied portion of the intensive, independent, focused process of study begun in Independent Study I. The student is responsible for implementing the previously defined learning experience plan developed in Independent Study I. Ongoing contact with the student faculty advisor is required. Completion of this portion of the individual learning process requires a successful portfolio review by the faculty advisor and community mentor.
Prerequisites: PHT 5727C and PHT 5906
PHT 6908  Independent Study III  2 credits
This course for the physical therapy student is the third portion and the continuation of the applied portion of the intensive, independent, focused process of study begun in Independent Study I and Independent Study II. The student is responsible for completing the previously defined learning experience plan developed in PHT 5906 Independent Study I and begun in PHT 6907 Independent Study II. Ongoing contact with the student's faculty advisor is required. Completion of this portion of the individual learning process requires a successful portfolio review by the faculty advisor and community mentor.
Prerequisites: PHT 6728C and PHT 6907

PHT 6909  Independent Study IV  1 credit
This course for the physical therapy student is the fourth and final portion of the independent, focused study begun in Independent Study I, II, and III. The student is responsible for evaluating the process through mutually agreed upon measurement strategies. The four course series of study culminates in a scholarly, reflective paper and portfolio that examine the process and outcomes. The student is required to present an oral summary of his/her work. Ongoing contact with the student's faculty advisor is required.
Prerequisites: PHT 6729C and PHT 6808

PHT 6972  Thesis Research II  2 credits
This research course for the physical therapy student is the second phase of the thesis process. With approval of the Thesis Committee, the student conducts a review of the literature, develops the methods section of the project, and if appropriate, begins the data collection phase of the project. At the end of this phase, the student has developed and completed a written literature review section of the research paper, designed an approved method of collection of data for the project, and begun the process of data collection, if appropriate. Ongoing contact with the student's faculty advisor is required.
Prerequisites: PHT 5971 and PHT 5727C

PHT 6973  Thesis Research III  2 credits
This research course for the physical therapy student is the collection and analysis phase of the thesis process. With approval of the Thesis Committee, the student completes collection of research data for the project and employs appropriate analyses. At the end of this phase, the student has completed the data collection phase and appropriately analyzed the research data. Ongoing contact with the student's faculty advisor is required.
Prerequisites: PHT 6728C and PHT 6972

PHT 6974  Thesis Research IV  1 credit
This research course for the physical therapy student is the final phase of the thesis project. With the approval of the Thesis Committee, the student develops and completes the conclusion and discussion sections of the project and satisfactorily passes the oral defense phase. This project culminates in the final, deposited research paper. Ongoing contact with the student's faculty advisor is required.
Prerequisites: PHT 6729C and PHT 6973

QMB 6305  Statistical Methods for Mgt  3 credits
This course develops the basic statistical tools used in quantitative analysis in business. Topics include descriptive statistics, interval estimation, hypothesis tests, correlation and regression analysis, analysis of variance and analysis of qualitative data. Emphasis is on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis.

QMB 6603  Quantitative Methods in Bus  3 credits
This course is an introduction to basic quantitative tools used by managers to improve the decision making process in organizations, and the applications of these tools to real life problems. Quantitative methods covered include decision analysis, forecasting, network models, queuing, inventory models, and linear programming. Emphasis is on applications, concepts, and interpretation of results rather than theory and calculations. Students use a computer software package for model analysis.
Prerequisites: QMB 6305

RED 6116  Curr Trends in Elem Read Instr  3 credits
Approaches, materials, and procedures in Elementary Reading instruction, with emphasis on pertinent current research. Prerequisites: RED 4310 with a passing grade

RED 6516  Corrective Reading in Classroom  3 credits
Use of diagnostic and prescriptive procedures with individual and group reading instruction. Prerequisites: RED 4310 with a passing grade or RED 6116 with a minimum grade of B

RED 6540  Clsrrm Diagnosis-Reading Prob  3 credits
Multiple factors related to reading problems and sources of information for assessing reading performance. Use of informal diagnostic instruments in the classroom. Prerequisites: RED 6116 with a passing grade

RED 6544  Remediation Comprehension Prob  3 credits
Methods and materials for teaching and remediating reading, writing and listening comprehension. Prerequisites: RED 6116 with a passing grade

RED 6545  Remediation Read/Write Voc Prob  3 credits
Methods and materials for teaching remediating vocabulary and word identification for reading and writing. Prerequisites: RED 6116 with a passing grade

RED 6971  Thesis: Masters/Ed Specialist  1 to 19 credits

SCE 5937  Special Topics in Science Ed  1 to 4 credits
Special topics which can be repeated when topics are not duplicated.

SCE 6616  Trends in Science Instruction  3 credits
Topics in the biological and physical sciences appropriate for teaching in elementary school programs. Analysis of modern curriculum materials used in presenting science as a process of inquiry. Prerequisites: SCE 4310 with a minimum grade of D

SDS 6820  Intern. in School Counseling  6 credits
Field experience involving full time participation in all school counseling and guidance related activities in an elementary or secondary school; classroom guidance, individual and group counseling, assessment/evaluation, staffing, record keeping, etc. Prerequisites: MHS 6509 with a minimum grade of B and MHS 6800 with a minimum grade of S

SOW 6105  Foundations in Human Behav  3 credits
Introduces a systems perspective on understanding the relationships inherent in human growth and development. Special emphasis is placed on issues involving minorities, women, the disabled, various family forms, and sexual preference. Departmental approval required.
SOW 6114  Indiv Growth & Development  3 credits
This course presents various theoretical perspectives in individual growth and development commonly used in clinical practice with individuals, families, and groups. Ethnic, cultural, and lifestyle differences in normative development will be addressed, as will the influence of poverty, resource deprivation, sexual stereotyping, and illness/disability on social functioning. Departmental approval required.

SOW 6124  Theor Persp on Ment Dysfunction  3 credits
Addresses the spectrum of psychosocial responses to environmental, social, and psychological stress. Identifies major forms of psychopathology with focus on etiology, typical response patterns, and treatment implications. Alternative diagnostic classifications systems will be compared. Departmental approval required.

SOW 6126  Theoretic Persp on Physic Dysf  2 credits
This course examines illness and the family. Included are the roles of the caregivers; the effects of acute, chronic, and terminal illnesses on the patients and those around them. Situations and quality of life for the physically challenged are explored. Departmental approval required.
Prerequisites: SOW 6114 with a passing grade and SOW 6105 with a passing grade

SOW 6235  Found of Social Welfare Policy  3 credits
Examines historical antecedents of social welfare as an institution and current state of social welfare programs in America. Emphasis is placed on understanding social, economic, and political forces that shape policies and programs. Departmental approval required.

SOW 6236  Soc Welf Policy Analy & Design  3 credits
This course presents various methods of policy analysis with emphasis on distinctions among legislative, administrative, and judicial policy. Examines roles and responsibilities of the professional social worker in the policy process. Departmental approval required.
Prerequisites: SOW 6235 with a passing grade

SOW 6305  Fundamentals-Soc Work Practice  3 credits
Content describes the full range of social work interventions, from micro to macro. The historical development of practice methods will be examined and current techniques will be surveyed. Environmental influences, such as managed care, on treatment trends will be discussed. Departmental approval required.

SOW 6342  Individual, Fam & Gp Treat I  3 credits
Application of clinical practice to work with individuals. Psychosocial model is emphasized. Professional laboratory develops skills in practice. Departmental approval required.
Prerequisites: SOW 6124 with a passing grade and SOW 6126 with a passing grade and SOW 6114 with a passing grade

SOW 6348  Theories of Clinical Practice  2 credits
Theories for clinical practice, with emphasis on the psychosocial model. Explores basic skills for clinical practice. Departmental approval required.

SOW 6362  Individual, Fam & Gp Treat III  3 credits
Emphasizes selection of techniques in the psychosocial model of treatment. Primary focus on family, couple, and parent-child problems. Departmental approval required.
Prerequisites: SOW 6124 with a passing grade and SOW 6126 with a passing grade and SOW 6114 with a passing grade

SOW 6366  Systems Theory & Social Work  3 credits
Systems theory is applied to social work practice and the institution model of social work. Applications of systems theory to direct practice roles such as teacher, broker, advocate, evaluator, change agent are examined. Departmental approval required.
Prerequisites: SOW 6305 with a passing grade and SOW 6105 with a passing grade and SOW 6348 with a passing grade

SOW 6368  Individual, Fam & Gp Treat II  3 credits
Focus on psychosocial model of group treatment. Comparison with individual and family modality. Departmental approval required.
Prerequisites: SOW 6124 with a passing grade and SOW 6126 with a passing grade and SOW 6114 with a passing grade

SOW 6375  Macro Practice Seminar  3 credits
This course studies facets of organizational environment in which clinical practice takes place, develops skills in various macro practice functions of the agency, such as supervision, program operations, and interagency relations. Departmental approval required.
Prerequisites: SOW 6426 with a passing grade and SOW 6368 with a passing grade

SOW 6405  Found of Soc Work Res & Stats  3 credits
This is the first of four research methods courses intended to introduce students to the various methods, designs, measurements, and statistical techniques in social work research. Departmental approval required.

SOW 6425  Clinical Research  2 credits
This is the second in a series of four required research courses. It focuses on the design and implementation of evaluation studies in social work. Departmental approval required.
Prerequisites: SOW 6405 with a passing grade

SOW 6426  Field Research I  1 credits
This is the third in a series of four research courses. It provides the structure for supervision of graduate research projects. Departmental approval required. Graduate standing in Social Work only.
Prerequisites: SOW 6405 with a passing grade and SOW 6425 with a passing grade

SOW 6427  Field Research II  1 credits
This is the fourth and final research course. It provides the structure for supervision of the graduate research project. Departmental approval required. Graduate standing in Social Work only.
Prerequisites: SOW 6405 with a passing grade and SOW 6425 with a passing grade and SOW 6426 with a passing grade

SOW 6534  Field Instruction I  4 credits
This is first in a series of supervised field instruction in a social service agency, normally consisting of 20 hours per week.
Prerequisites: SOW 6305 with a passing grade and SOW 6105 with a passing grade and SOW 6235 with a passing grade and SOW 6348 with a passing grade and SOW 6114 with a passing grade and SOW 6405 with a passing grade and SOW 6342 with a passing grade
SOW 6535  Field Instruction II  6 credits
This is second in a series of supervised field instruction in a social service agency, normally consisting of 20 hours per week.
Prerequisites: SOW 6334 with a passing grade and SOW 6305 with a passing grade and SOW 6105 with a passing grade and SOW 6235 with a passing grade and SOW 6348 with a passing grade and SOW 6114 with a passing grade and SOW 6405 with a passing grade and SOW 6342 with a passing grade

SOW 6536  Field Instruction III  3 credits
This is third in a series of supervised field instruction in a social service agency, normally consisting of 20 hours per week.
Prerequisites: SOW 6305 with a passing grade and SOW 6105 with a passing grade and SOW 6235 with a passing grade and SOW 6348 with a passing grade and SOW 6114 with a passing grade and SOW 6405 with a passing grade and SOW 6342 with a passing grade

SOW 6537  Field Inst Seqn IA-Part-time  1 credits
This is first in a series of supervised field instruction in a social service agency, normally consisting of 10 hours per week. Departmental approval required.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6235 and SOW 6305 and SOW 6348 and SOW 6405

SOW 6538  Field Inst Seqn IIB-Part-time  2 credits
This is second in a series of supervised field instruction in a social service agency, normally consisting of 10 hours per week. Departmental approval required.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6235 and SOW 6305 and SOW 6348 and SOW 6405 and SOW 6553 and SOW 6555

SOW 6539  Field Inst Seqn IIC-Part-time  2 credits
This is third in a series of supervised field instruction in a social service agency, normally consisting of 10 hours per week. Departmental approval required.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6235 and SOW 6305 and SOW 6348 and SOW 6405 and SOW 6553 and SOW 6555 and SOW 6305

SOW 6540  Field Inst Seqn IID-Part-time  2 credits
This is fourth in a series of supervised field instruction in a social service agency, normally consisting of 10 hours per week.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6235 and SOW 6305 and SOW 6348 and SOW 6405 and SOW 6553 and SOW 6554 and SOW 6555

SOW 6555  Field Inst Seqn IIIA-Part-time  2 credits
This is fifth in a series of supervised field instruction in a social service agency, normally consisting of 15 hours per week.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6235 and SOW 6305 and SOW 6348 and SOW 6405 and SOW 6553 and SOW 6554 and SOW 6555

SOW 6559  Field Inst Seqn IIIB-Part-time  2 credits
This is seventh in a series of supervised field instruction in a social service agency, normally consisting of 10 hours per week. Departmental approval required.
Prerequisites: SOW 6305 and SOW 6105 and SOW 6235 and SOW 6348 and SOW 6114 and SOW 6405 and SOW 6553 and SOW 6554 and SOW 6555 and SOW 6556 and SOW 6557 and SOW 6538

SOW 6900  Independent Study  1 to 3 credits
A reading program in selected topics under supervision of a faculty member. A formal contract must be approved by the Chairperson. Admission to MSW program and Departmental approval required.

SOW 6931  Special Topics in Social Work  1 to 4 credits
This course examines advanced topics in social work practice and theory. The specific topic varies to meet the needs of current students and practitioners. Restricted to MSW students; others by departmental approval.

SSE 6617  Trends in Soc Studies Instruct  3 credits
Crucial concepts drawn from the social sciences. Analysis of the problems approach. Students will select an area of independent study on an advanced level.
Prerequisites: SSE 4313 with a minimum grade of D

TAX 6015  Corporate Tax Issues  3 credits
This course provides in-depth coverage of tax issues associated with corporations.
Prerequisites: TAX 3012 or TAX 4001

TAX 6045  Tax Research & Planning  3 credits
This course will examine the sources of tax authority which include its primary sources (legislative, judicial, and administrative), as well as secondary sources. This course will develop procedures for identifying the applicable tax issues, locating appropriate tax authority, and communicating the results of tax research.
Prerequisites: TAX 3012 or TAX 4001

TAX 6205  Flow Through Entities  3 credits
The course will use a "life cycle" approach to cover the taxation of Partnerships, LLCs, S corporations.
Prerequisites: TAX 3012 or TAX 4001

TAX 6405  Estate & Gift Tax Issues  3 credits
This course covers federal and state taxation of wealth and transfers including gift, estate, and generation-skipping taxes.
Prerequisites: TAX 3012 or TAX 4001

TAX 6525  International Tax Issues  3 credits
This course examines the structure and income measurement rules of the United States and various foreign tax systems. Topics covered include the different approaches to defining the tax base, deduction allocation rules, transfer pricing issues, foreign tax credits, and the implications of different organizational forms.
Prerequisites: TAX 4001 or TAX 3012

TAX 6877  Special Topics in Taxation  3 credits
Topics in this course will vary from year to year. Possible topics to be taught under this course number include wealth transfer taxes, income taxation of estates and trusts, and state tax issues.

THE 6720  Drama in the Elementary School  3 credits
Methods of using theatre and drama activities in elementary school, including use of drama and theatre for interdisciplinary majors; no extra laboratory sections.
TSL 5371  Methods of Teaching ESOL  3 credits
Methods of teaching ESOL is a component of the ESOL endorsement series in the state of Florida. This course will: a) provide an overview of the theoretical foundations and applications of language instruction approaches, methods, and techniques effective in ESL classrooms, and b) explore appropriate teaching strategies for diverse learners. Emphasis will be given to making connections between research/theory/principles and best teaching practices and developing a philosophy on effective methods to use when working with English language learners.

TSL 5372  Curriculum & Material Develop  3 credits
Curriculum and Materials Development in ESOL Programs focuses on applications of the theories, principles and current research related to second language acquisition, as well as instructional techniques and materials relevant to development of ESOL curriculum. It provides students with information about various program options for second language learners and focuses on the development of skills and techniques for assessment, goal setting, teaching methods, and adaptation of materials for the second language learners' varied needs.

TSL 5474  Testing & Eval for ESOL Teach  3 credits
This course provides a general background in language assessment issues, opportunities to examine language assessment instruments, and practical experiences developing and using formal and informal assessment measures. The students/teachers/school personnel will be able to critically analyze, select, and use evaluation techniques for measuring ELL/LEP students' performance in academic settings.

TSL 5525  Cross Cult Comm Issues in ESL  3 credits
Course on cultural issues in teaching English as a second language. This course, a component of the ESOL endorsement series of the state of Florida, provides an in depth discussion of the concept of culture and helps teachers/students recognize its influence on learning, communication, belief systems and values orientations, and patterns of thinking and behaving. The focus is on providing information contributing to cultural competence including applying cross-cultural understanding to planning instructional settings involving culturally and linguistically diverse students. Emphasis of this course will include honoring diversity and caution to the dangers of stereotyping and overgeneralizing to the diverse populations.
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