Contact Information

Florida Gulf Coast University
10501 FGCU Boulevard South
Fort Myers, FL 33965-6565

Main Line 941-590-1000
Toll Free 800-590-3428

www.fgcu.edu

Admissions
Toll Free: 888-889-1095
941-590-7878
TYY: 941-590-7886

Athletics
941-590-7007

Career Development
941-590-7958

Cashier's Office
941-590-1213

Disability/Multi Access Services
941-590-7925

Family Resource Center
941-590-7855

Financial Aid and Scholarships
941-590-7920

Freshman Advising
941-590-7875

Housing and Residence Life
941-590-1700

Learning Resources and Retention
941-590-7906

Registration and Records
941-590-7878

Service Learning
941-590-7015

Student Accounts
941-590-1218

Student Health Services
941-590-7966

Testing and Assessment
941-590-7955

University Bookstore
941-590-1150

University Police
941-590-1900

Library Services
Circulation Desk
941-590-7610
Reference Desk
941-590-7630
Office of the Director
941-590-7600

College of Arts and Sciences
Main Line
941-590-7150
Academic Advising
941-590-7196
Office of the Dean
941-590-7155

College of Business
Main Line
941-590-7300
Academic Advising
941-590-7302
Office of the Dean
941-590-7301

College of Education
Main Line
941-590-7800
Academic Advising/Admissions
941-590-7790
Academic Advising/Certification
941-590-7759
Office of the Dean
941-590-7751

College of Health Professions
Main Line
941-590-7450
Academic Advising
941-590-7455
Office of the Dean
941-590-7451

College of Professional Studies
Main Line
941-590-7820
Academic Advising
941-590-7760
Office of the Dean
941-590-7842

Student Services
Office of the Dean
941-590-7900
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<td>Monday, July 9</td>
<td>Tuesday, November 13</td>
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<tr>
<td>Non-Degree Registration Begins</td>
<td>Monday, August 13</td>
<td>Monday, December 10</td>
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<tr>
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<td>Monday, August 13</td>
<td>Monday, December 31</td>
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<tr>
<td>Classes Begin</td>
<td>Monday, August 27</td>
<td>Monday, January 14</td>
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<tr>
<td>Late Registration Begins ($50 late fee begins)</td>
<td>Monday, August 27</td>
<td>Monday, January 14</td>
</tr>
<tr>
<td>Registration for State Employees Begins (no late fee)</td>
<td>Monday, August 27</td>
<td>Monday, January 14</td>
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<tr>
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<td>Friday, January 18</td>
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<tr>
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<td>Friday, January 18</td>
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<tr>
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<td>Friday, January 18</td>
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<td>Saturday, September 1</td>
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<td>Monday, April 15</td>
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<tr>
<td>Non-Degree Registration Begins</td>
<td>Monday, April 22</td>
<td>Monday, April 22</td>
<td>Monday, April 22</td>
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<tr>
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<td>Monday, April 29</td>
<td>Monday, June 24</td>
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<tr>
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<td>Monday, May 13</td>
<td>Monday, June 24</td>
<td>Monday, May 13</td>
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<tr>
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<td>Monday, May 13</td>
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<tr>
<td>Registration for State Employees Begins (no late fee)</td>
<td>Monday, May 13</td>
<td>Monday, June 24</td>
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<td>Registration for Senior Citizens (no late fee)</td>
<td>Friday, May 17</td>
<td>Friday, June 28</td>
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<tr>
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<td>Friday, June 28</td>
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<td>Friday, May 17</td>
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<td>Friday, May 17</td>
<td>Friday, June 28</td>
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<td>Thursday, July 4</td>
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<td>Friday, May 31</td>
<td>Friday, May 31</td>
<td>Friday, May 31</td>
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<tr>
<td>Last Day to Completely Withdraw for 25% Refund</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Friday, June 7</td>
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<tr>
<td>Last Day to Completely Withdraw without Academic Penalty</td>
<td>Friday, June 7</td>
<td>Friday, July 19</td>
<td>Monday, June 17</td>
</tr>
<tr>
<td>Last Day of Classes/Finals</td>
<td>Friday, June 21</td>
<td>Friday, August 2</td>
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<tr>
<td>Last Day to Apply for Grade Forgiveness</td>
<td>Friday, June 21</td>
<td>Friday, August 2</td>
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<tr>
<td>Last Day to Submit Service Learning Hours</td>
<td>Friday, July 5</td>
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<td>Friday, July 5</td>
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<td>Graduation/ Degree Date</td>
<td>Friday, August 2</td>
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<tr>
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<td>Monday, August 5</td>
<td>Monday, August 5</td>
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Welcome to Florida Gulf Coast University

Dear Students:

It is my pleasure to welcome you to the pages of the Florida Gulf Coast University catalog for a description of our academic degree programs and courses, vision and guiding principles, campus services, and student support programs. We believe you will see why this institution is attracting a growing number of students who are seeking quality undergraduate and graduate academic programs presented through an impressive ratio of students to faculty. We offer an attractive opportunity for students to learn and study closely with the faculty – in a 760-acre campus setting of new classrooms, laboratories, technology and student housing.

Florida Gulf Coast University opened for students in fall 1997, as a member of the State University System of Florida. There have been significant milestones and accomplishments during our early years, but the most important was achieving accreditation in record time from the Southern Association of Colleges and Schools (SACS). The accreditation review by SACS closely considered every aspect of the University’s academic, operating, and support functions, and we were delighted that our young institution met the high standards required to offer students an outstanding university experience.

The University is strongly supported by the Florida Legislature, the citizens of Southwest Florida, and area businesses and agencies. We are committed to meeting their expectations by graduating knowledgeable and skilled students who also are caring and contributing members of society.

We invite you to visit our beautiful campus in Southwest Florida, and if you are unable to come to the campus, to visit our Web site at www.fgcu.edu. Talk to our faculty, staff and current students to learn more about why Florida Gulf Coast University is the place for your university experience!

Sincerely,

William C. Merwin
President
Florida Gulf Coast University
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Degrees, Majors, and Certificates

Florida Gulf Coast University (FGCU) awards the following degrees:

**Baccalaureate Degrees**
- BA  Bachelor of Arts
- BS  Bachelor of Science

**Master's Degrees**
- MA  Master of Arts
- MAT Master of Arts in Teaching
- MBA Master of Business Administration
- MEd Master of Education
- MPA Master of Public Administration
- MS  Master of Science
- MSW Master of Social Work

The following degree programs, majors, concentrations (areas of specialization), and minors are offered. Concentrations are listed in italics following the degree program.

**College of Business**

**Baccalaureate Degree Programs**
- Accounting, BS
- Computer Information Systems, BS
- Finance, BS
- Management, BS (concentrations are optional)
  - Entrepreneurship
  - Human Resource Management
- Marketing, BS (concentrations are optional)
  - Advertising
  - E-Commerce
  - Hospitality and Service

**Master's Degree Programs**
- Accounting and Taxation, MS
- Business Administration, MBA
  - Finance
  - General Management
  - Interdisciplinary
  - Marketing
- Computer Information Systems, MS
- Executive MBA

**Minors for Non-Business Majors**
- Advertising
- Computer Information Systems
- Management
- Marketing
- Software Engineering

**College of Arts and Sciences**

**Baccalaureate Degree Program**
- Liberal Studies, BA, with majors in:
  - Art
  - Biology
  - Earth Systems Science
  - English
  - Environmental Studies
  - History
  - Mathematics
  - Psychology
  - Social Sciences
  - Spanish
  - Theatre

An Individualized Program of Study is also available, including options in Pre-Law, Pre-Medical, and Communication.

**Minors**
- Anthropology
- Art
- English
- Mathematics
- Psychology
- Sociology
College of Education

Baccalaureate Degree Programs
- Early Childhood Education, BA
- Elementary Education, BA
- Special Education, BA
  - Emotional and Behavioral Disorders
  - Developmental Disabilities/Mental Retardation
  - Specific Learning Disabilities

Master's Degree Programs
- Counseling, MA/MEd
  - School Counseling
  - Mental Health Counseling
- Curriculum and Instruction, MA/MEd
  - Educational Technology
- Educational Leadership, MEd
  - Elementary School
  - High School
  - Middle School
  - Special Education
- Elementary Education, MA/MEd
  - Elementary Curriculum
  - Literacy in a Diverse Society
  - Early Childhood Education
- Reading, MEd
- Secondary Education, MAT
  - Biology
  - English
  - Mathematics
  - Social Sciences
- Special Education, MA/MEd
  - Behavior Disorders
  - Developmental Disabilities/Mental Retardation
  - Specific Learning Disabilities
  - Varying Exceptionalities

College of Health Professions

Baccalaureate Degree Programs
- Clinical Laboratory Science, BS
  - Clinical Laboratory Science
  - Articulated Clinical Laboratory Science
  - Biotechnology/Pre-Professional/Pre-Physical Therapy
  - Forensic Science
- Health Science, BS
  - Gerontology
  - Health Science
  - Health Services Administration
  - Recreation Therapy
- Nursing, BS
  - Occupational Therapy, BS

Master's Degree Programs
- Health Science, MS
  - Gerontology
  - Health Professions Education
  - Health Services Administration
  - Nursing, BS
    - Primary Health Care
    - Perioperative Nursing
  - Physical Therapy, MS

The College of Health Professions offers the following post-baccalaureate certificates:
- Clinical Laboratory Technology
- Gerontology
- Health Services Administration
- Molecular Biology

College of Professional Studies

Baccalaureate Degree Programs
- Criminal Justice, BS
- Human Services, BS

Master's Degree Programs
- Public Administration, MPA
  - General Public Administration
  - Management
  - Environmental Policy
  - Administration of Justice
- Social Work, MSW
General Information

The University
Campus Services and Activities
Library Services
Technology Support Services
Registration and Records
Tuition, Fees, and Refunds
University Notices
The University

Accreditation
Florida Gulf Coast University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30032-4097; Telephone number 404-679-4501) to award associate, baccalaureate, and master’s degrees.

Please refer to the appropriate college or school section for information regarding accreditation, approval, and certification of programs or units.

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.

Historical Perspective
The history of Florida Gulf Coast University is a visionary one built on support for providing higher education opportunities in Southwest Florida. Area citizens began the initiative to bring a state university to this part of Florida, and their early requests were quickly supported by elected officials at the local and state levels. With support from the Florida Board of Regents and the full Florida Legislature, a new university was born.
The Board of Regents formally recommended in January 1991 the development of Florida’s tenth state university to be located in Southwest Florida; and, in May 1991, then Governor Lawton Chiles signed the legislation authorizing the new university. Southwest Florida’s support for a university was never more evident than during the next year, when private landowners offered more than 20 gift sites for the university campus. In early 1992, the Board of Regents selected the site offered by Ben Hill Griffin III and Alico, Inc. of 760 acres of land located just east of Interstate 75 between Alico and Corkscrew Roads.

Roy McTarnaghan was named founding university president in April 1993. Initial staff were hired that summer, and the university’s academic and campus planning began in earnest. Plans for the first phase of campus construction were unveiled in February 1994; and shortly thereafter, the Florida Legislature named the institution as Florida Gulf Coast University. The vision for the university was one which would address emerging higher education needs for the 21st century, including the use of technology in the learning/teaching process and multi-year contracts as an alternative to faculty tenure. The Board of Regents approved an agreement in May 1995 with the United Faculty of Florida allowing FGCU to offer a contract system for faculty.

Campus groundbreaking was held on November 28, 1995, with more than 600 people participating in the celebratory event for Southwest Florida. With aggressive academic program and campus development schedules slated to culminate in an opening day of August 25, 1997, the early staff and faculty were busy meeting deadlines every month. Inaugural degree programs were approved by the Board of Regents in March 1996. The FGCU Foundation, a private fundraising arm of the university, gained extraordinary financial support for an institution which at the time could only be seen on a drawing board. Faculty throughout the country were attracted to FGCU for the opportunity to offer higher education in new and innovative ways.

The first FGCU student, Mariana Coto, was admitted in January 1997; and she participated in the historic ribbon cutting on the university’s August 25, 1997 opening day. The Southern Association of Colleges and Schools awarded FGCU accreditation candidacy later that year, and a comprehensive self-study was launched. The first commencement was held in May 1998, with 81 FGCU graduates. In August 1998, the first phase of student housing opened. In September, Founding President McTarnaghan announced his intention to step down on May 1, 1999.

FGCU’s second commencement ceremonies, held May 1999, marked the last official act of the founding president, as well as the graduation of 417 students. The Board of Regents launched a national search held during the spring and summer for FGCU’s second president; and the university received official notification in June 1999 that it had achieved, in record time, accreditation by the Southern Association of Colleges and Schools.

In July 1999, the Board of Regents named William C. Merwin as FGCU’s second president. President Merwin arrived on campus for his first day on September 16, 1999. He immediately initiated a highly participatory strategic planning process for students, faculty, and staff to carry the young institution to its next stage of development. As FGCU moves forward, student applications and admissions are dramatically increasing; campus construction of academic and support buildings remains aggressive; an athletics program and other new initiatives are being launched; new degree programs are being added; the Foundation’s private fundraising continues to be successful; and the excitement level for FGCU’s future is high.

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.
- Affirms that diversity is a source of renewal and vitality.

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.

Teacher Preparation Programs
Florida Gulf Coast University considers the preparation of teachers and other professional educators an integral part of its vision and mission. The university is dedicated to providing high quality educator preparation programs for meaningful careers in schools and agencies.

Title II of the Higher Education Act
Title II, Section 207 of the Higher Education Act mandates that universities make available certain information concerning the institution’s teacher preparation programs including the pass rate of program completers on assessments required by the state for teacher licensure or certification, the statewide pass rate on those assessments, and other basic information on teacher preparation programs. The information pertaining to Florida Gulf Coast University is available on the web at http://www.coe.fgcu.edu

Ombudsman
The Office of the Ombudsman was established by the Florida Legislature to assist students in resolving problems and conflicts. The ombudsman reports directly to the president and provides a prompt, impartial, and confidential means of facilitating dialogue between parties on campus. The office also provides a means of resolving differences, apart from formal grievance procedures.

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 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 ombudsman remain in strict confidence.

For more information contact Dr. 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 Ms. Linda Summers in Community Learning and Special Programs, Griffin Hall #150, phone (941) 590-7016, fax (941) 590-7024, e-mail lsummers@fgcu.edu.

Student Learning Outcomes (Undergraduate)
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, sharing responsibility, can measure progress toward reaching these goals.

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 profes-
sional practices. Collaborate with others in projects involving aesthetic awareness, participation and/or analysis.

**Goal 2: 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: 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 multidisciplinary 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.

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**Student Learning Outcomes (Graduate)**

Graduates of advanced degree programs at Florida Gulf Coast University will:

- Demonstrate excellence in critical thinking, problem solving, analysis, and strategic planning.
- Demonstrate effective use of a variety of communication skills and modalities.
- Exhibit professional and technical expertise consistent with discipline and/or content area accrediting or licensing bodies.
- Be prepared for leadership roles in professional and occupational areas and in communities in which they live and work.
- Demonstrate the capacity for continuing learning, growth, and scholarly activity in their respective disciplines and fields of study.

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**Center for Leadership and Innovation**

The Center for Leadership and Innovation (CLI) is an extension of the College of Business and an integral element of Florida Gulf Coast 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.

The CLI is home to Florida Gulf Coast University’s Executive MBA degree (EMBA), a specially designed program for middle 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 also houses the following centers and institutes:

- Small Business Development Center (SBDC) is a federally funded program of the Small Business Administration. The SBDC provides counseling and program support to small businesses throughout the region.
- The Center for Technical Education (CTE) focuses on computer software and hardware training. The CTE provides programs in Microsoft Certified Systems Engineer (MCSE), Cisco Certified Network Administrator (CCNA), Certified Internet Webmaster (CIW), and A+/Network+ Certification. Additional technical training programs are under development.
- Center for Economic Education provides economic education in Florida schools. It is part of a national network that provides workshops and conferences in economics and free enterprise for K-12 teachers. Free materials are available to teachers.
- Institute for Entrepreneurship stimulates new venture initiation and enhances the viability and success of entrepreneurial firms. The Institute currently hosts the Entrepreneurs Forum, which provides workshops and
peer sessions for CEOs of growth-oriented small to mid-size firms, and the Family Business Forum, whose purpose is to strengthen the local family business community through seminars and group support sessions.

- Institute for Conflict Resolution (CRI) is a partnership with the Florida Conflict Resolution Consortium at Florida State University. The CRI focuses on providing conflict resolution resources to serve organizations and institutions in Southwest Florida. CRI programs and resources include faculty expertise, training seminars, and academic program relationships with the College of Business.
- Sponsored Projects and Programs Office coordinates educational research and consultative services for public/private organizations/companies and individuals.
- Other institutes recently developed include the Institute for E-Business Development, Institute for Technological Innovation, Institute for Advances in Human Resources, and the Institute for Innovative Practices in Education.

The CLI continues to work with local organizations, state agencies, and regional economic development centers and to provide staff space, on-site, for individuals representing Florida Manufacturing Technology Center (FMTC) and the Southwest Florida Library Network (SWFLN).

Florida Institute of Government

The Institute of Government, housed in the College of Professional Studies, is part of a statewide network of affiliates with the overall mission of increasing the effectiveness and quality of government in Florida. This affiliate has developed a reputation for high-quality, reasonably priced training and development opportunities for the public sector, including technical assistance, program evaluation, needs assessments, and public opinion surveys. Recent projects include:

- Guests First Customer Service Program for the Lee Island Coast Visitor and Convention Bureau
- Mentoring for Success for the Department of Children and Families
- Combating Truancy: A Community Alliance for a partnership between FGCU, Fort Myers Police Department, Department of Juvenile Justice, Alliance of the Arts, and Lee County School Board.
- Glades Economic Development Council to further develop strategic planning issues and processes.
- Charlotte County Needs Assessment to identify and prioritize residents’ needs in the areas of health, mental health, and social services.
- Telephone survey of registered voters in Collier County, conducted annually for Collier County to identify consumers’ perceptions as they relate to the handling of issues and concerns.

The Institute of Government also offers certification programs in several areas including certified public manager, supervisory series, code enforcement, non-profit certificate series, and office support series. For more information, please contact the institute's director at 941-590-7815.

International Study and Education

International study. FGCU offers several international study courses. Students have studied language, culture, and the environment in Germany, China, Spain, Ecuador, and Peru. Through a network of recognized programs at other universities, students may participate in a variety of study abroad opportunities in many countries throughout the world. Programs are offered during the regular academic year and during the summer.

International partnerships and linkages. The university and its academic units have established partnerships and linkages with institutions and organizations on three continents and in the Caribbean.

- Mexico: FGCU facilitates collaboration between businesses in Southwest Florida and Mexico. In addition, the university has linkages with the Universidad Autonoma De Campeche, Instituto Campechano, Universidad del Carmen, the University of the Yucatan, and Metropolitan Autonomous University.
- 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.
- France: FGCU has a student change agreement with Groupe Eole Superieure de Commerce, Dijon-Bourgogne.
- Germany: Agreements have been signed with Pforzheim University of Applied Sciences in Pforzheim, FH Harz University in Wernigerode, The Evangelische Fachhochschule Rheinland-Westfalen-Lippe (EFH) in Bochum, and GFS Wirtschaftsfachschule in Berlin. Another agreement exists with the University of Wuerzburg whereby distance education courses link Wuerzburg and FGCU students. In addition, there are regional agreements between Magdeburg, FGCU and the Southwest Florida business community. Academic and professional exchanges and collaborative relationships in research, business development, and curricula development are major components of these agreements.
- Sweden: Halmstad University, Halmstad, has a student exchange agreement with FGCU.
- Switzerland: FGCU business faculty provide distance education instruction to students at St. Galler Management Program University.
- Students in the College of Arts and Sciences participate in study abroad language immersion programs in Spain and Latin America and study tours to Latin America and Europe.
• The College of Business is on the cutting edge for partnering and pedagogical approaches that link the FGCU student to the world and the world to FGCU. The College of Business has created a paradigm that is being recognized throughout the U.S. Known as the "second circle model," the business and academic communities collaborate in the process of knowledge acquisition and dissemination and in community development.

• The College of Education has established a number of partnerships that engage faculty and students with peers from other nations. For example, it has an agreement with the Ministry of Education in the Canton of Zurich, Switzerland to provide specialized summer institutes for Swiss teachers at FGCU. Initiated in summer 2000 with 30 teachers, institutes for 60 teachers in summer sessions 2001-2003 have been guaranteed. The COE also has a partnership with the University of Glasgow whereby Scottish and FGCU teacher education students do their field experiences in the partnership country. A similar partnership with the Teacher Education Academy in Leipzig, Germany has also been established while another connection with a school in Monterey, Mexico is in process.

• Students and faculty from the College of Health Professions engage in international public service and volunteerism work in the Caribbean by providing health services in Haiti.

• The College of Professional Studies works closely with higher education institutions in China and Germany and has hosted and provided internships for students from Germany. Faculty regularly take students to China on study tours.

College Reach Out Program
The College Reach Out Program (CROP) was established in 1983 by the Florida Legislature to motivate and prepare educationally disadvantaged, low-income students in grades 6 through 12 to pursue and successfully complete a postsecondary education. Participants are students who otherwise would be unlikely to seek admission to a community college, state university, or independent postsecondary institution without special support and recruitment efforts. Florida Gulf Coast University’s CROP program serves 25 schools in the five-county Southwest Florida area. The program offers many opportunities, including college exploration days, after-school enrichment programs, summer residential programs, and a six-week summer institute. Participants gain knowledge in leadership/self-esteem, life skills, study skills, test-taking strategies, language arts, mathematics, reading, and essay writing.

Research and Sponsored Programs
The Office of Research and Sponsored Programs (ORSP) is an integral and essential part of the overall FGCU teaching mission. Faculty participation in such activity plays a major role in the educational process at FGCU. Our dedicated faculty and staff provide a rich environment for students to take part in scholarly work and research while attending FGCU. Research efforts by our faculty enrich teaching and the classroom experience for our students. We are preparing students to continue learning and expanding their knowledge after leaving FGCU. Many opportunities are available for students to become involved in research efforts our faculty members conduct.

Since FGCU opened in August 1997 research and sponsored activity has grown by over seventy percent. FGCU faculty and staff submitted 118 proposals and were awarded over $5.2 million in new grants and contracts during the last completed fiscal year. Please visit our web site at www.fgcu.edu/orsp to learn more about our programs or simply stop by Griffin Hall Suite 139 to personally visit us and learn of potential opportunities available to you.

Distance Learning
With a commitment to making higher education accessible to a range of qualified students with diverse scheduling needs, FGCU offers key courses and certain full-degree programs as distance learning options. 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.

Programs of Study Available via Distance Learning
All of the upper division courses required to complete the:
• Bachelor of Science in Criminal Justice
• Bachelor of Science in Health Science
All of the courses necessary to complete the:
• Master of Business Administration (MBA)
• Master of Public Administration (MPA)
• Master of Science in Health Science
• Master of Science in Curriculum and Instruction (Educational Technology)
• English for Speakers of Other Languages (ESOL) Endorsement for K-12 Teachers
Additional credit and non-credit courses and programs are available full or in-part via distance learning. For additional information, refer to the college sections of this catalog.

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 the university’s site at http://www.fgcu.edu
Public Schools Enrichment Partnership

Public Schools Enrichment Partnership (PSEP) is a community supported “Center of Excellence” for public schools’ collaboration and research at Florida Gulf Coast University. It is charged with creating and supporting attainment of a culture of success among “at-risk” students, grades K-12. More specifically, PSEP is charged with creating a peer culture of success among at-risk students by promoting and supporting academic, leadership, and service excellence. Innovative co-curricular and enhancement school programs are designed to facilitate a process of seamless recruitment of “at-risk” students into postsecondary education institutions.

PSEP’s mission and objectives are accomplished through Scholars’ Club and College for-a-Day programs. Both programs emphasize early intervention, continuous individual and family support, and integrated programming. Scholars’ Club, a 12-year-old initiative with more than 50 chapters at area elementary, middle, and high schools, challenges students to excel not only academically but also in terms of leadership and service. Scholar’s Club participants are invited to attend special events and are eligible for community-funded scholarships and summer internship programs. Through College-For-A-Day, elementary and middle school students from area schools are invited to spend a day at the FGCU campus. The university’s faculty and staff maintain contact with participating students through various Scholars’ Club and PSEP activities. For more information, see http://www.fgcu.edu/psep/ or contact the program’s executive director at 941-590-7939.

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. Programming is also transmitted on WMKO-FM 91.7 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 programming, production, and dissemination resources for distance education.
- Represent and clarify issues pertinent to the public affairs of the region, the nation, and the globe.
- Support and extend the cultural interests of the public by providing a diverse schedule of high quality music, drama, dance, and visual arts programming.
Campus Services and Activities

Visit the Florida Gulf Coast University Web site at http://www.fgcu.edu for additional information regarding the following topics.

Academic Retention Program
McTarnaghan Hall
Telephone: 941-590-7941
Email: tutor@fgcu.edu

The Academic Retention Program provides encouragement, guidance, and support for students on academic probation. Learning Resource Services assists students in goal setting, study skills, tutoring, motivation, and time and stress management. A valuable component of this program is the Eagle’s Wing Mentoring Program. This program provides service, leadership, friendship, and guidance to students from faculty and staff. Mentors serve as a positive role model and ideally maintain regular personal contact with students throughout their academic year.

Career Counseling
McTarnaghan Hall
Telephone 941-590-7950;
Email: CSH@fgcu.edu

The Office of Counseling and Student Health Services assists students in identifying and exploring individual needs, interests, skills, and values. This process enables students to make informed choices concerning degree programs and overall educational and career goals. Appointments are recommended.

Career Development and Job Assistance
McTarnaghan Hall, second floor
Telephone: 941-590-7958

The Office of Career Development Services assists students in developing, choosing, and preparing to implement education, career, and employment decisions. An electronic newsletter, telephone job line, Web-based job listing, career fairs, and other special events provide students with on-campus, local, and regional career and employment opportunities. Resume writing and cover letter preparation assistance is also available.

Eagle Cafe

The Eagle Cafe, located 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, subs, deli sandwiches, and salads. Fresh-baked cookies, snacks, and an assortment of beverages complete the offerings. A coffee bar, featuring Seattle’s Best coffees and cappuccino, is available Monday through Friday and for special events.

A declining balance meal plan is offered to all faculty, students, and staff. The plan features bonus dollars and free beverage refills depending on dollar amounts on deposit. Periodic surveys are conducted to ensure that the menu is designed with student tastes and trends in mind.

Family Resource Center
Telephone: 941-590-7855

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 quality child care. The university is committed to supporting student parents through the Family Resource Center, which provides an early care and education program and other family resources.

The early years are crucial for children’s intellectual and emotional development. 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 enrolls children from six weeks to five years of age. The program offers developmentally appropriate, comprehensive services for children, including an educational program lasting approximately six hours.

The program emphasizes partnerships with families and provides 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 provides opportunities for research related to the development and care of young children and for supervised internships, practicum projects, service learning, and paid student assistant positions including work study.

There is a one-time application fee of $25 that includes $15 at the time a family places their child on the waiting list. FGCU students have first priority for enrolling their children, then FGCU faculty and staff, and then families within the community-at-large.

Weekly Tuition Rates for Full-Time Care**
(Effective August 2001)

<table>
<thead>
<tr>
<th>Category</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant Room (6 weeks to 18 mos.)*</td>
<td>$102.00</td>
</tr>
<tr>
<td>USPS</td>
<td>$112.00</td>
</tr>
<tr>
<td>Faculty/A&amp;P</td>
<td>$122.00</td>
</tr>
<tr>
<td>Community</td>
<td>$132.00</td>
</tr>
</tbody>
</table>

* These rates are subject to change without notice.
** Rates include tuition and mandatory fees.
Toddler Room (approximately 18 mos. to 3 yrs.)*
Students.........................................................$107.00
USPS............................................................$117.00
Faculty/A&P....................................................$127.00
Community.....................................................$137.00

Preschool Room (3 to 5 years)*
Students............................................................$97.00
USPS.............................................................$107.00
Faculty/A&P.....................................................$117.00
Community.......................................................$127.00

Head Start*
Students............................................................$97.00
Community..........................................................$127.00
*Rates include tuition, breakfast, lunch, snacks, milk, and materials fees. Rates are subject to change.

*Toddler and preschool rates include $15.75/week for meals.

Housing and Residence Life
North Lake Village
Telephone 941-390-1700

On campus residence life is available at North Lake Village in a brand-new, apartment-style complex. Each apartment accommodates four students. Single bedroom apartments consist of four bedrooms with four occupants per apartment. Double occupancy apartments have two bedrooms with two people sharing each room. All apartments have two bathrooms, a kitchen, and a living room. Each apartment is furnished with a sofa, two armchairs, desks, and bunkable beds. The fully equipped kitchen includes a full size refrigerator, stove, microwave oven, dish-washer, and garbage disposal. Basic cable television and local phone service are provided free of charge in the living room. In addition, basic cable television service and Internet access are provided free of charge in the bedroom.

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. Students may use the lake for sailing, canoeing, and water biking. A commons building has a laundry facility, business center, and television area. The staff includes a live-in director, resident assistants, program assistant, graduate assistant, and student receptionists. Meal services are available on the main campus at a reasonable cost.

Prices for the fall 2001 through September 2002 academic year: $2000 per semester for a single bedroom, and $1650 per semester for a double bedroom. Contact the office for summer rates and additional information.

International Student Services
McTarnaghan Hall
Telephone: 941-590-7925; TTY 941-590-7930
Email: OMAS@fgcu.edu

International student admission information is available in the International Student Admission Guide through the Office of Admissions. International student services are provided through the Office of Multi Access Services (OMAS). OMAS enrolls all international students, processes immigration documents and provides support services for international students including pre-arrival information, international student orientation to living and studying in the U.S., cross-cultural adjustment and transition, and integrating international students into the university and community experience. Department staff provide consultation on U.S. immigration matters, student employment, scholarships, and academic, social and personal concerns. The annual International Student Reception officially welcomes all international students and is a special opportunity to meet university and community members. International students are encouraged to share their cultures through a variety of campus programs, the International Club and the International Celebration.

Learning Resource Services
McTarnaghan Hall
Telephone: 941-590-7906
Email: tutor@fgcu.edu

The Office of Learning Resource Services and Retention Programs (LRS) provides academic achievement and skill development services to students. Peer tutors, para-professionals, and professional personnel provide individual tutoring free of charge throughout the semester. Supplemental instruction and study groups are available for many courses. Contact LRS for information on the full range of services available via the LRS website through Enrollment Services.

Mentoring Program
McTarnaghan Hall
Telephone: 941-590-7906

The Eagle's Wing Mentoring Program, coordinated through the Office of Learning Resource Services, provides service and leadership, friendship, guidance, and support to students through a mentoring relationship. Mentors serve as positive role models and ideally maintain regular personal contact with students throughout their academic careers. Students, faculty and staff are brought closer together in order to sustain an enriched environment for academic learning and personal development.

Multicultural and Diversity Programs
McTarnaghan Hall
Telephone: 941-590-7925; TTY 941-590-7930
Email: OMAS@fgcu.edu

The Office of Multi Access Services (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. OMAS maintains a resource library of training and educational material and conducts diversity training for campus and community groups.

Personal Counseling
McTarnaghan Hall
Telephone: 941-590-7950;
E-mail: CSH@fgcu.edu

The Office of Counseling and Health Services provides individual and group counseling, consultation and referral, outreach programs, and skill development programs. Personal counseling is a free, confidential, student service and counselors adhere to the ethical standards established by the professional associations, state licensing boards, and national certification organizations. The staff of the counseling service consists of the director, who is a Florida licensed psychologist, and other counseling professionals. Appointments are encouraged.

Emergency on-call professional counselors are available 24 hours a day for mental health emergencies. During regular working hours call 941-590-7950. After hours contact the university police dispatcher at 941-590-1911.

A Victim Assistance Program provides advocacy and referrals to victims of crime. For more information, contact the Office of Learning Resource Services at 941-590-7906.

Recreation and Leisure Services
Email: rls@fgcu.edu

The Office of Recreation and Leisure Services (LRS) provides the campus community with recreational activities and opportunities to develop leadership, communication, teamwork, and other social skills.

The Life Enhancement component of LRS is located in the Wellness Center (Telephone: 941-590-7935) and offers the following programs and activities: (a) Health and Fitness, which provides participants with opportunities to exercise within an environment that promotes accessibility, safety, and fun; (b) Outdoor Adventures, which provides sports activities that utilize resources such as mountains, lakes, rivers, parks, and caves; and (c) Waterfront, which coordinates a variety of on-campus recreational and competitive water sport activities including canoeing, kayaking, sailing, rowing.

The Rec Sports component of LRS is located in the Athletic/Recreation Modular Village (Telephone: 941-590-7936) and provides the following programs and activities: (a) Club Sports, which serves individual interests in a variety of competitive, recreational, or instructional activities, both intercollegiate and intra-club; and (b) Intramurals Sports, which provides structured sports opportunities appropriate for many skill levels including league play, tournaments, golf lessons, tennis instruction, dance, martial arts, and more.

Student Clubs and Organizations

FGCU has approximately 30 active registered or recognized clubs or organizations on campus. These organizations range in scope from ethnic to education and recreation to honorary. Clubs and organizations offer students opportunities to develop leadership skills in areas related to their personal interests. Clubs and organizations may hold one of three organizational statuses: (a) a registered club may utilize university facilities, but may not apply to receive budgetary money in the form of A&S fees from the SGA, nor may it utilize the university’s name as a part of the club’s name; (b) a recognized club may utilize university facilities; apply for budgetary funds from SGA, and utilize the university’s name as part of its own; (c) a sanctioned club performs special functions that serve all facets of the university community and is eligible for the benefits of recognized status. Currently, four organizations hold sanctioned status: the Student Government Association, the Eagle newspaper, Crest, and Eagle’s Eye Yearbook.

Student Disability Services
McTarnaghan Hall
Telephone: 941-590-7925; TTY 941-590-7930
Email: OMAS@fgcu.edu

The Office of Multi Access Services (OMAS) promotes opportunities for full participation in university academics, programs, activities, and services by students with disabilities, through the provision of reasonable accommodations, other support services and training. Disabilities as outlined by the Americans with Disabilities Act and the university may include learning, visual, hearing, speech, physical, and other disabilities. If requesting accommodations, the student must identify him or herself as having a disability, provide documentation, and consult with OMAS staff with sufficient notice to coordinate appropriate services. FGCU does not provide disability testing; students are referred to other resources and assume these expenses. OMAS provides assistance in admission, registration, classroom accommodation, note taking, reader services, modified or extended test taking, sign language interpreters, campus housing, etc. The Adaptive Learning Lab offers individual study areas with special computer software and assistive technology. Students seeking financial aid should contact the Financial Aid and Scholarships Office, and may find additional information on scholarships for students with disabilities in our office.

Student Government Association
McTarnaghan Hall
Telephone: 941-590-7948
Email: sga@eagle.fgcu.edu

The Student Government Association (SGA) provides students with opportunities to develop their leadership skills and abilities. The SGA plays two major roles on campus. The primary role of SGA is to be the “voice” of students. In this capacity, the SGA facilitates the flow of information
among the student body, faculty, staff, and administration. The SGA provides a mechanism for addressing student concerns and provides opportunities to communicate suggestions that may enhance the student experience at FGCU. The second major role of the SGA relates to the allocation of Activity and Service Fee (A&S) funds. The A&S fee is generated through a per credit hour fee that is assessed to each student. The SGA has the responsibility for developing a budget and allocating monies that fall within the purview of the SGA.

Student Health Services
Television: 941-590-7966

Student Health Services is committed to ensuring that students are provided timely information and education so that students can better care for themselves. Advanced registered nurse practitioners and a part-time physician provide a variety of services including initial assessment, basic medical care, education and health awareness programs, and referrals to specialists and other providers. Student Health Services, in coordination with the Office of Registration and Records, also assists in the evaluation of medical and immunization records.

The university offers all enrolled students the opportunity to purchase health insurance. Health insurance coverage is strongly recommended for all students whether offered through the university or from another source.

Testing and Assessment Services
McTarnaghan Hall
Television: 941-590-7955

Academic testing, career inventories, and personality assessments are available by appointment only. Career inventories and personality assessments are done upon referral from a faculty or staff member. Students requiring specific test accommodations (such as extended time, isolated testing room, etc.) are asked to first contact the Office of Multi-Access Services (OMAS). Medical documentation will be required and, once approved by OMAS, the student will be referred to the Testing Center for scheduling.

The Testing Center provides the following tests and inventories: CLAST (College-Level Academic Skills Test); CAT CLAST (computerized CLAST); FCELPT (Florida College Entry Level Placement Test, also known as CPT); FTCE (Florida Teacher Certification Exam); MAT (Miller Analog Test); ACT, MBTI (Myers-Briggs Type Indicator); CHOICES; CISS (Campbell Interest and Skills Survey). The Testing Center also services those students taking Distance Learning exams and correspondence exams. Most testing services have an accompanying fee. Please call for further information.

Test prep courses are available for the following graduate school entrance exams: GRE, GMAT, and MAT. Check with your program to be certain what test is accepted and what test score is required.

University Bookstore
Howard Hall
Hours: Monday-Thursday 8:00 a.m. to 7:00 p.m.
Friday 8:00 a.m. to 5:00 p.m.
Web: http://www.fgcu.bkstr.com
Television: 941-590-1150

The university bookstore 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 three percent of the total cost of your education. The bookstore pays cash for used books throughout the year. The price paid depends 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, including textbook ordering, are now available on the web.

Textbook refunds. All refunds must be requested within the refund period, be accompanied by the original sales receipt, and be unmarked if purchased new. For all semesters, textbooks may be returned for full credit up to seven calendar 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 options. Personal checks may be written for the amount of purchase. A significant penalty is assessed on all returned checks. MasterCard, VISA, Discover, and American Express are accepted.

Lost or stolen textbooks. Writing initials on a random page in each textbook will help identify books, should they be lost or stolen. Report a loss to the bookstore and the university police. Attempts to sell back books that have been reported lost or stolen will be reported.

University Police and Safety

The 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).

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. (See section on Tuition, Fees, and Refunds for additional information.)
Wellness Center

Telephone: 941-590-7935

The Wellness Center provides students, faculty, and staff opportunities to participate in a variety of fitness activities, programs, and challenges including aerobics and martial arts classes, fitness assessments, personalized workouts, and personal training. The Wellness Center also sponsors lectures, workshops, and seminars on various fitness and health related topics.

Writing Center

McFarland Hall
Telephone: 941-590-7974
Email: tutor@fgcu.edu

The Writing Center develops student writers through free, accessible, learning-based writing consultations. Consultants teach proofreading and editing strategies that help writers recognize and correct grammatical errors on their own. Students are invited to use the Learning Resource Services (LRS) website and can utilize our distance writing services. This allows students to send drafts of their work to a writing consultant for advice. Details on this service can be found on the LRS website through Enrollment Services.

Library Services

The mission of Library Services 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. 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 online 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.

General Information

The library maintains the following regularly scheduled hours:

Monday - Thursday 8:00 a.m. - 11:00 p.m.
Friday 8:00 a.m. - 8:00 p.m.
Saturday 9:00 a.m. - 6:00 p.m.
Sunday 1:00 p.m. - 10:00 p.m.

Hours are adjusted for holidays and intersessions. Consult the library web site (http://library.fgcu.edu) for current information.

Library cards. The FGCU photo ID card serves as the library card. The card must be presented each time materials are checked out. It is the responsibility of the cardholder to report immediately the loss or theft of the FGCU photo ID to the Office of Registration and Records (941) 590-7894. The photo ID card can be obtained at the Office of Registration and Records.

Online access. The library provides online access to a number of information resources that are restricted to users within the library or to the students, staff, and faculty of the university. To guarantee that no unauthorized users are accessing their sites, some database providers require a network username and password, or a 14-digit number. The network username and password are supplied to staff and faculty upon hiring. Students activate an account through the student services web site to get a network username and password. The 14-digit number is printed on the FGCU photo ID card.

The library web site (http://library.fgcu.edu) is a primary access point for all library services and resources. The web site accesses the catalogs of the State University System of Florida libraries, FGCU course reserve materials, electronic databases, document delivery services, interlibrary loan, research assistance, and links to other useful sites. A library staff directory, several request forms, and the latest information about library hours, services, and workshops are available on the web site.
Access for persons with disabilities. Library staff will provide reasonable assistance to persons with disabilities on request. Please ask for assistance at the circulation desk. Patrons with disabilities may expect assistance on demand whenever practicable with services and resources including retrieval of library materials, interlibrary loan requests, access to course reserve materials, and using the open computer lab. Special arrangements may be needed for access to some services and resources, especially during evening and weekend hours. Services requiring special arrangements may include extensive reference assistance, copying of library materials (copying costs are paid by the patron), or retrieval of microform materials. Please call the circulation desk (941) 590-7610 or TTY (941) 590-7618 to arrange for these services.

Computer lab. The library computer systems staff maintains a state-of-the-art network for the FGCU community. An open computer lab in the library provides a highly functional environment with access to electronic information resources, the world wide web, applications software, document scanning, color printing, student email, and removable storage with floppy and zip drives. The lab is accessible whenever the library is open.

Library Collections
The library collections at FGCU acquired a substantial foundation to build upon through an inherited collection from the University of South Florida in Fort Myers 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 June 2000, the combined print and non-print library holdings reached 295,171 volumes. Electronic access to current information beyond the physical limitations of the library 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.

Circulation and Course Reserve
Students, staff, faculty, and community patrons may borrow library materials in the General Collection. Borrowing periods vary. Ask the library staff at the circulation desk for assistance in determining the borrowing period for a specific item. Most materials may be renewed for an additional loan period at the circulation desk unless another patron has requested them. Online renewal is also available through the State University System gateway, WebLUIS.

Course reserve materials are made available to students on or off-campus through the library web site whenever practicable. Materials that are not suitable for distribution via the web site are available in the library at the circulation desk.

Interlibrary Loan
FGCU faculty, staff, and currently enrolled students are eligible to use Interlibrary Loan (ILL) to obtain materials not owned by the FGCU library. Students and faculty from other State University System institutions are also eligible for ILL service. Submit ILL requests electronically from the FGCU library web site. New books, rare books, reference materials, software, and audiovisual items are often difficult to borrow from other libraries. Additionally, some theses, dissertations, and genealogical materials are difficult to obtain. Please ask the Reference staff for help in identifying items or in finding alternatives.

Reference and Research Assistance
Librarians and library paraprofessionals provide reference and research consultation services when and where they are needed. Reference service is available in the library, by telephone at (941) 590-7630, via email message to libref@fgcu.edu or through the Ask a Reference Question form on the library’s web site. When more extensive consultation is desired, please make an appointment with one of the librarians.

Support for Distance Learners
Electronic course reserves, databases, indexing, and abstracting services, and many full-text journals are accessible by computer from off-campus locations. Distance learners may use the library web site to request books or photocopies of journal articles.

Students enrolled in FGCU distance learning classes who need materials from the FGCU Library collection should use the Request Forms for Distance Learning Students on the FGCU Library web site (http://library.fgcu.edu). Materials are mailed to distance learners at no charge. Students are responsible for return postage for books. For materials not owned by the library, FGCU distance learners may use Interlibrary Loan forms to obtain materials from other libraries. Photocopies obtained through ILL for distance learners will be sent through the U.S. Mail. Books, microfilm, and material in other formats will be available for pick-up at the FGCU Library Circulation desk.

For reference or research assistance from FGCU, phone a reference librarian at (941) 590-7630; send an email message to libref@fgcu.edu; or use the Ask a Librarian form on the library web site. The Florida Distance Learning Reference and Referral Center provides centralized reference and referral services to students enrolled in off-campus courses offered by any Florida public university or community college (http://www.lib.usf.edu/distance).
Technology Support Services

The 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.

The university offers open computer learning areas, computer classrooms, interactive video classrooms, an executive videoconference room, multimedia classroom systems, and a network of academic web servers. In addition, faculty, staff, and students may checkout portable equipment for special purposes.

Student Computer Labs

Technology support staff are located in the student computer labs (which are open approximately 90 hours a week) and can 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 other 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.

Connecting Electronically from Home

A home computer with a modem, an Internet service account, and the software necessary to use the Internet to communicate and access information resources are fundamental to home access of FGCU electronic resources. If you do not have your own computer but you can count on using one with Internet access from your place of employment, a public or community college library, or some other source that is convenient, you might still be able to participate effectively.

Recommended Minimum Hardware Configurations

- Windows/98 or Mac OS.8
- 64 MB RAM
- 56 KB Modem
- Netscape 4.5 or Internet Explorer 5.x web browser
- SVGA Color Monitor

If you are considering the purchase of a new computer, shop and compare among the same brands. Educate yourself and become a smart shopper. The key features to compare are:

- Megabytes of Random Access Memory - MB of RAM
- Size of disk drive - MB of disk space
- Speed of modem
- Size of monitor
- Availability of telephone help

Internet Service

An Internet Service account is needed and a list of Internet Providers in the 941 Area Code is available in the yellow pages under "Internet." Again, compare services and prices before you buy.

Software

Microsoft Office is the standard software used in conjunction with all FGCU courses. The bookstore carries the version currently being used and can offer you educational discounts. Special software may be required for a course, so check the Online Course Syllabus for each of the courses to see what textbook, software, or other materials may be required.

Student E-Mail/Network Accounts

Each student at FGCU will be given an account for accessing computing resources. These resources include Gullfime, e-mail, network access, personal web site and access to secure online resources and databases provided by the FGCU library. To activate accounts online, access the Student Information Systems web pages at http://condor.fgcu.edu/eagle. This site provides information on activating an account, identifying or changing an existing account password, and forwarding email to another account. A PIN (provide by the Office of Registration and Records) and registration for a class (at least one hour prior to activation) are required. A student photo ID is required to access some web resources and to check out books from the FGCU Library. To secure a student ID, register for class at least one day in advance, remit the required fee to the Cashier's Office, bring the payment receipt to the Office of Student Life where a photo will be taken and an ID printed.

User Skills and Support

It is expected that each student will take some personal responsibility for developing the skills necessary to use basic computing applications.
The first step is to “know yourself.” Whether you are a “newbie” or a “cybernaut,” you will want to assess your FGCU survival skills and be certain that you have mastered those tasks that are needed in your role as a student. A self-assessment survey is available on the web. The survey takes only three to five minutes. Results include scores for each section and suggestions for master’s computing skills. Student lab assistants are available at each of the university’s three public computing labs to answer questions. Call 941-590-7100 to make an appointment for personalized training. Tutorials on library technology, Microsoft Office products, web skills, and other areas of interest are available through the university’s home page.

Definitions

**Gulfline** – FGCU’s web-based product, which is used for registration and grades. For additional information in using Gulfline contact the Office of Registration and Records.

**Password** – Used to access computers located on campus and to retrieve student e-mail.

**PIN** – A unique number created for each student. This is used as the student’s signature in Gulfline. It is used to activate student email accounts. PIN numbers will only be provided to the student by mail or in person. PIN numbers will not be provided via telephone or email. Please contact the Office of Registration and Records for additional information.

**Notis ID** – The 14-digit number located on the student ID. Student IDs are required to access some library information.

**Student or User ID** – The student’s social security number.

**Username** – Used to retrieve student email, log on to campus computers and access library resources. It is the first part of a student’s email address.

### Registration and Records

#### Adding or Dropping a Course

Students may add or drop courses, or change sections of courses during the registration period and the drop/add period (first week of classes), as published in the *Schedule of Classes*. Courses dropped during the registration and drop/add period will not appear on the student’s academic record. A student is financially liable for all courses in which he or she is registered at the end of the drop/add period. Classes may be added or dropped through the drop/add period by accessing the Gulfline feature on the university web site.

**Drop limitations.** Individual courses dropped after the drop/add period but before the “last day to withdraw without academic penalty,” will be assigned a grade of W or WF in accordance with the following: (a) a grade of W will be assigned to the first three courses dropped at the lower division [0-59 cumulative semester hours] and the first three courses dropped at the upper division [60+ cumulative semester hours, prior to completing baccalaureate requirements], or (b) a grade of WF will be assigned for the fourth and all subsequent courses dropped in each division. Regardless of student classification, courses at the 5000 level or above are not counted as part of the drop limitation.

A grade of W is not calculated in the student’s grade point average. An individual course dropped after the “last day to withdraw without academic penalty” will result in a grade of WF, which is calculated as a failing grade in the student’s grade point average. Requests for appeals to the drop policy should be submitted in writing with appropriate documentation to the Office of Registration and Records. The college or school offering the course will make final decisions regarding appeals to the drop policy.

Dropping all courses does not constitute formal withdrawal from the university. A formal withdrawal from the university is not considered when applying individual course drop limitations (see also Withdrawal).

#### Auditing a Course

Course audits are approved on a space-available basis and require the approval of the instructor and dean of the college offering the course. Audit registration is permitted only during the late registration period. Proof of immunization is required prior to registration, and regular course fees are assessed. Audited courses are noted on the academic transcript with a grade of X. Procedures for auditing courses are available from the Office of Registration and Records.

Florida residents 60 years of age or older who plan to use senior citizen tuition waivers must register on a space-available, audit basis according to the calendar published in the *Schedule of Classes*. 
Change of Major
A student wishing to change his or her major must submit a completed Change of Major form, signed by the current advisor as well as the advisor for the new program, to the Office of Registration and Records. A student wishing to change his or her major to a limited access program or an undergraduate student wishing to enter a graduate program must formally apply to the relevant program. Students may not use the Change of Major form to change from degree to non-degree status.

Choice of Catalog
To graduate, each degree-seeking student must meet all graduation requirements specified in an FGCU catalog. A student has the right to choose a catalog year for his or her program of study. However, the choice cannot be from a term that is earlier than the matriculation term and the student must remain in continuous enrollment. Matriculation is defined as being admitted to and enrolling in a degree program. 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.

Class Attendance
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 as 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 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.

Excused 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.

Common Course Numbering
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 postsecondary institutions in Florida and by 17 participating non-public institutions. The major purpose of this system is to facilitate the transfer of courses between 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 numbers 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 a meaning in the Statewide 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</th>
<th>Century</th>
<th>Decade</th>
<th>Unit</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Code</td>
<td>Digit</td>
<td>Digit</td>
<td>Digit</td>
<td>Digit</td>
</tr>
<tr>
<td></td>
<td>(1st dig)</td>
<td>(2nd dig)</td>
<td>(3rd dig)</td>
<td>(4th dig)</td>
<td></td>
</tr>
<tr>
<td>SYG</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Sociology, General</td>
<td>Freshman Level at this institution</td>
<td>Entry-level General Sociology</td>
<td>Survey Csc.</td>
<td>Social Prob.</td>
<td>No Lab component in this course</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 between participating institu-
tions 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 postsecondary 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 the 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 institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials 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 complete 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 the 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.

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 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 postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and 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 academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The award of credit may be limited to courses that are entered in the course numbering system. Credits so awarded shall satisfy institutional requirements on the same basis as credits awarded to native students.

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

- 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 course may not be used to meet degree requirements and are not transferable.

Questions about the Statewide Course Numbering System and appeals regarding course credit transfer decisions should be directed to Cathy Duff, Assistant Dean, Office of Planning and Evaluation 941-590-7043 or the Florida Department of Education, Office of Postsecondary Education Coordination, 401 Turlington Building, Tallahassee, Florida 32399-0400. Special reports and technical information may be requested by calling telephone number 850-488-6402 or SunCom 278-6402.

Common Prerequisites

Common prerequisites are required components of degree programs within the State University System of Florida. All students entering a particular field of study must complete these courses, and universities must accept and apply the specified courses toward the degree.

Common prerequisites should be taken in the first two years of study. Occasionally a common prerequisite requirement has one or more course prerequisites. With qualifying placement test scores, a student may be able to move directly into the common prerequisite without taking the course prerequisite(s). Some students may need to take one or all of the course prerequisite(s) before moving into the common prerequisite listed. In such cases, the overall hours required for the degree may be greater than the hours indicated in the program description.
Common prerequisite requirements are approved annually by the Articulation Coordinating Committee. Beginning in 1996-97, students are required to meet common prerequisites published in the catalog of entry. Contact a program advisor in the relevant subject area for additional information.

Transfer students. Students who transfer from one public institution to another in the State University System and the Community College System within two years of their matriculation and seek admittance to the upper division come under the common prerequisite requirements of their entering catalog. For example, a student who enters a Florida community college in fall 1999 and seeks admittance to an upper division major for fall 2001 must meet the common prerequisites for the major as listed in the 1999-2000 catalog. However, if the student does not seek admittance within two years of his or her matriculation, he or she will come under the catalog dated two years prior to transfer. For example, if the student enters the community college in fall 1999, but does not transfer until fall 2002, he or she must meet the requirements of the 2000-2001 catalog. Contact a program advisor in the relevant subject area for additional information.

Course Load

Undergraduate. A full-time undergraduate student is enrolled in 12 or more credit hours per semester. A part-time undergraduate student is enrolled in fewer than 12 credit hours per semester. 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.

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 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.

Graduate. During the 16-week fall or spring semesters, a full-time graduate student is enrolled in 9 or more credit hours, and a part-time graduate student is enrolled in fewer than 9 credit hours. Enrollment in 9 credit hours in any combination of summer terms is considered full-time. (See Semester System for details regarding term lengths.)

Directory Information

The following has been designated by FGCU as directory information:

- Full name
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities & 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.). Students may file a request for privacy with the Office of Registration and Records. Requesting privacy may adversely affect how the university provides information to prospective employers and agencies. The university is not responsible for negative action taken by such agencies as a result of maintaining a student’s privacy. The request for privacy is considered a serious action. Please contact the university registrar with questions or concerns.

A parent or guardian may NOT have access to non-directory student information unless the student completes an authorization to Release Educational Information to a Third Party Form available in the Office of Registration and Records or 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. A copy of the parent or guardian’s federal income tax form will be required.

Enrollment Certification

Written requests for enrollment certification for loan deferment or insurance purposes should be addresses to the Office of Registration and Records and include name and student identification number and the specific information needed, such as dates of attendance, student classification, residency status, and full-time/part-time status, anticipated graduation date, and/or academic standing.

Students requesting loan deferment should contact their lender and request a deferment form. This form can be submitted to the Office of Registration and Records during the semester needing deferment. However, forms received prior to the beginning of the term of deferment will be held until the last day of the drop/add period before verification will be sent to the lender. Any change in enrollment status will be reported to the lender through the Department of Education in Washington, DC.

Students should contact their lender for deferment criteria and procedures. It is the student’s responsibility to submit
the loan deferment form to the Office of Registration and Records when such service is necessary.

Immunization Requirement

As a prerequisite to registration as a degree-seeking or non-degree-seeking student, 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 Registration and Records. Additional immunization or medical tests may be required for students in certain majors.

The following are acceptable proofs of immunization:

- Proof of two vaccinations (doses) of measles received at least 30 days apart and one vaccination of rubella, after 12 months of age. Measles vaccinations must have been received in 1968 or later and Rubella vaccination in 1969 or later; or
- Proof of immunity by way of a blood test result (titer); or
- A written, dated statement signed by a qualified health care provider on office letterhead that specifies the date seen and states that the student has had an illness for three 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.

Students may qualify for an exemption from the immunization requirement if they meet one of the following:

- Born before January 1, 1957; or
- Enrolled in ONLY off-campus or distance learning courses; or
- Religious exemption due to religious tenants; not for personal beliefs. Requests for religious exemptions must be supported by a letter from the student’s religious leader on letterhead (signed and dated) prior to registration.

Students may qualify for a temporary deferment due to pregnancy, possibility of pregnancy, illness, or allergies. A physician must document the qualifying condition. Requests for exemptions or questions about acceptable proof should be directed to the Office of Registration and Records.

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 fee per credit hour for each repeated course. For example, if a course is repeated twice a student will be assessed the surcharge for the third and subsequent attempt. The fee will be published in the Schedule of Classes for each semester and assessed at the time of registration. Only courses repeated at FGCU will count in attempts. Transfer coursework will not count in the repeat calculation. Grades of W and WF earned at FGCU will count when figuring attempts.

In accordance with Florida Statute 240.124, students may petition for the surcharge to be waived based on extenuating circumstances or financial hardship. Extenuating circumstances are those circumstances determined by the university to be exceptional and beyond the control of the student and may include but are not limited to: serious illness; documented medical condition preventing completion; death of immediate family member; involuntary call to active military duty; other emergency circumstances or extraordinary situations. Students who withdraw or fail a class due to extenuating circumstances may be granted an exception only once for each class.

The criteria used for determining financial hardship will include, but not be limited to, qualification for federal need-based financial aid. Students with other documented financial hardships may also be considered.

Requests to waive the repeat surcharge fees must be submitted to the Office of Registration and Records, Fee Appeals Committee, within six months after the end of the term for which the fees were assessed. There are no exceptions to this policy. The decision of the Fee Appeals Committee is final in accordance with rule 6C10-7.001 (11) (c).

All Florida Board of Regents policies and fees are subject to revision and change.

Residency Requirement for Graduation

Thirty (30) of the last 60 hours must be earned at FGCU to receive a baccalaureate degree from FGCU.

Semester System

Florida Gulf Coast University operates on a semester system. Each semester hour represents the equivalent of one instructional period of 50 minutes in length. The fall and spring semesters are 15 weeks in length (including one week of final exams). The fall semester begins in August and ends in December, and the spring semester begins in January and ends in April. The summer semester typically has three terms: Term A is a 6-week term that begins in May and ends in June; Term B is a 6-week term that begins in June and ends in August; and Term C is a 10-week term that begins in May and ends in August. Additional miniterms of varying weeks of length may be held in any semester.

Senior Citizen Tuition Waivers

Senior citizen tuition waivers are available to persons 60 years of age or older who meet the requirements of Florida
residency. The waiver allows qualified individuals to attend credit classes on a space-available, audit basis. Senior citizens using waivers must register during the first week of classes as published in the Schedule of Classes.

**State Employee Tuition Waivers**

The university accepts state employee tuition waivers for courses offered on campus and through distance/distributed learning in compliance with relevant statute and rule. Employee tuition waivers will be accepted on a space-available basis only. Certain exclusions may exist. The following guidelines and procedures apply.

**Eligibility.** Eligible employees of the State of Florida (including FGCU) may use the fee waiver as degree-seeking or non-degree-seeking students. All required employer approvals on the State Employee Tuition Waiver Form must be complete before registration.

**Enrollment provisions.** Space availability is determined at the program/department level and is based on a predetermined enrollment limitation to include number of classroom seats, lab space, instructor capacity, and other factors that could affect the university’s ability to offer the course as planned. Registration must occur at or after the time specified in the Schedule of Classes and academic calendar. Enrollment is limited to a maximum of six credit hours per semester.

**Distance and distributed learning.** Tuition waivers will be accepted for all distance and distributed learning courses that produce fundable credit hours, subject to space availability based on student to faculty ratio. In accordance with rule 6C-7.008(29)-(30) FAC, students may use the waiver but are responsible for paying any special fee assessments levied to offset costs associated with delivery at a distance or remote location.

**Courses or conditions excluded from employee tuition waiver acceptance.** In accordance with rule 6C-7.008(1) FAC, employees cannot apply waivers in courses offered strictly on a cost recovery basis (FTE is not counted towards state funding). This includes college credit courses as well as continuing education workshops, seminars, conferences, institutes, or related activities offered on a self-supporting basis.

In accordance with rule 6C-7.008(1) FAC, employees cannot apply waivers in courses offered as part of a sponsored program or sponsored credit institute in which full costs are paid by the sponsor. Employees cannot apply the tuition waiver to courses in which the direct cost increases for each enrolled student. Examples include but are not limited to internships; practica; one-to-one music/theater performances; cooperative education; independent study; or any other credit courses offered on a one-to-one basis.

**Student Classifications**

**Undergraduate** (freshman, sophomore, junior, and senior) students are 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.

**Senior** — 90 or more semester hours, prior to completing baccalaureate requirements.

**Post-baccalaureate** — Any student who is enrolled in a course, regardless of course level, who has a baccalaureate degree, is not working toward another baccalaureate degree, and has not been admitted to a graduate program.

**Graduate** — Any student enrolled in a graduate course (5000-6000 level) who has been admitted to a graduate program.

**Audit** — Any student registered for any credit course on an audit basis. No credit is received for courses taken on an audit basis. A grade of X will be assigned to audit coursework.

**Student Records**

The university has designed the Office of Registration and Records as the official custodian of student records. All information provided by a student to an institution pertaining to his or her record is considered a student educational record. A student has the right to review all information maintained in his or her educational record and to seek amendments or in certain cases append a statement to the record.

Information contained in a student’s educational record becomes the property of the university and will not be released or copied to the student or a third party. A third party shall be defined as anyone other than the student. Parents, legal guardians, spouses, employers, external agencies, etc. are considered third parties and do not have permission to access a student educational record without written consent from the student. There are exceptions that the university can apply to this policy.

The Office of Registration and Records is responsible for ensuring the confidentiality of all student records. The Federal Family Educational Rights and Privacy Act (FERPA) of 1974 guarantees students the right to protect information that is not classified as directory information by federal law and university policy. For more information concerning FERPA and student records, refer to the Student Guidebook or contact the Office of Registration and Records. (See also Directory Information.)
Transcripts

Transcripts are released only with written authorization from the student. E-mail and fax requests for official transcripts will not be accepted. Transcripts will not be released for students who have a financial obligation to the university.

A transcript request must include the student’s full name, student identification 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. To reflect a complete academic record for undergraduate and graduate students, the university will issue only complete transcripts. At the end of each term of enrollment, students are responsible for requesting transcripts for reimbursement purposes.

A $5 fee is charged for each official transcript requested. There is no charge for unofficial transcripts. Transcript request forms may be printed from the web (http://condor.fgcu.edu/ES/ARR/lg_forms.htm). At the end of the term of enrollment, students are responsible for requesting transcripts for reimbursement purposes. Graduating students receive one official transcript, free of charge, with their diplomas.

Veterans Educational Benefits

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 (VA) 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 Registration and Records of his or her 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 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 VA and to respond to notification of changes in regulation. The VA toll-free telephone number is 1-888-442-4551.

Withdrawal

Withdrawal is the formal process of leaving the university during a term. Dropping all classes does not constitute formal withdrawal from the university. A formal withdrawal can be initiated by submitting a Withdrawal Application in person or by mail or fax to the Office of Registration and Records. Withdrawal Applications are available on the web (http://condor.fgcu.edu/ES/ARR/lg_forms.htm).

Students who formally withdraw from the university by the “last date to withdraw without academic penalty,” as published in the Schedule of Classes, will receive a grade of W in each course. Students who withdraw after the published “last date to withdraw without academic penalty” will receive a grade of WF in each course. A student who withdraws may not continue to attend class. Requests for appeals to the withdrawal policy should be submitted in writing with appropriate documentation to the Office of Registration and Records. The appropriate college or school will make final decisions regarding withdrawal appeals.

Formal withdrawals from the university will not be considered when applying individual course drop limitations (see also Adding or Dropping a Course).
Tuition, Fees, and Refunds

Students are assessed tuition and fees based on rates and policies established by the Board of Regents and the Florida Legislature. Tuition, 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.

A Schedule and Fee Statement is provided at the time of registration and each time a student adds or drops a course during the drop/add period. The student should review the Schedule and Fee Statement to verify the accuracy of the information and charges. At the time of payment, the student should also review the payment receipt to verify that the payment was correctly posted and to verify the accuracy of any outstanding charges owed or arrangements noted.

Registration fees for course audits are the same as for resident fees. There is no ceiling (maximum) on the amount which a student may be assessed for a single term. Lab fees may be charged on certain courses. Consult the Schedule of Classes to locate the courses that require lab fees and the amount. Fees are subject to change as permitted by law. Additional fees may be added and special purpose fees may be assessed in some instances.

The following fees and charges are based on proposed 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. Every effort will be made to publicize changes in advance of the registration date for that semester.

Tuition and Fee Schedule

Tuition

Tuition is defined as fees assessed to students for enrollment in credit courses at the university. Tuition is assessed according to resident or non-resident student classification and undergraduate or graduate course classification. Undergraduate level courses are numbered 1000 through 4999, and graduate level courses are numbered 5000 and above.

<table>
<thead>
<tr>
<th>Per Credit Hour Fees</th>
<th>Florida Resident</th>
<th>Non-Florida Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$71.68</td>
<td>$316.27</td>
</tr>
<tr>
<td>Graduate</td>
<td>$148.15</td>
<td>$526.91</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Per Semester Fee</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Health Fee</td>
<td>$20.50 per term</td>
</tr>
</tbody>
</table>

Rates for 2000-2001 academic year are shown. Fees for 2001-2002 had not been confirmed at the time of publication.

Special Fees, Fines, and Penalties

- Application Fee (initial): $20.00 for each application; not refundable.
- Student Identification Card Fee: $10.00.
- Late Registration Fee: $50.00. This fee will be automatically assessed when the student registers after the established deadline for registration (see Schedule of Classes).
- Late Payment Fee: $50.00. This fee will be automatically assessed when fees are paid after the established deadline for payments (see Schedule of Classes). If applicable, this fee will be assessed in addition to the late registration fee described above.
- Official Transcripts: $5.00 per transcript. No charge for unofficial transcripts.
- Repeat Course Surcharge: $186.26 per credit hour for each such course. 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 per credit hour fee. (See Repeat Course Surcharge in the Registration and Records section for additional information.)
- Returned Check Fee: $25.00. State law requires that a service fee be assessed on a check returned unpaid by the bank for any reason. Only cash, cashier's check, or money order can redeem checks returned by the bank. A personal check will not be accepted to replace a dishonored check. A $50 late fee is assessed for all returned registration checks.
- Vehicle Registration Fee: $50.00 annually or $20 per term for automobiles, and $25.00 annually for motorcycles. No fee for registering bicycles. All motor vehicles must be registered with the University Police and Safety Department. State vehicle registration and license plate number must be shown at the time of registration. Parking registration must be paid at the Cashier's Office prior to receiving a hang tag or decal. Parking spaces are limited and on a first-come, first-served basis.

Library Fees and Fines

- Regular loans, overdue: $0.25 per day.
- Reserve loans, overdue: $0.25 per hour.
- Replacement cost: $51.15 plus overdue fines.

Report lost library items immediately. For overdue items that have been lost, reporting the loss and making arrangements to pay for the replacement will stop further accumulation of overdue charges. Students who owe fines or replacement fees will not be permitted to register for classes or secure transcripts.
Estimated Costs of Attendance

<table>
<thead>
<tr>
<th></th>
<th>With Parents</th>
<th>On Campus</th>
<th>Off Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>2,100</td>
<td>2,100</td>
<td>2,100</td>
</tr>
<tr>
<td>Average Loan Fee</td>
<td>220</td>
<td>220</td>
<td>220</td>
</tr>
<tr>
<td>Books and Supplies</td>
<td>700</td>
<td>700</td>
<td>700</td>
</tr>
<tr>
<td>Room and Board</td>
<td>3,500</td>
<td>7,000</td>
<td>7,000</td>
</tr>
<tr>
<td>Transportation</td>
<td>1,440</td>
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<td>1,440</td>
</tr>
<tr>
<td>Personal Expenses</td>
<td>1,400</td>
<td>1,400</td>
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<tr>
<td>EST. TOTAL COST</td>
<td>$9,360</td>
<td>$12,860</td>
<td>$12,860</td>
</tr>
</tbody>
</table>

Estimated costs are for an undergraduate student (Florida resident) taking 15 credit hours per term for two terms. An additional allowance is added to the appropriate budget for graduate students and those paying out-of-state fees. Expenses and fees are subject to change. Refer to Housing and Residence Life in the Student Service and Activities section of this catalog for more information regarding on-campus housing.

Account and Fee Payment

Fee payment deadlines are published in the Schedule of Classes. 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.

Personal checks are accepted for amounts due the university. Checks for cash or above the amount due are not accepted. The university will not accept a check on any student’s account that has had two previous dishonored checks. Make checks payable to Florida Gulf Coast University and include the student’s social security number. Payments may be mailed to Florida Gulf Coast University, ATTN: Cashier’s Office, 10501 FGCU Blvd. South, Fort Myers, FL 33965-6565. The university is not authorized at this time to accept credit cards.

Fee payment deadlines are strictly enforced. The university cannot extend the fee payment period beyond the time set in the official calendar. The university does not have the authority to waive late fees unless it is determined that the university is primarily responsible for the delinquency or that extraordinary circumstances warrant such waiver. Financial assistance is available to qualified students. Students who receive or are applying for financial assistance should contact the Financial Aid and Scholarships Office immediately upon notification of any delay in receipt of funds to ensure that arrangements are made to meet published payment deadlines.

Other fees, including but not limited to university housing rental, library fines, emergency loan fee, and health immunization charges, may be assessed on a student’s account and may be paid at the Cashier’s Office in person or by mail. Charges against students for loss or breakage of university equipment, books, fines and other related charges are due immediately. University policy prohibits registration or 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 outside 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.

Cancellation for Non-Payment

Students are liable for tuition and fees associated with all courses in which they are registered at the end of the drop/add period. The fee payment deadline is published in the Schedule of Classes. Students who are not authorized for deferred payment of fees and who have not paid their tuition fees in full by the published dates will have all courses canceled.

Residency for Tuition Purposes

Tuition and fees at each member institution of the State University System of Florida are set by the Florida Legislature upon recommendation by the Florida Board of Regents. These fees are assessed on the basis of residency, i.e., enrolling students are classified either as “Florida” or “non-Florida” students. The following information is summarized from the Florida Statutes and from policies approved by the Florida Board of Regents in establishing residency criteria. (240.1201 Florida Statutes and BOR Rule 6C–7.005).

To qualify as a Florida resident for tuition purposes, a student must:

- Be a U.S. citizen, permanent resident alien, parolee, Cuban national, Vietnamese refugee, or other refugee or asylee so designated by the U.S. Immigration and Naturalization Service; and

- Have established a legal residence in this state and maintained that legal residence for 12 months preceding the first day of classes of the term in which Florida residency classification is sought. The student’s residence in Florida must be as a bona fide domiciliary rather than for the purpose of maintaining a mere temporary residence incidental to enrollment in an institution of higher education, and should be demonstrated as indicated below (for dependent students, as defined by IRS regulations, a parent or guardian must qualify); and

Submit the following documentation (or in the case of a dependent student, the parent must submit documentation) prior to the last day of the drop/add period for the term in which resident status is sought; along with a residence affidavit with the Office of Admissions:
1) Documentation establishing legal residence in Florida (this document must be dated at least one year prior to the first day of classes of the term in which resident status is sought). The following documents will be considered in determining legal residence:
   a) Declaration of Domicile.
   b) Proof of purchase of a home in Florida in which a student resides (permanent primary Florida home).
   c) Proof that the student has maintained residence in the state for the preceding year.

2) Documentation establishing bona fide domicile in Florida which is not temporary or merely incidental to enrollment in a Florida institution of higher education. The following documents will be considered evidence of domicile even though no one of these criteria, if taken alone, will be considered as conclusive evidence of domicile:
   a) Declaration of Domicile.
   b) Florida voter registration.
   c) Florida vehicle registration.
   d) Florida driver’s license.
   e) Proof of real estate ownership in Florida (i.e., deed, tax receipts).
   f) A letter on company letterhead from an employer verifying permanent employment in Florida for 12 consecutive months before the term in which resident status is sought.
   g) Proof of membership in or affiliation with community or state organizations or significant connections to the state.
   h) Proof of former domicile in Florida and maintenance of significant connections while absent.
   i) Proof of reliance upon Florida sources of support.
   j) Proof of admissions to a licensed practicing profession in Florida.
   k) Any other factors peculiar to the individual which tend to establish the necessary intent to make Florida a permanent home and that the individual is a bona fide Florida resident, including the age and general circumstances of the individual.

3) No contrary evidence establishing residence elsewhere.

4) Documentation of dependent/independent status (notarized copy of most recent IRS tax return). Federal income tax returns filed by resident(s) of a state other than Florida disqualify the student for in-state tuition, unless:
   a) The student’s parents are divorced, separated, or otherwise living apart and either parent is a legal resident of Florida, or
   b) The student becomes a legal resident and is married to a person who has been a legal resident for the required 12 month period, or
   c) The student is a member of the Armed Forces on active duty stationed in Florida, or a spouse or dependent, or
   d) The student is a member of the full-time instructional or administrative staff of a state public school, community college or university in Florida, or a spouse or dependent, or
   e) The student is a dependent and has lived five years with an adult relative who has established legal residence in Florida.

The Office of Admissions reserves the right to require additional documentation in order to determine the resident status of any student. Rent receipts, leases, employment records are not evidence of a legal Florida residence. If Florida residency status for the purpose of tuition is denied, the student may file an appeal to the residency officer in Office of Admissions.

Reclassification is not automatic. All requests for change in residency for tuition purposes with supporting hard copy documentation should be submitted to the Office Registration and Records. Requests will be reviewed and approved if documentation meets the requirements listed above. If the reclassification request is denied, the student may file an appeal to the residency officer in Office Registration and Records.

Florida Prepaid Tuition Plan
A student planning to register under the Florida Prepaid Tuition Plan (FPTP) must present the FPTP identification card to the 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 when the FPTP identification card is presented to the Cashier’s Office prior to the published last day to pay fees to avoid cancellation of courses.

Refunds
Refunds are processed and mailed to the address shown on the registrar’s files for any student whose account shows an overpayment after the last day to pay fees. Students due refunds are not required to submit refund requests; refunds are automatically calculated. If there is an amount due in the accounts receivable system, that amount will be deducted from any refund due.

- 100% of registration fees and tuition will be refunded if notice of complete withdrawal or course withdrawal from the university is approved prior to the end of drop/add period.
- 25% of registration fees and tuition will be refunded if notice of withdrawal from ALL courses from the University is approved prior to the end of the fourth week of classes. Please refer to the withdrawal section under Registration and Records.
Return of Title IV Funds

A student who received Title IV (Federal Financial Aid) and subsequently changed enrollment status, will be subject to the repayment of Title IV aid as follows:

- If the student completed more than 60 percent of the term, he or she earned 100 percent of the aid for the period therefore, no repayment is due.
- If the student completed less than 60 percent of the term, the percentage of the term completed is the percentage of aid earned. This percentage is determined by the Financial Aid and Scholarships Office and may result in the student owing funds to the university and/or the Title IV program. Please refer to the Financial Aid section of this catalog.

Tuition Fee Appeals

The university may approve a fee adjustment of 100 percent after the fifth day of the term if a student drops a course or formally withdraws from the university due to circumstances determined by the university to be exceptional and beyond the control of the student. Request for fee adjustments must meet one of the following conditions:

- Death of the student or immediate family member (parent, spouse, child or sibling) as confirmed by documentation indicating the student’s relationship to the deceased. Death certificate is required.
- Involuntary call to military service. Copy of orders is required.
- Illness of student of such severity or duration to preclude completion of course(s). Written confirmation by a physician is required.
- A situation in which the university is in error as confirmed in writing by an appropriate vice president.

Appeals for tuition refunds must be submitted in writing to the Office of Registration and Records, Fee Appeals Committee within six months after the end of the term for which the refund is requested. There are no exceptions to this policy. The decision of the Fee Appeals Committee is final in accordance with rule 6C10-7.001 (11)(c).

Reinstatement of Classes

Requests for reinstatement of registration for classes canceled for fiscal reasons must be submitted in writing to the Office of Registration and Records, Reinstatement Appeals Committee. Requests for reinstatement must meet one of the following conditions: (a) the student’s registration was canceled through university error, or (b) the student was prevented from making timely payment due to extenuating circumstances beyond the student’s control.

Reinstatement will apply to the student’s entire schedule and cannot be requested selectively for certain classes. Reinstatement must be completed by the end of the fourth week of classes. All reinstated students will be assessed a late payment fee. If the late registration fee is applicable, it will also be assessed. If reinstatement is granted, payment of tuition and fees in full must be received by the Cashier’s Office immediately. The decision of the Reinstatement Appeals Committee shall be final in accordance with rule 6C10-7.001 (7)(b) FAC.

Tuition Waivers

Students using tuition waivers as part of their tuition payment must present the original and the student copy to the Cashier’s Office at the time of payment, or before the last day to pay fees. State employee and senior citizen waivers may be submitted to the Cashier’s Office during the first week of classes only. Students who are responsible for a portion of their fees in addition to the waivers will be required to pay their portion before the waivers are applied. Refer to the Schedule of Classes for additional information, including registration guidelines for students using state or senior citizen tuition waivers. (See also Senior Citizen Tuition Waivers and State Employee Tuition Waivers in the Registration and Records section of this catalog.)

Veterans and Third Party Deferments

A deferment allows a student to pay tuition and fees after the published due date. Deferments do not relieve students of their obligation to pay.

Veterans shall be entitled to deferment in accordance with the provisions of Section 240.235, F.S. Veterans who demonstrate eligibility to receive veterans’ benefits may request deferment of tuition and fees by presenting their documentation to the Office of Registration and Records at the time of registration. Depending on eligibility, the student will sign a promissory note for the full amount of the tuition and fees (Non-Chapter 31) or the student will be assigned to a Third Party payment contract whereby tuition and fees are paid directly to the university by Veterans Affairs (Chapter 31).

Deferment is also permitted when a third party has made formal contractual arrangements with the university for payment of a student’s tuition and fees. The university controller or designee must approve all third party contracts.
University Notices

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 for 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.

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 innuendoes 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 Academic Affairs, Library, Second Floor, 590-7011; or the Director of Human Resources, Howard Hall 228, 590-1400. Formal complaints are filed with the Director of Equal Opportunity Programs, Library, Second Floor, 590-1022.

Student Right to Know/Campus Security

The Student Right to Know and Campus Security Act (1990) mandates that all postsecondary 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

(Number of offenses reported by year.)

<table>
<thead>
<tr>
<th>Offense</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homicide Offenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Forcible Sex Offenses, Rape</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offenses, Rape</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Robbery</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Burglary/Breaking &amp; Entering</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Larceny/Theft Offenses</td>
<td>15</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>Arson</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Hate Crimes (by prejudices)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Race</td>
<td>0</td>
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</tr>
<tr>
<td>Religion</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Disability</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of Arrests (select offenses)</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drug Law Violations</td>
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<td>1</td>
</tr>
<tr>
<td>Weapons Law Violations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Referrals to Student Code of Conduct (select offenses)</td>
<td>26</td>
<td>29</td>
<td>37</td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Key:
(a) Offenses occurred off campus to students.
(b) Stolen vehicle recovered on campus.
Campus Environment

A unique attribute of our campus is the over 300 acres of wetland and upland preserves, home to a variety of wildlife—including turkeys, deer, alligators, hogs, bald eagles, indigo snakes, gopher tortoises, raccoons, opossums, and even an occasional panther or bear—some of which are listed by state and federal agencies as “endangered,” “threatened,” or “species of special concern.” All are wild animals and must not be fed or approached. Some animals have become accustomed to the presence of people and are attracted to waste receptacles, dumpsters, or food spilled or left uneaten. Please warn people not to approach wildlife and notify campus police if you observe wildlife approaching people. Also please observe all posted speed limits to minimize collisions with wildlife. Thank you for helping us keep our wildlife healthy and wild—and people safe!

Drug-Free Campus Policy

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.
Undergraduate

Admissions
Academic Policies and Procedures
Financial Assistance
EaglesConnect-Service Learning
Honors Program
University Colloquium and Senior Seminar
General Education
Gordon Rule
Academic Programs
  College of Arts and Sciences
  College of Business
  College of Education
  College of Health Professions
  College of Professional Studies
Undergraduate Courses

Information that applies to both undergraduate and graduate education is included in the General Information section of this catalog.
Undergraduate Admissions

Florida Gulf Coast University encourages applications from all qualified applicants regardless of race, sex, religion, culture, age, disability, or ethnic background. The Office of Admissions provides prospective students, parents, and other interested individuals with admissions 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. (Note: Admission to the university does not guarantee admission to programs designated as limited access or teacher certification.)

Campus tours. Student-guided campus tours are available to all interested individuals. Tours leave from the Office of Admissions, in McTarnaghan Hall, and last about an hour. Reservations must be made at least 48 hours in advance. Group tours or special requests can be accommodated. Call toll free 1-888-889-1095 or 941-590-7890 to schedule a guided campus tour.

Applying for Admission

FGCU utilizes the State University System (SUS) common application form for both first-time-in-college and transfer students. Admission applications are available at the Office of Admissions and can be requested by calling toll free 1-888-889-1095 or 941-590-7878. Students may apply for admission online by following the instructions found at the FGCU web site (http://www.fgcu.edu). Admission applications may also be obtained from Florida high school guidance counselors and community college advisors.

Applications should be submitted as early as possible and are accepted as early as 12 months prior to the requested entry date. If an application is received close to the enrollment date for a term, it may be suggested that the student attend the term on a non degree-seeking basis (see non degree-seeking section of this catalog). This will allow time for application documents to be received and evaluated. The degree-seeking application will automatically be entered for the following term when received too close to the enrollment date for a term.

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.

Official transcripts and test scores, if applicable, are required of applicants seeking formal admission to FGCU. It is the applicant’s responsibility to have the required documentation forwarded to the FGCU Office of Admissions in order for the application to be processed. Transcripts and test scores, if applicable, must be submitted by the same deadline as applications specified in the official Schedule of Classes published each term and on the web.

Mail application, all official transcripts, non-refundable $20 application fee, and official SAT or ACT scores to: Florida Gulf Coast University, Office of Admissions, 10501 FGCU Boulevard South, Fort Myers, FL 33965-6565.

Early Admission and Dual Enrollment

FGCU 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.

In addition, the university offers dual enrollment opportunity whereby academically talented students receive permission from the high school to take one or more college courses while taking the majority of coursework at the high school.

Criteria for Early Admission and Dual Enrollment:

- Demonstrated exceptional academic ability;
- Attained sufficient maturity as evidenced by age at the time of admission and/or written recommendations substantiating the candidate’s maturity;
- Achieved a minimum R-SAT score of 1100 or a minimum E-ACT score of 23 with a minimum recalculated GPA of 3.3 (using academic courses);
- Enrolled in a strong college preparatory curriculum; and
- Approval forms signed by the high school.

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. Eligibility criteria are established by written agreement between each school district and the university and are subject to revision. Contact the Office of Admissions for additional information about early admission and dual enrollment.

First-Time-in-College

A first-time-in-college (FTIC) student must be a graduate of an accredited high school and have completed 19 Carnegie units which are year-long 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 is equivalent to one unit of algebra I); 3 units of natu-
eral science (at least two with a laboratory); 3 units of social science (includes history, political science, economics, psychology, and sociology); 2 units of the same sequential foreign language; and 4 academic electives. 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 application review is based on high school grade point average in the academic units and performance on one standardized admission test. Acceptable tests include the SAT, SAT-I, ACT, or the E-ACT.

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

- A 3.0 (recalculated) 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 440 verbal/440 math or enhanced ACT 18 reading/19 math/17 English/composite 16] the student will be required to complete remedial-level work provided by the community college);

- Or, a combination of high school GPA and admission test score as indicated in the scale below:

<table>
<thead>
<tr>
<th>GPA</th>
<th>SAT I*</th>
<th>SAT</th>
<th>E-ACT</th>
<th>ACT**</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>1140</td>
<td>1050</td>
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<tr>
<td>2.3</td>
<td>1060</td>
<td>960</td>
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<td>2.4</td>
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<td>930</td>
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<td>2.7</td>
<td>990</td>
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<td>21</td>
<td>18</td>
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<td>2.8</td>
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<td>870</td>
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</tr>
<tr>
<td>2.9</td>
<td>970</td>
<td>860</td>
<td>20</td>
<td>18</td>
</tr>
</tbody>
</table>

*Re-centered SAT I (SAT taken after March 1995)
**ACT exam prior to October 1989

Any student applying for admission who does not meet these requirements but who may bring other important attributes or special talents to the university 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 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 who are lower division transfer applicants (those with fewer than 60 semester hours of transferable credit as determined by the Office of Admissions) 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 (with at least a 2.0 GPA) to the last institution attended.

Transfer with AA Degree

Transfer students with associate of arts degrees from Florida public community colleges and universities are governed by an articulation agreement between the colleges and universities. Students with Florida associate of arts degrees are admissible to FGCU, but are not guaranteed admission to limited access programs. Transfer students must submit the application to the university and official transcripts from every postsecondary institution attended. (See also Florida AA Graduates section of this catalog.)

Upper Division Transfer

Students with at least 60 semester hours of transferable credit (as determined by the Office of Admissions) are not required 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 coursework and the applicant is 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 postsecondary institution attended.

All applicants who completed two years of the same foreign language or two years of American Sign Language in high school must submit the high school transcript as well.
**Academic Amnesty**

An undergraduate student may petition the Admissions Appeals Committee to declare academic amnesty. Under this policy, all college-level work that is at least five calendar years old will be disregarded for admission decisions to the university. When filing for academic amnesty, students follow the regular transfer admission procedures. 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 re-calculated based solely on coursework taken after amnesty is granted. Former FGCU students should note that all previous coursework, 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 retain a permanent record of all previous college-level work. However, the information will not be entered on the official transcript, will not be used in calculating the grade point average, and will not be considered when certifying completion of degree requirements.

**Second Baccalaureate Degree**

Graduates from regionally accredited four-year U.S. institutions may apply for admission to work toward a second undergraduate degree. The first baccalaureate degree satisfies the general education 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.

**Former Student Returning (FSR)**

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 (a) be in good standing and eligible to return to the last institution attended, including FGCU; and (b) have achieved a grade point average of at least 2.0 on a 4.0 scale on all college-level academic courses attempted.

**International Student Admission**

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 Admissions 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 550 on the written TOEFL. Some programs, including the MS in Health Science, require a TOEFL score greater than the minimum (see program requirements). 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 ENC 1101 and ENC 1102 (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 transcript of the TOEFL is #5125.
- The applicant must file a Confidential Financial Statement confirming availability of specific 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.

International students are subject to the same university policies and procedures that apply to all students, such as admission, enrollment, immunization, etc. Additionally, international students must comply with all U.S. Immigration regulations, which may determine the student’s eligibility for enrollment, residency status, limitations on credit hours or semesters of study, and length of presence in the U.S.
Limited Access Programs

Admission to FGCU does not guarantee admission to limited access or other programs that have application criteria beyond the minimum criteria for admission to the university. Current limited access programs are clinical laboratory science, nursing, and occupational therapy. Please see program descriptions for additional admission requirements.

Foreign Language Admission Requirement

All admitted students must satisfy the statewide foreign language admission requirement or meet exemption criteria.

First-time-in-college students and lower level transfer students must complete 8 to 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. Lower level students, except those exempt from the foreign language requirement, must satisfy the foreign language requirement prior to admission to the upper division.

Upper division transfer students, including AA degree holders from Florida public community colleges or SUS institutions who do not have 8 to 10 semester hours of the same foreign language or American Sign Language at the collegiate level or who have not completed two sequential units of the same foreign language in high school must satisfy the foreign language requirement prior to graduation from FGCU, unless exempt from the requirement. 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 criteria. A student may be exempt from the state university foreign language requirement if one of the following criteria is met:

- Received an associate of arts degree from a Florida public community college prior to September 1, 1989; or
- Enrolled in an associate of arts program at Florida public community colleges prior to August 1989 and maintained continuous enrollment until admission to and enrollment in FGCU; or
- Has a baccalaureate degree from a regionally accredited college or university; or
- Can 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 must be equivalent to 8 to 10 semester hours of college-level work. Acceptable scores for awarding CLEP credit can be found in the Transferring Credit section of this catalog. A minimum score of 443 on the MAPS College Board Latin examination to demonstrate proficiency in a foreign language is also acceptable.

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 (less than three years old) that supports the ability to succeed at the university level. The Admissions Appeals Committee 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.

Appealing Admission Decisions

Undergraduate applications from individuals who do not fully meet minimum admission requirements are reviewed by the Admissions Appeals Committee, which considers admission based on other evidence of ability to do successful academic work. Applicants 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. Applicants 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 Appeals Committee as exceptions to admission criteria are considered. If an applicant is a Florida resident and was denied admission to an undergraduate program only because the minimum high school grade point average requirement was not met, he/she may request that his/her high school grade point average be recalculated using up to three credits of advanced fine arts courses. 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.

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 Admissions. Admission in the new term is not automatic, and an applicant requesting a new entry date must meet the admission requirements in effect for the new term. 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 two semesters after the original admission term.

Non Degree-Seeking Status

Non degree-seeking 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.
This status is also an option for students who have not been admitted to the university as degree seeking students but have submitted documents late or will, at some future date, submit all required admission documentation for degree seeking students. It is recommended that students do not register in this status if they have any concerns that they will not have the required number of transfer credits, GPA, or required test scores for admission as a degree seeking student. Admission as a non degree/non admitted student does not guarantee admission into the university. International students cannot be admitted in this status. A non-refundable application fee of $20 will be applied for first-time applicants.

Non degree-seeking students are subject to the same academic policies as 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 as a degree-seeking student. Conversely, an applicant denied admission as a degree-seeking student may not attend as a non 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).

Undergraduate enrollment limitations. A non degree-seeking student is limited to 15 credit hours of undergraduate coursework. Hours taken at FGCU as a non degree-seeking student cannot be used to meet the 60 transferable hours required for admission as an upper division transfer student. Performance in courses taken as a non degree-seeking student will not qualify an applicant for admission as a degree-seeking student.

Graduate enrollment limitations. A non degree-seeking student is limited to a total of 9 credit hours of graduate coursework. A student seeking admission to a College of Education graduate program may take up to 12 credit hours. A student seeking professional certification or re-certification may request an exemption to the 9 semester-hour limit by contacting the registrar.

Teacher Certification Status

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

Transient Student Status

Transient students are students who attend FGCU for only one term before returning to their home institutions. These students enroll at FGCU as non degree-seeking students. A transient student from another Florida university can facilitate FGCU registration by obtaining a Transient Student Form from the home institution. The $20 application fee is waived for transient students from other State University System institutions.

Transfer of Coursework

The Office of Admissions 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 coursework 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. All transfer credit evaluations are completed after admission to the university and prior to the student’s orientation. Only official transcripts will be articulated.
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 in the table that follows, the student may be given university credit. The courses listed indicate the FGCU course equivalency that will appear on the student’s FGCU transcript. AP equivalence will count toward Gordon Rule requirements if the equivalent course fulfills the Gordon Rule requirement. AP credit will appear on the student’s permanent record. See the table on page 44.

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 FGCU. CLEP credit will appear on the student’s permanent record. CLEP credit will not count toward Gordon Rule writing requirements. CLEP mathematics credit will count toward Gordon Rule requirements if the equivalent FGCU course fulfills the Gordon Rule requirement. The requirements for receiving credit by CLEP examination are listed in the table on page 45.

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, in accordance with 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 47.

Military service. Official credentials from military service schools will be evaluated on the basis of American Council on Education (ACE) recommendations. Credit may be granted when courses are equivalent to those offered by FGCU; however, recommendations by the ACE are not binding upon the university.

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 AA Graduates

Admission of associate of arts (AA) degree graduates from Florida public community colleges and Florida state universities will be governed by the Articulation Agreement between the state universities and public community colleges of Florida, as approved by the Board of Regents and the State Board of Education. The agreement states that, except for limited access programs, admission as a junior to the upper division of the university shall be granted to any graduate of a state-approved Florida community college or State University System institution who transfers directly to FGCU, who has completed the university parallel program, and who has received the associate of arts degree which included all of the following:

- At least 60 semester hours of academic work exclusive of occupational courses and basic required physical education courses.
- An approved general education program of at least 36 semester hours.
- A grade point average of at least 2.0 on a 4.0 system for all college-level academic courses attempted.

Any student admitted without two years of one foreign language in high school or the equivalent (minimum 8 semester hours) of such instruction at the postsecondary level must satisfy the admission requirement prior to graduation.

Florida Community College associate of arts graduates are guaranteed the following rights under the Statewide Articulation Agreement (State Board of Education Rule 6A-10.024):

- Admission to one of the ten state universities, except to “limited access” programs (programs that have additional admission requirements).
- Acceptance of at least 60 credit hours by the state universities toward the baccalaureate degree.
- Transfer of equivalent courses under the Statewide Course Numbering System.
- Acceptance by the state universities of credit earned in accelerated programs (e.g., CLEP, AP, PEP, Dual Enrollment, Early Admission, and International Baccalaureate).
- No additional general education core requirements.

Articulation agreements. Articulation agreements between FGCU and several Florida public community colleges allow students with associate of science (AS) degrees in some areas to enter FGCU with upper level status. Contact college advisors to discuss these agreements.
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. 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 Admissions.

<table>
<thead>
<tr>
<th>Advanced Placement (AP) Examination</th>
<th>Course/area for which credit can be assigned at FGCU (credit awarded is in parenthesis)</th>
</tr>
</thead>
<tbody>
<tr>
<td>With Qualifying Score of:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Art History</td>
<td>ARH 2050(3)</td>
</tr>
<tr>
<td>Art Studio (Drawing Portfolio)</td>
<td>ART 1300(3)</td>
</tr>
<tr>
<td>Art Studio (General Portfolio)</td>
<td>ART 1201(3)</td>
</tr>
<tr>
<td>Biology</td>
<td>BSC 1010(3)</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>MAC 2311(4) or 2421(4)</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>MAC 2311(4) or 2421(4)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHM 1045C(4)</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>none</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>none</td>
</tr>
<tr>
<td>French Language</td>
<td>FRE 1100(3)</td>
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<tr>
<td>French Literature</td>
<td>none</td>
</tr>
<tr>
<td>German Language</td>
<td>GER 1100(3)</td>
</tr>
<tr>
<td>Government &amp; Politics, U.S.</td>
<td>POS 2041(3)</td>
</tr>
<tr>
<td>Government &amp; Politics, Comparative</td>
<td>CPO 3002(3)</td>
</tr>
<tr>
<td>History, European</td>
<td>EUH 1000(3) or 1001(3)</td>
</tr>
<tr>
<td>History, United States</td>
<td>AMH 2010(3) or 2020(3)</td>
</tr>
<tr>
<td>Language &amp; Composition</td>
<td>ENC 1101(3)</td>
</tr>
<tr>
<td>Latin (Catullus-Horace)</td>
<td>none</td>
</tr>
<tr>
<td>Latin (Virgil)</td>
<td>none</td>
</tr>
<tr>
<td>Literature &amp; Composition</td>
<td>ENC 1101(3)</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>ECO 2013(3)</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>ECO 2023(3)</td>
</tr>
<tr>
<td>Music Theory</td>
<td>none</td>
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<tr>
<td>Physics B</td>
<td>PHY 2053(3)</td>
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<tr>
<td>Physics C- Mechanics (with a minimum of 5 on Mechanics and 3 on Electricity)</td>
<td>none</td>
</tr>
<tr>
<td>Spanish Language</td>
<td>SPN 2200(3)</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>SPW 3030(3)</td>
</tr>
<tr>
<td>Statistics</td>
<td>STA 2023(3)</td>
</tr>
<tr>
<td>College-Level Examination Program (CLEP) General Examination</td>
<td>Course/area for which credit can be assigned at FGCU</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>English Composition with Essay</td>
<td>General Education-Freshman English (ENC 1101, 1102).</td>
</tr>
<tr>
<td>Humanities</td>
<td>Electives.</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>
</tr>
<tr>
<td>Natural Sciences</td>
<td>General Education, Natural Science for majors outside of Natural Sciences; Elective credit for Natural Sciences majors.</td>
</tr>
<tr>
<td>Social Sciences and History</td>
<td>Electives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLEP 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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</thead>
<tbody>
<tr>
<td>Composition and Literature</td>
<td>AML 2010(3), 2020(3)</td>
<td>50</td>
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</tr>
<tr>
<td>Analysis and Interpretation of Literature</td>
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<tr>
<td>English Literature</td>
<td>ENL 2012(3), 2022(3)</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>discontinued examinations*</td>
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<tr>
<td>College Composition</td>
<td>ENC 1101(3), 1102(3)</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<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>
<td>4</td>
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<td>FRE 1120(4), 1121(4)</td>
<td>46</td>
<td>8</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>
<td>52</td>
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<td>GER 1120(4), 1121(4), 2200(4)</td>
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<tr>
<td>College Spanish</td>
<td>SPN 1120(4)</td>
<td>45</td>
<td>4</td>
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<td></td>
<td>SPN 1120(4), 1121(4)</td>
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<tr>
<td></td>
<td>SPN 1120(4), 1121(4), 2200(4)</td>
<td>55</td>
<td>12</td>
</tr>
<tr>
<td>History and Social Sciences</td>
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<tr>
<td>American Government</td>
<td>POS 2041(3)</td>
<td>50</td>
<td>3</td>
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<tr>
<td>American History I: Early Colonization to 1877</td>
<td>AMH 2010(3)</td>
<td>49</td>
<td>3</td>
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<tr>
<td>American History II: 1865 to Present</td>
<td>AMH 2020(3)</td>
<td>49</td>
<td>3</td>
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<tr>
<td>Human Growth and Development</td>
<td>DEP 2004(3)</td>
<td>51</td>
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<tr>
<td>Introduction to Educational Psychology</td>
<td>none</td>
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<tr>
<td>Principles of Macroeconomics</td>
<td>ECO 2013(3)</td>
<td>44</td>
<td>3</td>
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<td>Principles of Microeconomics</td>
<td>ECO 2023(3)</td>
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<td>3</td>
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<tr>
<td>Introductory Psychology</td>
<td>PSY 2012(3)</td>
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<tr>
<td>Introductory Sociology</td>
<td>SYG 2000(3)</td>
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Continued on next page
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<th>Course</th>
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<th>Credits</th>
<th>Test Discontinued</th>
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<tr>
<td>Western Civilization I:</td>
<td>EUH 1000(3)</td>
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<td>3</td>
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<tr>
<td>Ancient Near East to 1648</td>
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<td>Western Civilization II:</td>
<td>EUH 1001(3)</td>
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<td>1648 to the Present</td>
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<tr>
<td>Discontinued examinations*</td>
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<tr>
<td>American History*</td>
<td>AMH 2010(3), 2020(3)</td>
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<td>6</td>
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<tr>
<td>Afro-American History*</td>
<td>AMH 3571(3)</td>
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<tr>
<td>Educational Psychology*</td>
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<tr>
<td>General Psychology*</td>
<td>PSY 2012</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>History of American Education*</td>
<td>none</td>
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<td></td>
</tr>
<tr>
<td>Introductory Economics*</td>
<td>ECO 2013, 2023</td>
<td>48</td>
<td>6</td>
</tr>
<tr>
<td>Introductory MACRO Economics*</td>
<td>ECO 2013</td>
<td>50</td>
<td>3</td>
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<tr>
<td>Introductory MICRO Economics*</td>
<td>ECO 2023</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Introductory MACRO &amp; MICRO Economics*</td>
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<tr>
<td>Science and Mathematics</td>
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<td></td>
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<tr>
<td>Calculus with Elementary Functions</td>
<td>MAC 2233(3)</td>
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* Courses offered at Standard Level only, so these equivalencies only apply to IB diploma holders.

¹ Students with a score of 4 or higher in any language B exam are considered to have completed the foreign language requirement. Students may qualify for additional placement into higher-level language courses than are indicated here; consult the program leader for details. FGCU plans to offer German courses beginning in Fall 2001; German B scores will be equated to the appropriate FGCU courses at that time.

**Note:** Credit hours are in parentheses. FGCU will award university credit in accordance with state guidelines for IB exam scores in subject areas not on this list. Such exam scores may also earn credit for specific FGCU courses. These will be evaluated on a case by case basis by the respective program faculty.

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Undergraduate Academic Policies and Procedures

Academic Advising

Academic advising is essential to the discovery and development of the academic potential of students. Advisors provide up-to-date information regarding educational programs, curricula, policies, and procedures. In addition, advisors guide students to success by connecting them to available academic support, career planning, and counseling services. A key element in the advising process is the advisor/student relationship. Through this relationship, the advisor helps a student select, plan, monitor, and complete educational goals. FGCU seeks to provide quality academic advising from orientation through completion of graduation requirements. Students are encouraged to contact counselors throughout the academic year by email, phone consultation, or by scheduled appointments.

Freshman Advising

McTarnaghan Hall
Telephone: 941-590-7875
Email: advising@fgcu.edu

The Office of Freshman Advising provides academic advising for prospective first-time-in-college students, university freshmen, student athletes, high school dual enrollment and early admission program participants, and students who have not declared a major. While timely application to the university will ensure that articulation of credits is completed prior to orientation, it is recommended that students bring an unofficial copy of all transcripts to the orientation session.

Freshmen and First-Time-in-College. Admitted students who have fewer than 30 transferable credit hours are required to meet with an academic counselor in the Office of Freshman Advising at freshman orientation. This initial advising session will introduce students to university and lower division requirements. A general education plan will be developed for each student, taking into consideration credits earned through accelerated mechanisms such as International Baccalaureate (IB), Advanced Placement (AP), and the College Level Examination Program (CLEP). When the student has successfully progressed to the sophomore year with a declared major, he/she will be referred to the respective college advisor who will guide the student through the remainder of his/her graduation requirements.

Student Athletes. The university is committed to the academic success of all student athletes. Students are provided academic counseling by an athletic advisor in the Office of Freshman Advising who monitors academic progress. Tutorial assistance, mentoring, personal need counseling, career counseling and programming which develops the academic, social, and athletic goals is available to students.

Undeclared. Students who have not declared a major will be assigned a counselor in the the Office of Freshman Advising. Assistance in choosing a major will be offered through the Future Steps program.

College Advising

All students who have earned 30 or more credit hours and declared a major will be referred to an academic advisor in the relevant college. Transfer students who are prepared to declare a major and who have 30 or more earned credit hours (including Florida public community college or university associate in arts degree holders) are required to attend an initial advising session with a college advisor during transfer orientation. While timely application to the university will ensure that articulation of credits is completed prior to orientation, it is recommended that students bring an unofficial copy of all transcripts to the orientation session. Students are encouraged to schedule regular advising sessions throughout the upper division program to monitor progress towards completion of all requirements for graduation. Please refer to the college sections of this catalog for more information.

Academic Grievance Policy

See the Student Guidebook and the Ombudsman section of this catalog.

Academic Standards of Behavior

FGCU is committed to a policy of honesty in academic activities. Conduct that breaches this policy, including cheating, plagiarism, and falsification of university records, shall result in academic and/or disciplinary action. The Code of Conduct, published in the Student Guidebook, is a part of the terms and conditions of admission and enrollment and applies to all undergraduate students, graduate students, and student organizations.

Academic Standing/Academic Progress

FGCU 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.

Policies on academic standing, probation, and dismissal are based on the premise that a student can overcome academic difficulty and make appropriate progress toward a degree. Colleges, schools, and departments may have academic regulations that are more restrictive than those established.
by the university. It is the student’s responsibility to become familiar with all unit regulations and program requirements.

**Good Standing.** A student is in good academic standing if he or she is eligible to continue or to re-enroll at the university.

**Academic Warning.** A student who has earned 18 hours or less will be placed on Academic Warning when his/her cumulative grade point average (GPA) falls below or equals 1.80. A student who has earned between 19-36 hours will be placed on Academic Warning when their cumulative GPA falls below or equals 1.90. A student who has earned 37-60 hours and who falls below 2.00 will be placed on Academic Probation. A student will need to earn a minimum of 2.00 GPA each semester until his/her commutative cumulative GPA reaches 2.00. Any student who has earned 37-60 hours and who fails to reach 2.00 per semester will be suspended for the following semester. Academic Warning status requires students to meet with Learning Resource Center and then his/her respective academic/college advisors in order to register for the following semester.

**Academic Probation.** A student is placed on academic probation when his/her cumulative grade point average (GPA) drops below 2.00. A student placed on academic probation must earn a minimum semester GPA of 2.00 for each semester after being placed on academic probation, until his/her cumulative GPA reaches 2.00 or higher. FGCU is dedicated to assisting students on probation achieve academic success. A student placed on academic probation will be restricted from registration until he/she has met with a Learning Resource Center representative and their respective academic university/college advisors. For additional information concerning Academic Probation, please contact the Office of Registration and Records and/or Learning Resource Center. In order to be eligible for graduation, the university requires students to have a cumulative GPA of 2.00.

**First Academic Suspension.** A student on Academic Probation who fails to earn a semester GPA 2.00 will be suspended. The first academic suspension will last for one semester; after which the student will return to probationary status. Returning students must meet with Learning Resource Center and their respective academic university/college advisor to develop a plan for achieving a cumulative GPA of 2.00 or higher. 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 2.00 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 Registration and Records for readmission after the second semester of his/her indefinite suspension. Any petition for re-admission must be filed at least eight 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 Academic Standards Committee within the Office of Registration and Records and must contain:

1. A letter of petition for re-admission from the student.
2. A copy of the student’s academic record obtained from the Office of Registration and Records.
3. Letters of recommendation for re-admission from:
   a. The student’s university/college advisor.
   b. Program faculty who have taught the student and/or program leadership.
   c. Learning Resource Center’s Contact Log of Compliance
   d. Any other letter(s) of support the student wishes to submit.
   e. The student must request that these individuals send letters on his or her behalf to the Registrar at Florida Gulf Coast University, 10501 FGCU Boulevard South, Fort Myers, FL 33965-6565.
   f. A comprehensive statement and plan of action that would reflect a sincere change in attitude or lifestyle that would support the continuation and completion of his/her higher education.

The student’s re-admission petition file will be forwarded to the Office of Registration and Records Academic Standards Committee for a decision. If the student believes that there is a procedural error, he or she may petition the university ombudsman for review. The provost makes the final determination regarding the petition.

**Earning credit while suspended.** A FGCU freshman or sophomore student who receives a first or indefinite suspension and who subsequently receives an AA degree from a Florida public community college or SUS institution may be re-admitted 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.

**Grade Forgiveness**

Students may repeat a course and exclude a previous course grade from their FGCU grade point average calculations effective fall 2000. Undergraduate degree and non-degree students are eligible by meeting the following:

- An original grade of C- or lower has been recorded on the academic record.
- The repeated grade is D or higher.
- The original course was taken at FGCU and the original grade was received fall 2000 or subsequent terms.
The repeat course was taken at FGCU subsequent to fall 2000.
- The repeat course was taken under the same grading system (A-F or S/U) as the original. S/U graded courses are not permitted to repeat as A-F or vice versa.
- An application for grade forgiveness is filed no later than the last day of final exams. Application must be made in the term the repeat course is taken.

Additional conditions of the policy:
- A total of two courses may be repeated. The same course may not be repeated twice.
- Only 1000-4000 courses are eligible for grade forgiveness.
- All grades will remain on the academic transcript. The original course will be annotated with E to indicate the course has been repeated and excluded from the GPA calculation. The repeat course will be annotated with I to indicate repeat course and included in the GPA calculation.
- With prior approval of the college dean, a course substitution may be sought under the following conditions:
  a. The substitute course is a change in prefix, number, hours, or title, but not a substantive change in context from the original course.
  b. The substitute course replaces a course no longer offered by the institution.
- Individual colleges may have further restrictions; therefore, the student should consult with his/her academic advisor.
- Students who have received a bachelor’s degree from FGCU cannot apply grade forgiveness to any course taken prior to the awarding of the degree.

It is the option of the instructor to use all, some, or none of the plus/minus grades in assigning student grades in a course, as long as the grading system is communicated to students at the beginning of the course. Numerical ranges corresponding to letter grades are established for each course according to the professional judgment of the instructor.

A minimum grade of C is required for some 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, may not be acceptable for some courses (see degree program requirements).

Credit hours are not earned in courses with grades of F, I, U, W, WF, X, and Z (see definitions). 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.

Incomplete (I) grade. A student who is passing a course but who 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. A grade of I is not computed in a student’s GPA.

An incomplete (I) grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or 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.

To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of 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 Registration and Records and should be submitted by the instructor with the final grade roster.

The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned or graduation whichever comes first; however, instructors may restrict the amount of time given to the student to complete the
coursework. After one year, a grade of 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 incomplete (I) grade.

**Transfer coursework.** Grades earned at other institutions are not calculated in the Florida Gulf Coast University GPA.

**Final grade reports.** Grades are available via Gulfline at http://gulfline.fgcu.edu. The university does not mail final grade reports. Students needing written verification of grades should submit a written request to the Office of Registration and Records.

**Change of grade.** A request for a change of grade will be considered only during the term immediately following the term in which the grade was 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 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, X, I, S, U, NR, and Z grades. Grades received at other institutions are NOT averaged with grades received at FGCU for the purpose of meeting university GPA 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 coursework taken at FGCU. The cumulative GPA is calculated on all coursework 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 credit hours of regularly graded coursework (excluding S/U graded courses) completed at FGCU during a term 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.

**Honors at commencement.** Baccalaureate students with an outstanding academic performance at FGCU will be honored at commencement. Honors will be based on the cumulative GPA as of the semester prior to graduation. Baccalaureate candidates must have an overall GPA of 3.50 (on a 4.0 scale) for all coursework attempted at FGCU to be considered for honors.

- Candidates with a GPA of 3.50-3.70 shall receive a diploma designation of *cum laude* (with honors).
- Candidates with a GPA of 3.71-3.89 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 selecting on the basis of exceptional achievement, students to be graduated with distinction.

**Graduation Requirements**

**Associate of Arts Degree**

The following are minimum requirements for awarding the associate of arts (AA) degree:

- Earn a minimum of 60 semester hours with a cumulative GPA of 2.0 in all coursework attempted at FGCU.
- Satisfy general education requirements (36 hours of required and elective coursework in prescribed areas; see General Education section).
- Satisfy Gordon Rule requirements (see Gordon Rule section).
- Complete 15 of the last 30 credit 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**

The following are 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 coursework attempted at FGCU. Colleges and departments may have requirements that exceed these minimums.
- Satisfy general education requirements (36 hours of required and elective coursework in prescribed areas; see General Education section).
- Satisfy Gordon Rule requirements (see Gordon Rule section).
- 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. (Successful completion of the CLAST is an admission requirement for undergraduate programs in the College of Education. Education majors cannot receive an exemption from the CLAST.)
• Earn a minimum of 48 hours of upper division coursework (courses numbered 3000 and above).
• 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 at least 9 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 Enrollment Requirement).
• Satisfy State of Florida foreign language admission requirement.

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 credit hours, and work with the advisor of each degree program. The graduation application must indicate both degrees.

Dual Majors
A student who satisfies the requirements for two majors (within the same college) while working toward a single baccalaureate degree will be awarded a single diploma; however, both majors will be indicated on the student’s permanent academic record. A dual major does not require a minimum number of credit hours beyond that necessary for completing degree requirements. A second degree, on the other hand, requires a minimum of 150 credit hours (see Earning Two Baccalaureate Degrees).

A student desiring to pursue a double major are strongly encouraged to meet with his or her academic advisor. Once the degree has been awarded, subsequent coursework may not be added to create a second major within a degree. Both majors must be noted on the application for graduation.

Minors
Minors are available in some colleges/schools. Minors must be indicated on the Application to Graduate and must be certified in conjunction with the baccalaureate degree. Certification will not be made at a later time even if additional courses have been completed.

Application for Graduation
An Application to Graduate form must be submitted to the Office of Registration and Records in the term of expected graduation by the deadline noted in the academic calendar. By submitting the form, a student initiates the process of verifying degree requirements and ensures that commencement information is sent to the student. If an application for graduation is denied, a new application must be submitted by the deadline in the new term.

It is the student’s responsibility to clear all incomplete (I) grades and to provide official transcripts of all transferred coursework needed for graduation prior to the application deadline. A student taking an incomplete (I) in any course during the semester in which they have applied to graduate will be denied graduation for that semester. Grade changes and transfer work received after the degree statement has been posted to the transcript will not be incorporated into the degree.

Commencement
Commencement ceremonies are held twice a year, in May and December. The May commencement is for graduating candidates who have completed or plan to complete all degree requirements in the spring term. The December ceremony is for graduating candidates who have completed or plan to complete all degree requirements in the summer or fall terms. Students who submit graduation applications by the published deadline will receive commencement information.

Students who wish to walk in a commencement exercise other than the one designated for their term of completion must submit a petition giving appropriate reasons. The petition must be submitted through the Office of Registration and Records and will be forwarded to the appropriate college dean for a decision.

CLAST Requirement
The College-Level Academic Skills Test (CLAST) is a state-mandated achievement test that measures attainment of communication and mathematics skills expected of students completing their sophomore year in college (60 semester hours). A student must pass or be exempt from the CLAST to receive an Associate of Arts or a baccalaureate degree from any Florida public institution.

Students who have already earned a baccalaureate degree from a regionally accredited institution are exempt from the CLAST requirement at FGCU. Education majors must take and pass the CLAST (no exemptions) to meet College of Education and certification requirements. Transfer students with more than 60 semester hours must take the CLAST during their first term at FGCU and complete any subtest re-takes during their second term.

CLAST Exemption
Mathematics: Exemption from the math subtest of the CLAST can be achieved by attaining a 2.5 grade point average [six (6) semester hours] in two (2) math courses algebra or higher (remedial courses, including MAT 1033, is
not included). Exemption can also be achieved through ACT or SAT scores as follows:

SAT I (test date prior to April, 1995) Math = 470
(test date April, 1995, or later) Math = 500

ACT (regardless of test date) Math = 21

**English:** Exemption from the three communication sections of the CLAST can be achieved by attaining a 2.5 grade point average [six (6) semester hours] in ENC 1101 and ENC 1102. Transfer courses must be articulated by FGCU as ENC 1101 or ENC 1102. Exemption can also be achieved through ACT or SAT scores as follows:

SAT I (test date prior to April, 1995) Verbal = 420
(test date April, 1995, or later) Verbal = 500

ACT READING
(test date prior to October, 1989) Composite = 20
(test date October, 1989, or later) Reading = 22

ACT ENGLISH
(exemption for essay and English Language Skills only)
(test date prior to October, 1989) English = 20
(test date October, 1989, or later) English = 21

If a student has successfully completed three of the four CLAST subtests, then the student may continue in upper-level classes at the discretion of the Institutional Test Administrator. The student must be making academic progress, taking the CLAST at least once per semester, and taking either a course to support the subtest not yet passed and/or participating in FGCU tutoring services.

Once a student has achieved 96 total semester hours (not to exceed 36 semester hours at the upper-level), registration for all courses will cease and the student may take only courses that support the subtest yet to be completed, with the approval of the Institutional Test Administrator.

**Residency Requirement**

To receive a baccalaureate degree from FGCU, 30 of the last 60 hours must be earned at FGCU.

**Summer Enrollment Requirement**

Undergraduate students entering FGCU with fewer than 60 semester hours of credit must earn at least 9 semester credit hours prior to graduation by attending one or more summer sessions at a State University System member institution.

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 Appeal Form available in the Office of Registration and Records. The form must be submitted to the student’s college dean for a decision. The college will send written notification to the student and Office of Registration and Records of the action taken.
Undergraduate 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 is responsible for helping students secure the necessary funds to pursue their educational goals. 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.

Confidentiality of Student Information

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. Written consent from the student is required for release of information to a third party.

Need-Based Financial Aid

Need-based financial 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:

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 2001-2002 is $3,750.
- Federal Supplemental Opportunity Grants (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 $1,300 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.

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.

Employment opportunities place students in part-time jobs with FGCU.

- Federal Work Study employment provides part-time jobs to eligible students who are 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 for Need-Based Aid

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 Need-Based Aid

Free Application for Federal Student Aid (FAFSA). All first-time applicants for financial aid must complete the 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.fafsa.ed.gov). The paper FAFSA form is available through any financial aid 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 web site (www.fafsa.ed.gov). A student wishing to use Renewal FAFSA on the web will need an a pin number (PIN) which may be secured by following the link from the above web address to “Request a PIN.”

Non Need-Based Financial Aid

Federal Unsubsidized Stafford Loans may be available to graduate and undergraduate students who are enrolled at least half time but do not demonstrate financial need. Loan limits for dependent students: freshmen, $2,625; sophomores, $3,500; juniors/seniors, $5,500. Independent and graduate students are eligible for an additional loan amount of $4,000 for the first two 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 of 8.25 percent for the life of the loan. Students are responsible for interest payments while enrolled in their degree program. Students begin repayment six 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 Loans for Undergraduate Students (PLUS) are 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 percent 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. A complete list of all scholarships and requirements may be found on FGCU’s web site (http://condor.fgcu.edu/es/faso/).

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. Undergraduate students must maintain a cumulative 2.0 GPA for continued enrollment.

Quantitative measure of progress. At the end of each academic year all students must have earned a minimum of 70 percent of the total credit hours attempted including credit hours for courses from which the student withdrew without refund.

Time frame. The time required to complete a degree cannot exceed 150 percent of the published program length.

Refund and Repayment Policies

Refunds. If a recipient of Title IV aid withdraws during a payment period (or a period of enrollment), the institution must calculate the amount of Title IV aid the student did not earn. Unearned Title IV funds must be returned to the Title IV programs. In addition, the student will be responsible for any institutional charges that result from the return of the Title IV funds.

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.

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.
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
Alico, Inc. Scholarship Fund
American Association of University Women Endowed Scholarship Fund*
Gray and Mercedes Ballman Engineering Scholarship Fund
Bank of America Endowed Scholarship Fund
Bank of America Florida’s Community Scholars Program
William and Kathryn Beeken Scholarship Fund*
Jean S. Benson Scholarship Fund*
August and Elizabeth Beran Family Scholarship*
Richard and Sandy Bishop Endowed Scholarship Fund
Bonita Springs Area Chamber of Commerce Scholarship Fund*
Jackson Burgess Endowed Scholarship Fund
Zelda P. Butler Memorial Scholarship Fund
Cleveland L. Campbell Engineering Scholarship Fund
Cape Coral Rotary Foundation Endowed Scholarship Fund*
Charlotte County Foundation Endowed Scholarship Fund*
Charlotte Regional Medical Center Scholarship Fund*
Barron and Dana Collier Scholarship Fund
Collier Legal Support Professionals Scholarship Fund
Gregory and Angela Valvo Collins Endowed Scholarship Fund
Community Health Association Scholarship Fund*
Jack and Betty Conner Endowed Scholarship Fund*
Alan and Selma Cooper Endowed Scholarship Fund* – In Memory of James Francis Cooper
Coopers & Lybrand Endowed Scholarship Fund
Udaya N. and Ira R. Dash Scholarship Fund*
Betty Ann Denholtz Memorial Scholarship Fund*
Ruth L. Faith Endowed Scholarship Fund for Women in Mathematics
Fernandez Family Foundation Inc. Scholarship Fund
Florida Federation of Women’s Clubs Scholarship Fund
Paul and Aline Flynn Scholarship Fund
Fort Myers Women’s Network Endowed Scholarship Fund*
Mary Kathleen Gallagher Endowed Scholarship Fund

General Scholarship Fund
Golden Apple Teacher Recognition Program (TM) Scholarship Fund*
Greater Fort Myers Chamber of Commerce Scholarship Fund
Carole Green Endowed Nursing Scholarship Fund*
John and Dorothy Guigon Academic Scholarship Fund
Florence Hecht Endowed Scholarship Fund
Dr. Denise Heinemann Nursing Scholarship Fund*
Henderson Franklin Scholarship Fund* – In Honor of James A. Franklin, Jr.
Barbara and Joe Marlin Hilliard Scholarship Fund
Joe A. and “Tippi” Hilliard Scholarship Fund
Hispanic Council of Southwest Florida Endowed Scholarship Fund*
Marguerite and Guy Howard Fund for Excellence
Mary Frances Howard Nursing Scholarship Fund*
W. Thomas Howard/Gannett Foundation Scholarship Fund
Muriel K. Hudson Endowed Nursing Scholarship Fund
William J. and Lillian S. Hudson Endowed Scholarship Fund
India Association of Fort Myers, Inc. Scholarship Fund
Dr. Melvyn J. Katzman Endowed Scholarship Fund*
Pop and Marj Kelly Scholarship Fund
Kiwanis Club of Cape Coral Scholarship Fund
Kiwanis Club of Lehigh Acres Endowed Scholarship Fund*
Klein Family Scholarship Fund* – In Memory of Viola Odenheimer
John Kontinos Endowed Scholarship Fund
The Kraft Construction Company Scholarship Fund*
Lambos Family Scholarship Fund*
The Martin and Patricia Latter Scholarship Fund
Sanford Lawton Jr. Endowed Scholarship Fund
Silver Anniversary/Lee County Electric Cooperative Inc. Endowed Scholarship Fund
Professor and Mrs. E.L. Lord Endowed Scholarship Fund-Given by Richard W. and Esther A. Shaughnessy
Dorothea Low Endowed Scholarship Fund-In Memory of George E. Low*
Scott Howard Malnak Memorial Scholarship Fund*
Meftah Foundation Scholarship Fund*
Edward R. Melton Scholarship Fund
William C. and Debra L. Merwin Scholarship Fund for Leadership Development
Miromar Endowed Scholarship Fund*
Moorings Park Foundation Scholarship Fund at FGCU
Moseley Title Foundation Endowed Scholarship Fund
Munters Corporation Endowed Scholarship Fund
Naples Women’s Club Environmental Scholarship Fund
Naples Yacht Club Blue Gavel Scholarship Fund, Inc.
Naples-Fort Myers Greyhound Track Scholarship Fund
Newman Oil Scholarship Fund
News-Press Publishing Company Scholarship Fund
Occupational Therapy Advisory Council Endowed Scholarship Fund*
Charleen Belcher Olliff Endowed Scholarship Fund
EaglesConnect—Service Learning

As a partner in the community, FGCU makes service an important part of its mission. Students are brought into this partnership through EaglesConnect, the service learning program. Service learning activities provide structured learning experiences in community settings and are designed to fulfill specific undergraduate learning goals and 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.

Students are responsible for seeking prior approval for their service learning experiences from the Office of Community Learning and Special Programs. This office develops service sites, provides the forms necessary to verify service learning hours and ensures service learning hours are forwarded to the Office of Registration and Records where they are posted on transcripts. The office is located in Room 154 of Ben Hill Griffin Hall and maintains an open door policy.

Currently, more than 150 agencies and organizations list service learning opportunities with the Office of Community Learning and Special Programs. The Service Learning web site (www.fgcu.edu/connec/) includes additional information, a database and service learning newsletter.

EaglesConnect staff and FGCU faculty members help students design learning experiences to meet their needs and interests. Service learning experiences are structured to meet community needs, and, equally important, these activities are planned to ensure they 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.

Circle of Friends: Community Tutoring Partnerships, is one program facilitated through the Office of Community Learning and Special Programs. Through this program FGCU students and community members serve as reading and math tutors in local schools. Students may choose to fulfill service learning hours by tutoring.
Honors Program

The University Honors Program offers special opportunities for superior students to pursue challenging academic work that is tailored to individual interests and abilities. The honors program emphasizes more than just courses and grades; it provides opportunities for students to participate in creative activities outside of the classroom. Further, the honors program is built around a commitment to community service and civic engagement—guiding principles of Florida Gulf Coast University.

The honors program is university wide and open to students entering at the freshman through junior levels. Prospective honors students must meet high academic standards and should be interested in developing themselves beyond the traditional classroom setting. Each honors student has the opportunity to work with an academic mentor and to develop an individual honors program of study that accommodates academic and personal goals. Students in the honors program may elect to take honors sections of traditional courses or to develop an honors contract for a regular course that allows the student to engage in more challenging work beyond normal course requirements.

The University Honors Program offers scholarships and special events and activities that are available only to students in the program. Each student who fulfills honors program requirements is given special recognition at graduation, and a notation is included on the student’s official transcript. Successful completion of an honors program curriculum demonstrates an individual’s ability to study independently, yet collaboratively, and to achieve excellence; qualities that are valued by professional schools, graduate schools, and employers.

University Colloquium and Senior Seminar

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 credit hour course, University Colloquium, brings together students and faculty from all disciplines in an interdisciplinary learning experience. The university’s guiding principles and values are discussed in this course, and students are expected to develop critical thinking and communication skills.

In addition, each college or school offers a three credit hour Senior Seminar, which provides a common capstone educational experience for students from all the majors in that college or 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 the Senior Seminar involve team planning and teaching and encourage collaborative learning experiences.

The University Colloquium:
A Sustainable Future

“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 group 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, an ecology course would touch on all nine of the university-wide goals and outcomes, and more. Students would not only be introduced to FGCU values, they would participate in them.” ( Adopted at the Deans Council, 15 January 1997)

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.
- Enable a working understanding of sustainability, of environmental education, and of ecological literacy.

**General Education**

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 credit hours of coursework 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 (State Board of Education Rule 6A-10.024), a transfer student who has completed general education requirements at any public university or community college in Florida prior to enrolling as a degree-seeking student at FGCU, and has this completion noted on his/her official transcript, shall be considered to have completed general education. All other transfer students are expected to satisfy FGCU’s general education requirements. Transfer students’ transcripts will be evaluated to determine course equivalencies and fulfillment of FGCU general education requirements.

All courses listed are approved for meeting general education requirements at FGCU. Courses marked with (W) can be used to satisfy a portion of the Gordon Rule writing requirement, and the mathematics courses can be used to satisfy a portion of the Gordon Rule computation requirement (State Board of Education Rule 6A-10.030). A grade of C or higher is required for all Gordon Rule coursework.

**Communication (6 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.
ENC 1101  Composition I (W) (3)
ENC 1102  Composition II (W) (3)

Mathematics (6 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 STA 2023 Statistical Methods or STA 2037 Statistics with Calculus, and an additional 3 credit hours of approved coursework at the college algebra level or higher.

One of the following:
STA 2023  Statistical Methods (3)
STA 2037  Statistics with Calculus (3)

Plus one of the following:
MAC 1105  College Algebra (3)
MAC 1147  PreCalculus (4)
MAC 2233  Elementary Calculus (3)
MAC 2311  Calculus I (4)
MAC 2312  Calculus II (4)
MAC 2313  Calculus III (4)
MAS 2103  Elementary Linear Algebra (3)
MAS 2121  Linear Algebra & Diff Equations (4)
MGF 1106  Liberal Arts Math I (3)
MGF 1107  Liberal Arts Math II (3)

Humanities (9 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.

Required courses:
IDS 1301L  Styles & Ways of Learning (1)
IDS 2110  Connections (2)
HUM 2510  Understanding the Visual & Performing Arts (3)

Plus one of the following:
AML 2010  Literature & Culture of US I (W) (3)
AML 2020  Literature & Culture of US II (W) (3)
ARH 2050  History of Visual Arts I (3)
ARH 2051  History of Visual Arts II (3)
CRW 2001  Intro to Creative Writing (3)
ENC 2160  Intro to Nature Writing (W) (3)
ENL 2012  British Literature & Culture I (W) (3)

ENL 2022  British Literature & Culture II (W) (3)
LIT 2110  World Literature & Culture I (W) (3)
LIT 2120  World Literature & Culture II (W) (3)
PHI 2000  Intro to Philosophy (W) (3)
REL 2306  Contemporary World Religions (W) (3)
THE 2020  Intro to Theater (3)

Social Sciences (6-9 hours)

Students must successfully complete 6 to 9 semester hours of approved coursework in the social science disciplines. 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.

Select 6-9 hours from the following:
AFA 2000  Intro Afr & Diaspora Studies (W) (3)
AFS 2250  Culture & Society in Africa (3)
AMH 2010  US History to 1877 (W) (3)
AMH 2020  US History since 1877 (W) (3)
ANT 2000  Introduction to Anthropology (3)
ANT 2100  Introduction to Archaeology (3)
ANT 2211  Peoples of the World (W) (3)
ANT 2410  Cultural Anthropology (3)
ASH 2001  Civilizations of Asia: China and Japan
ASH 2005  Civilizations of Asia: South Asia
ASN 2005  Intro to Asian Studies (W) (3)
DEP 2004  Principles of Development (3)
ECO 2003  Principles of Micro Economics (3)
ECO 2013  Principles of Macroeconomics (3)
EUH 1000  The Western Tradition, Part I (3)
EUH 1001  The Western Tradition, Part II (3)
EUH 2011  Ancient European History (3)
EUH 2031  Modern European History (3)
GEA 2000  Introduction to Geography (3)
INR 2015  Global Studies (3)
ISS 2111  Interdisciplinary Social Sciences (3)
ISS 2200  Intro to International Studies (3)
LAS 2000  Intro to Latin Amer Studies (W) (3)
POS 2041  American National Government (3)
POS 2112  State & Local Govt & Politics (3)
PSY 2012  General Psychology (3)
SYG 2000  Introduction to Sociology (3)
SYG 2010  Social Problems (3)
SYG 2012  Comparative Sociology-Global Issues (3)
SYG 2231  Intro to African-American Studies (3)
SYG 2250  Multicultural Issues (3)
SYG 2310  Introduction to Human Relations (3)
WOH 1023  World Civilization 1500-1815 (W) (3)
WOH 1030  World Civilization since 1815 (W) (3)
Natural Sciences (6-9 hours)

Students must successfully complete 6 to 9 semester hours of approved coursework in the natural sciences which 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.

Select 6-9 hours from the following:

ANT 2511 Physical Anthropology (4)  
AST 2100C Solar System Astronomy (4)  
AST 2201C Stellar Astronomy (4)  
BSC 1010C General Biology w/Lab I (4)  
BSC 1011C General Biology w/Lab II (4)  
BSC 1020C Human Systems (3)  
BSC 1051C Environmental Biology-SW Florida (3)  
BSC 1085C Human Anat & Physiology w/Lab I (4)  
BSC 1086C Human Anat & Physiology w/Lab II (4)  
BSC 2024C Human Species (3)  
BSC 2300C Biological Systems I (4)  
CHM 1045C General Chemistry w/Lab I (4)  
CHM 1046C General Chemistry w/Lab II (4)  
CHM 1084C Environmental Chemistry (3)  
CHM 2210C Organic Chemistry w/Lab I (4)  
CHM 2211C Organic Chemistry w/Lab II (4)  
GLY 1010C Physical & Historical Geology (4)  
MCB 2010C Intro Microbiology w/Lab (4)  
OCE 1001C Marine Systems (3)  
PHY 2048C General Physics w/Lab I (4)  
PHY 2049C General Physics w/Lab II (4)  
PHY 2053C College Physics w/Lab I (4)  
PHY 2054C College Physics w/Lab II (4)

Gordon Rule

State Board of Education Rule 6A-10.030

Prior to receipt of an associate of arts degree from a public community college or university or prior to entry into the upper division of a public university, a student shall successfully complete the following:

- Twelve semester hours of English coursework 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 6,000 words.

- Six semester hours of mathematics coursework 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 3 of the 6 hours required by this section.

A grade of C or higher is required for all Gordon Rule coursework.

FGCU has designated certain courses as “writing-intensive” for the purpose of meeting part one 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 be used to fulfill Gordon Rule requirements. Students should consult with an academic advisor regarding other college-level exam programs.

As of March 1, 2001, the courses listed below require 6,000 words of graded written work.

AFA 2000 Intro to African & Diaspora Studies (3)  
AMH 2010 American History until 1877(3)  
AMH 2020 US History since 1877 (3)  
AML 2010 Literature & Culture of US I (3)  
AML 2020 Literature & Culture of US II (3)  
ANT 2211 Peoples of the World (3)  
ASN 2005 Introduction to Asian Studies (3)  
CRW 2100 Introduction to Fiction Writing (3)  
ENC 1101 Composition I (3)  
ENC 1102 Composition II (3)  
ENC 2160 Intro to Nature Writing (3)  
ENC 3213 Professional Writing (3)
ENC 3310  Expository Writing (3)
ENL 2012  British Literature & Culture I (3)
ENL 2022  British Literature & Culture II (3)
IDS 3920  University Colloquium (3)
LAS 2000  Intro to Latin American Studies (3)
LIT 2110  Intro to World Literature & Culture I (3)
LIT 2120  Intro to World Literature & Culture II (3)
PHH 2000  Introduction to Philosophy (3)
POS 3033  Issues in American Govt & Politics (3)
POT 3003  Political Theorists (3)
PUP 4002  Public Policy (3)
REL 2306  Contemporary World Religions (3)
REL 3111  Religion in Film (3)
WOH 1023  World Civilization 1500 - 1815 (3)
WOH 1030  World Civilization since 1815 (3)

Transfer students who have taken one or more of the above courses at another Florida institution will have these courses counted toward Gordon Rule requirements only if the course was so designated at the institution where the course was taken.
College of Arts & Sciences

Undergraduate Programs

941-590-7150

http://www.fgcu.edu/cas/

Vision

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.

Administrative Staff and Faculty

Carolyn M. Gray, PhD; Dean

Donna Price Henry, PhD; Associate Dean; physiology
Chuck Lindsey, PhD; Assistant Dean; Director, General Education; mathematics
Jose Barreto, PhD; Chair, Division of Mathematics and Science; biochemistry
Joe Cudjoe, PhD; Chair, Division of Social and Behavioral Sciences; urban and regional planning; sociology
Win Everham, PhD; Chair, Division of Ecological Studies; environmental studies
Joe Wisdom, PhD; Chair, Division of Interdisciplinary Studies; English
Jim Wohlpart, PhD; Chair, Division of Humanities and Arts; English
Debra Hess, PhD; Academic Advisor; music history
Mikele Meether, BA; Academic Advisor

James Brock, MFA, PhD; English
Peter Blaze Corcoran, EdD; science and environmental education
Richard Coughlin, PhD; political science
W. Jack Crocke, PhD; English
Jack Degelia, MA; musical theatre
Nora Demers, PhD; biology
Henry Diers, PhD; Director of Theatre
William Doyle, M Phil; English
Jerry Ellis, MS; mathematics
Michael Fauerbach, PhD; physics
Patricia J. Fay, MFA; art
John Fitch, PhD; zoology
Thomas Hair, MS; operations research
William Hammond, PhD; environmental education
Bradley Hobbs, PhD; economics
Joel Hollander, PhD; art history
Rhonda Holtzclaw, BS; lab assistant, applied biology
Bette Jackson, PhD; biology
Jerome A. Jackson, PhD; Director, Whitaker Center; ornithology
Joseph Kakareka, PhD; inorganic chemistry
Stephen Kelly, MS; mathematics and statistics
Jacquelyn Briggs Kent, PhD; history
Michael Lucas, AA; lab assistant
Michael McDonald, PhD; anthropology
Janice McPhee, PhD; neuroscience and behavior
Enrique Marquez, PhD; Spanish
Ingrid Martinez-Rico, PhD; Spanish
Mason Meers, PhD; functional anatomy and evolutionary biology
Myra Mendible, PhD; English
Lakshmi Narayanan, PhD; psychology
Mary Newman, BA; lab assistant; biology
Morgan T. Paine, MFA; art
Maria Roca, PhD; media ecology
Martha Rosenthal, PhD; neuroscience
Mike Savarese, PhD; earth systems science
Stephan Schonberg, BS; coordinator of computer applications; electrical engineering
Valerie Smith, PhD; sociology and Caribbean and Latin American studies
Irvin D. Solomon, PhD; history
Susan Stans, PhD; anthropology
Javier Stanzioni, PhD; economics
Eric Strahorn, PhD; history
Brad Sullivan, PhD; English
Kenneth Tarnowski, PhD; psychology
Gregory Tolley, PhD; marine science
Rebecca Totaro, PhD; English
Aswani Volety, PhD; marine science
Ngure wa Mwachof, PhD; communication
Glenn Whitehouse, PhD; philosophy and religious studies
Neil Wilkinson MA; environmental education
Terry Wimberley, PhD; public administration, environmental policy
Jennifer Wojcik, MA; English
Programs of Study (Undergraduate Level)

The College of Arts and Sciences offers a Bachelor of Arts (BA) in Liberal Studies with majors in the following areas:

Art
Biology
Earth Systems Science
English
Environmental Studies
History
Mathematics
Psychology
Social Sciences
Spanish
Theatre

Students who wish to develop unique programs of study to meet individual interests or who wish to develop programs of study in areas such as pre-medical, pre-law, or communication should contact a College of Arts and Sciences advisor to discuss the individualized program of study option, which may be substituted for the major.

The College of Arts and Sciences also offers minors in the following areas:

Anthropology
Art
English
Mathematics
Psychology
Sociology

Requirements for the Bachelor of Arts Degree
- College of Arts and Sciences

- Students must satisfactorily complete a minimum of 120 credit hours, including at least 48 upper division hours (courses numbered 3000 and higher) and 36 credit hours of approved general education coursework in the subject areas of communication, mathematics, social science, humanities, and natural science (refer to General Education section).

- Students must satisfy the following requirements: CLAST, foreign language, and Gordon Rule writing and computation.

- The State of Florida has identified common prerequisites for all university programs. All students entering a particular field of study must complete these courses, and universities must accept and apply the specified courses toward the degree. The common prerequisites should be taken in the first two years of study. Some courses may meet general education requirements, as well as fulfill common prerequisite requirements; however, a course may not be used as both a common prerequisite and a required or elective course within a major. Common prerequisites for College of Arts and Sciences programs must be completed with a grade of C or higher prior to beginning coursework in the major. The applicable common prerequisites are listed with the information for the major.

- Students must complete coursework in the Collegium of Integrated Learning with a minimum grade of C in each course, including the electives.

- Students must complete coursework in a chosen major or individualized program of study with a minimum grade of C in each course.

- Students must complete additional university requirements for the baccalaureate degree, including service learning hours and IDS 3920 University Colloquium (3 credit hours). For more information about service learning, please contact a college academic advisor or the EaglesConnect office (www.fgcu.edu/connect/). A complete list of graduation requirements for the baccalaureate degree is included in the College of Arts and Sciences advising contract.

BA Liberal Studies

The College of Arts and Sciences offers a Bachelor of Arts in Liberal Studies. This degree program integrates the traditional major in a discipline with a required core of issues-based interdisciplinary courses, called the Collegium of Integrated Learning. During the first 60 credit hours of study, students complete lower division courses, including general education requirements and common prerequisites. At the upper division, students complete coursework in the major or individualized program of study (30-36 hours),
the Collegium of Integrated Learning (12 hours), and University Colloquium (3 hours). Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above).

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 the majors 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 majors 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.

**Collegium of Integrated Learning**

The Collegium of Integrated Learning consists of the following 12 credit hours of core courses designed to create a community of inquiry:

Complete one of the following (3 hours):
- IDS 3301 Issues in Society and Culture (3)
- IDS 3305 Issues in Media, Literature, and Arts (3)

Complete one of the following (3 hours):
- IDS 3302 Issues in Politics and Economics (3)
- IDS 3304 Issues in Ecology and Environment (3)

Complete both of the following (6 hours):
- IDS 3303 Issues in Science and Technology (3)
- IDS 4910 Integrated Core Senior Seminar (3)

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. 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, and literature, for example) and are required to formulate their own interpretations and responses to the issues.

The chief aim of the integrated learning core is to prepare for life in 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 now 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 here and now. 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; and 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.
The inquiry-based 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 defend connections among multiple points of knowledge. In addition, success in this integrated core depends on the sophisticated use of communication, information, and technological skills.

Art Major

The goal of the art major 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 Collegium of Integrated Learning, students in the art major 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 will greatly expand the physical and conceptual possibilities for art making and understanding at FGCU.

What exactly an artist could or should aspire to be is at the center of the art major at Florida Gulf Coast University. Those individuals who choose to pursue the arts in the 21st century will be confronted with a remarkably challenging set of societies and cultures with which to interact. Deduction if you are a post-modernist, a modernist, or a pre-modernist; deciding if you want to be a painter, a sculptor, ceramicist, or computer imagist; determining if you are a technician, a philosopher, or a shaman are just some of the issues you might need to resolve in order to make and understand the art that matters.

Common Prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1201C</td>
<td>Methods &amp; Concepts I (3)</td>
<td></td>
</tr>
<tr>
<td>ART 1203C</td>
<td>Methods &amp; Concepts II (3)</td>
<td></td>
</tr>
<tr>
<td>ART 1300C</td>
<td>Drawing I (3)</td>
<td></td>
</tr>
<tr>
<td>ART 1301C</td>
<td>Drawing II (3)</td>
<td></td>
</tr>
<tr>
<td>ARH 2050</td>
<td>History of Visual Arts I (3)</td>
<td></td>
</tr>
<tr>
<td>ARH 2051</td>
<td>History of Visual Arts II (3)</td>
<td></td>
</tr>
<tr>
<td>ART 2xxx</td>
<td>Any 2-3 introductory media courses (6-9)</td>
<td></td>
</tr>
</tbody>
</table>

Coursework in the Major

Core courses (3 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 4955</td>
<td>Senior Project (3)</td>
</tr>
</tbody>
</table>

Electives (27 hours):

Students must complete 27 hours of coursework with at least 15 hours at the upper level (courses numbered 3000 or higher).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 2750</td>
<td>Beginning Ceramics (3)</td>
</tr>
<tr>
<td>ART 3781C</td>
<td>Clay Sculpture (3)</td>
</tr>
<tr>
<td>ART 3762C</td>
<td>Wheel Throwing (3)</td>
</tr>
<tr>
<td>ART 2600</td>
<td>Introduction to Computer Images (3)</td>
</tr>
<tr>
<td>ART 2230C</td>
<td>Graphic Design I/Introduction (3)</td>
</tr>
<tr>
<td>PGY 2401C</td>
<td>Photography I (3)</td>
</tr>
<tr>
<td>ART 2400C</td>
<td>Fund of Printmaking: Relief (3)</td>
</tr>
<tr>
<td>ART 2500C</td>
<td>Painting I (3)</td>
</tr>
<tr>
<td>ART 3513C</td>
<td>Painting II (3)</td>
</tr>
<tr>
<td>ART 2701C</td>
<td>Sculpture I (3)</td>
</tr>
<tr>
<td>ART 4221C</td>
<td>Advanced Graphic Design (3-9)</td>
</tr>
<tr>
<td>ART 4610</td>
<td>Advanced Computer Images (3-9)</td>
</tr>
<tr>
<td>ARH 4301</td>
<td>Renaissance Art (3)</td>
</tr>
<tr>
<td>ARH 4430</td>
<td>Nineteenth Century Art (3)</td>
</tr>
<tr>
<td>ARH 4450</td>
<td>Twentieth Century Art (3)</td>
</tr>
<tr>
<td>ART 4921C</td>
<td>Painting Workshop (3-9)</td>
</tr>
<tr>
<td>ART 4922C</td>
<td>Sculpture Workshop (3-9)</td>
</tr>
<tr>
<td>ART 4928C</td>
<td>Ceramics Workshop (3-9)</td>
</tr>
<tr>
<td>ART 4930</td>
<td>Special Topics in Art (3-9)</td>
</tr>
<tr>
<td>ART 4940</td>
<td>Internship (3-9)</td>
</tr>
</tbody>
</table>

Collegium of Integrated Learning

The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

Complete one of the following (3 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3301</td>
<td>Issues in Society and Culture (3)</td>
</tr>
<tr>
<td>IDS 3305</td>
<td>Issues in Media, Literature, and Arts (3)</td>
</tr>
</tbody>
</table>

Plus one of the following (3 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3302</td>
<td>Issues in Politics and Economics (3)</td>
</tr>
<tr>
<td>IDS 3304</td>
<td>Issues in Ecology and Environment (3)</td>
</tr>
</tbody>
</table>

Plus both of the following (6 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3303</td>
<td>Issues in Science and Technology (3)</td>
</tr>
<tr>
<td>IDS 4910</td>
<td>Integrated Core Senior Seminar (3)</td>
</tr>
</tbody>
</table>

Additional Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3920</td>
<td>University Colloquium (3)</td>
</tr>
</tbody>
</table>

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.
Art Minor

The College of Arts and Sciences also offers a minor in Art. A listing of the requirements for the minor is found following the descriptions of the majors.

Biology Major

The field of biology encompasses living systems across several levels from molecular to ecological systems. In the biology major students will have the opportunity to explore the biological sciences across these levels. Students will gain an understanding of interactions between organisms and their environments (including especially biomedical and evolutionary perspectives). Ethical complexities of biological research 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. Instructors use active learning techniques to allow students to experience and understand biological principles. The biology major 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 major will be prepared for entry-level positions and for graduate study in biological sciences, including the various biomedical fields (medical, dental, veterinary, optometry, biochemistry, physiology, microbiology, anatomy, etc.).

Students in the biology major are expected to meet natural science student learning outcomes as well as student learning outcomes specific to the major. For example, students in the biology major are expected to demonstrate:

- The ability to function effectively and safely in research settings.
- Knowledge of biological systems from the molecular, cellular and organismal perspectives, including an historical view of their development.
- A holistic understanding of organismal systems.
- An understanding of ethical complexities of biological research.

Common Prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 1011C</td>
<td>General Biology with Lab II (4)</td>
<td>Acceptable substitutes: ZOO X010C, BOT X010C, BSC X041C, BOT X013C</td>
</tr>
<tr>
<td>CHM 1045C</td>
<td>General Chemistry with Lab I (4)</td>
<td></td>
</tr>
<tr>
<td>CHM 1046C</td>
<td>General Chemistry with Lab II (4)</td>
<td></td>
</tr>
<tr>
<td>CHM 2210C</td>
<td>Organic Chemistry with Lab I (4)</td>
<td>Acceptable substitutes: PHY X043/ X043L, X048/X048L, X049/X049L or equivalent</td>
</tr>
</tbody>
</table>

CHM 2211C Organic Chemistry with Lab II (4) Acceptable substitutes: PHY X053/ X053L, X048/X048L, X049/X049L, or equivalent

MAC x311 Calculus I (4) Acceptable substitutes: MAC 2233, 2253, X281

MAC x312 Calculus II (4) Acceptable substitutes: STA 2122, 2144, 2203, 2204, 2321 or equivalent, MAC 2234, 2254, 3282

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

Coursework in the Major

Core courses (16 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 3063C</td>
<td>Genetics (3)</td>
<td></td>
</tr>
<tr>
<td>PCB 3023C</td>
<td>Cell Biology (3)</td>
<td></td>
</tr>
<tr>
<td>ZOO 3713C</td>
<td>Vertebrate Form &amp; Function (3)</td>
<td></td>
</tr>
<tr>
<td>ISC 3120C</td>
<td>Scientific Process (3)</td>
<td></td>
</tr>
<tr>
<td>BSC 4910</td>
<td>Senior Project Research in Biology (2)</td>
<td></td>
</tr>
<tr>
<td>BSC 4911</td>
<td>Sr Project Presentation in Biology (2)</td>
<td></td>
</tr>
</tbody>
</table>

Plus two of the following (2 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 4933</td>
<td>Current Topics (1)</td>
<td></td>
</tr>
<tr>
<td>EVR 4920</td>
<td>Current Topics (1)</td>
<td></td>
</tr>
<tr>
<td>ISC 4930</td>
<td>Current Topics (1)</td>
<td></td>
</tr>
</tbody>
</table>

Plus 18 hours of electives from the following:

Molecular Biology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCH 3023C</td>
<td>Biochemistry (3)</td>
<td></td>
</tr>
<tr>
<td>PCB 4522C</td>
<td>Molecular Genetics (3)</td>
<td></td>
</tr>
<tr>
<td>PCB 4783C</td>
<td>Cell Membrane Physiology (3)</td>
<td></td>
</tr>
<tr>
<td>BSC 4422C</td>
<td>Methods in Biotechnology (3)</td>
<td></td>
</tr>
</tbody>
</table>

Cellular Biology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCB 3020C</td>
<td>Microbiology (3)</td>
<td></td>
</tr>
<tr>
<td>PCB 4233C</td>
<td>Immunology (3)</td>
<td></td>
</tr>
<tr>
<td>MCB 4507C</td>
<td>Virology, Mycology &amp; Parasitology (3)</td>
<td></td>
</tr>
<tr>
<td>MCB 4203C</td>
<td>Pathogenic Microbiology (3)</td>
<td></td>
</tr>
</tbody>
</table>

Organismal Biology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Minimum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 3703C</td>
<td>Human Physiology (3)</td>
<td></td>
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<td>ZOO 4743C</td>
<td>Neuroscience (3)</td>
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<td>PCB 3253C</td>
<td>Developmental Biology (3)</td>
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<tr>
<td>PCB 4674C</td>
<td>Reptile-Amphibian Evolution (4)</td>
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<td>ZOO 4753C</td>
<td>Histology (3)</td>
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<td>ZOO 4472C</td>
<td>Ornithology (3)</td>
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<td>ZOO 4436C</td>
<td>Evolution of the Mammals (3)</td>
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<tr>
<td>PCB 3414C</td>
<td>Behavioral Ecology (3)</td>
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Other Electives

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<tr>
<th>Course Code</th>
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<td>BSC 4940</td>
<td>Internship in Biology (3)</td>
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<tr>
<td>BSC 4900</td>
<td>Dir Indep Study/Research Biology (3)</td>
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<td>BSC 4930</td>
<td>Special Topics in Biology (3)</td>
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<td>EVR 4605C</td>
<td>Environmental Toxicology (3)</td>
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<tr>
<td>PCB 4673</td>
<td>Evolutionary Biology (3)</td>
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</table>
XXX 3-4000 Upper division elective from the Environmental Studies or Earth Systems Science Majors

Collegium of Integrated Learning
The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

Complete one of the following (3 hours):
IDS 3301 Issues in Society and Culture (3)
IDS 3305 Issues in Media, Literature, and Arts (3)

Plus one of the following (3 hours):
IDS 3302 Issues in Politics and Economics (3)
IDS 3304 Issues in Ecology and Environment (3)

Plus both of the following (6 hours):
IDS 3303 Issues in Science and Technology (3)
IDS 4910 Integrated Core Senior Seminar (3)

Additional Requirements
IDS 3920 University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Note: Students who are enrolled in FGCU undergraduate programs in biology, English, history, mathematics, or social sciences and who plan to enter the Master of Arts in Teaching (MAT) program upon completion of the baccalaureate degree should contact a College of Arts and Sciences advisor to ensure that required Florida Department of Education competencies in the relevant subject area are included in the undergraduate program of study. Students whose undergraduate degree programs have not prepared them to meet all such competencies may be required to complete additional undergraduate coursework prior to enrolling in the MAT program.

Earth Systems Science Major
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 geosphere) 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 environmental studies major, 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 geological or marine sciences. 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. Students in the earth systems science major are expected to meet student learning outcomes for the natural sciences as well as goals and outcomes specific to the major:

- Obtain a working knowledge of the major Earth systems.
- Acquire an historical perspective of Earth change throughout the planet’s 4.5 billion year history.
- Obtain a basic knowledge of the traditional scientific disciplines.
- Be able to function effectively in both laboratory and field settings.
- Initiate and complete an independent scientific research project.

Common Prerequisites
BSC 1011C General Biology w/ Lab II (4)
CHM 1045C General Chemistry I w/ Lab (4)
CHM 1046C General Chemistry II w/ Lab (4)
GLY 1010C Geology (4)
PHY x053C College Physics I w/ Lab (4)
PHY x054C College Physics II w/ Lab (4)
MAC x311  Calculus I (4)
MAC x312  Calculus II (4)
STA x023  Statistics (3)
NOTE: All combined lecture and laboratory courses (marked with C) are equivalent to taking the lecture and laboratory separately as two courses.

Coursework in the Major
Core courses (10 hours):
ISC 3145C  Global Systems (3)
ISC 3120C  Scientific Process (3)
ISC 4940  Internship in Earth Systems Science (4)
Or
ISC 4910  Senior Project Research (2) and
ISC 4911  Senior Project Presentation (2)

Plus two of the following (2 hours):
ISC 4930  Current Topics (1)
EVR 4920  Current Topics (1)
BSC 4933  Current Topics (1)

Plus two of the following (6 hours):
Ecology pathway
EVR 4605C  Environmental Toxicology (3)
PCB 3043  General Ecology (3)
PCB 3414C  Behavioral Ecology (3)
PCB 3460C  Ecosystem Monitoring and Research Methods (3)

Plus three of the following (9 hours):
Earth Systems pathway
GLY 4074C  Climatology (3)
PCB 4303C  Limnology and Wetlands (3)
GLY 4203C  Earth’s Lithosphere (3)
OCE 4008C  Oceanography (3)

Plus one from each of the following (9 hours):
BSC/PCB/ZOO/MCB/BCH 3-4000 — Elective in biology from organismal, cellular or molecular biology pathways (3)
EVR/ECP/AEB 3-4000 — Upper division elective in environmental studies from the environmental policy and planning pathway (3)
XXX 3-4000 — Upper division elective from any science/math major (3)

Collegium of Integrated Learning
The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

Complete one of the following (3 hours):
IDS 3301  Issues in Society and Culture (3)
IDS 3305  Issues in Media, Literature, and Arts (3)

Plus one of the following (3 hours):
IDS 3302  Issues in Politics and Economics (3)
IDS 3304  Issues in Ecology and Environment (3)

Plus both of the following (6 hours):
IDS 3303  Issues in Science and Technology (3)
IDS 4910  Integrated Core Senior Seminar (3)

Additional Requirements
IDS 3920  University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

English Major
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 major 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.

Common Prerequisites
Students entering the English major 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 coursework. The 6 hours of common prerequisites will not count towards the 30 hours in the major but can count towards fulfilling general education requirements. No pass/fail grades, satisfactory/unsatisfactory grades (with the exception of ENG 4930), or grades below a C will count towards fulfilling the common prerequisites or the requirements for the major.
Coursework in the Major

Core courses (6 hours):

ENG 3014  Intro to Literary & Cultural Studies (3)
ENG 4930  Sr Sem Literary & Cultural Studies (3)

Elective coursework from the following (24 hours):

- Nine hours in junior level readings courses and 9 hours in senior level seminars.
- Three hours in Pre-1800 Literature and Culture; 3 hours in 1800-1945 Literature and Culture; and 3 hours in Contemporary Literature and Culture (these 9 hours can overlap with the 9 hours in junior level courses and the 9 hours in senior level seminars).
- Six 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).

AML 3221  Lit & Culture of the US 1700-1820 (3)
AML 3223  Lit & Culture of the US 1820-1860 (3)
AML 3032  Lit & Culture of the US 1860-1912 (3)
AML 3051  Lit & Culture of the US 1912-1945 (3)
AML 3242  Lit & Culture of the US 1945-pres (3)
AML 3703  The Immigrant Exp in Lit of US (3)

ENL 3210  Brit Medieval Lit & Culture to 1485 (3)
ENL 3220  Brit Renaiss Lit & Cult 1485-1605 (3)
ENL 3221  17th C Brit Lit & Cult 1605-1700 (3)
ENL 3230  18th C Brit Lit & Cult 1700-1780 (3)
ENL 3241  19th C Brit Lit & Cult I 1780-1832 (3)
ENL 3251  19th C Brit Lit & Cult II 1832-1890 (3)
ENL 3273  20th C Brit Lit & Cult I 1890-1945 (3)
ENL 3281  20th C Brit Lit & Cult II 1945-pres (3)

LIT 3144  Modern European Novel (3)
LIT 3301  Cultural Studies and Popular Arts (3)
LIT 3400  Interdisciplinary Topics in Lit. (3)

AML 4111  The 19th Century Novel in the US (3)
AML 4121  The 20th Century Novel in the US (3)
AML 4261  Literature of the South (3)
AML 4265  Florida Writers (3)
AML 4624  Lit by Women of Color in the US (3)
AML 4604  Seminar in African-American Lit (3)
AML 4300  Selected Authors from the US (3)
AML 4713  Working-Class Literature in US (3)
AML 4630  Latino Literature (3)

ENL 4122  The 19th Century British Novel (3)
ENL 4132  The 20th Century British Novel (3)
ENL 4303  Selected British Authors (3)
ENL 4338  Shakespeare and Elizabethan Culture (3)
ENL 4930  Selected Topics in British Literature (3)

LIT 4093  Contemporary Literature (3)
LIT 4353  Ethnic Studies (3)

LIT 4404  Seminar in Interdisciplinary Lit. (3)
LIT 4493  Politics and Literature (3)
LIT 4853  Topics in Cultural Critique (3)
LIT 4930  Selected Topics in English Studies (3)

Students may choose at most two of the following courses:

CRW 4120  Advanced Fiction Writing (3)
CRW 4320  Advanced Poetry Writing (3)
ENC 3213  Professional Writing (3)
ENC 3310  Expository Writing (3)
ENG 4060  History of the English Language (3)
ENG 4906  Individual Research (3)
ENG 4907  Directed Reading (3)
JOU 3101  Newspaper Journalism (3)
LIN 3010  Intro to Linguistics (3)
LIN 4671  Traditional English Grammar (3)
LIN 4680  Structure of American English (3)

Collegium of Integrated Learning

The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

Complete one of the following (3 hours):

IDS 3301  Issues in Society and Culture (3)
IDS 3305  Issues in Media, Literature, and Arts (3)

Plus one of the following (3 hours):

IDS 3302  Issues in Politics and Economics (3)
IDS 3304  Issues in Ecology and Environment (3)

Plus both of the following (6 hours):

IDS 3303  Issues in Science and Technology (3)
IDS 4910  Integrated Core Senior Seminar (3)

Additional Requirements

IDS 3920  University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Note: Students who are enrolled in FGCU undergraduate programs in biology, English, history, mathematics, or social sciences and who plan to enter the Master of Arts in Teaching (MAT) program upon completion of the baccalaureate degree should contact a College of Arts and Sciences advisor to ensure that required Florida Department of Education competencies in the relevant subject area are included in the undergraduate program of study. Students whose undergraduate degree programs have not prepared
them to meet all such competencies may be required to complete additional undergraduate coursework prior to enrolling in the MAT program.

English Minor

The College of Arts and Sciences also offers a minor in English. A listing of the requirements for the minor is found following the descriptions of all the majors.

Environmental Studies Major

The environmental studies major 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:

- The ability to gather, analyze, and synthesize information.
- The process of science, its application to developing public policy, and the ethical issues of this application.
- Effective communication and problem solving in professional settings and situations requiring collaborative teamwork.
- A systems perspective on environmental issues that includes the historical, cultural, economic, and ecological considerations.
- The ecosystems of Southwest Florida and the ability to apply this local knowledge to other regions of the globe.
- The application of the concept of sustainability.

Common Prerequisites

BSC 1011C General Biology II w/Lab (4)
Acceptable substitute: One semester of introductory science to include biology

CHM 1045C General Chemistry I w/Lab (4)
Or
CHM x080C Environmental Chemistry w/Lab (4)
Acceptable substitute: One semester of introductory science to include chemistry

STA x02x

BSC 1051C Environmental Biology (3)
One semester of introductory environmental studies, environmental science, or ecology. Acceptable substitutes: EVR x00x, BSC x030, and BSC x050.

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

Coursework in the Major

Core courses (12 hours):
EVR 3020 Environmental Philosophies (3)
ISC 3120C Scientific Process (3)
PCB 3043C General Ecology (3)
EVR 4326 Conserv Strat for Sustainable Future (3)

Plus two of the following (2 hours):
EVR 4920 Current Topics (1)
BSC 4933 Current Topics (1)
ISC 4930 Current Topics (1)

Plus 6 hours from the following:
EVR 4940 Internship in Envir Studies (1-4)
EVR 4910 Senior Project in Envir Studies (1-4)
EVR 4911 Senior Project in Envir Studies (1-4)

Plus one of the following (3 hours):
LAS 3007 Latin American Environments (3)
LAS 3022 Caribbean Environments (3)
AFS 3251 African Environments (3)
ASN 3412 Asian Environments (3)

Plus 13 hours from one or any combination of the following pathways:

General pathway
EVR 4930 Special topics in Environmental Studies (1-4) [may be repeated]
EVR 4905 Independent Study in Environmental Studies (1-4) [may be repeated]
PCB 3460C Ecosystem Monitor & Resch Meth (3)
AMH 4428 Southwest Florida History (4)
AMH 3423 Modern Florida (4)
HIS 3930 Environmental History (4)
SOP 4714C Environmental Psychology (3)
ISC 3145C Global Systems (3)
PCB 4303C Limnology & Wetlands (3)
EVR 4920 Current Topics (1)*
BSC 4933 Current Topics (1)*
ISC 4930 Current Topics (1)*
*Select the topic not taken as part of the Environmental Studies core.

Environmental Education pathway
EVR 3021 Environmental Literature (3)
EVR 3025 Cultural Ecology (3)
EVR 4924 Environmental Education (3)
SCE 4305 Communication Skills Science Cl (3)
SCE 4330 Teaching Methods Sec School Sci (3)
SCE 4320 Teaching Methods Middle Sch Sci (3)
BSC 3030 Biology and Society (2)

Environmental Science and Technology pathway
PCB 3414C Behavioral Ecology (3)
PCB 3324C Soil Ecology (3)
OCE 4008C Oceanography (3)
EVR 4867 Risk Assessment (3)
HIS 3470 History of Science & Technology (4)
BSC 3404C Environmental Quantitative Tech (3)
EVS 4008 Environmental Technologies (3)
CAP 4030  Simulation and Modeling (3)

Environmental Policy and Planning pathway
MAN 3441  Conflict Management (3)
EVR 4324  Integrated Ecosystems Mgmt I (3)
EVR 4325  Integrated Ecosystems Mgmt II (3)
ECP 3302  Environmental Economics (3)
SYD 4020  Global Population (3)
AEB 4025  American Agriculture & Society (3)

Collegium of Integrated Learning
The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

Complete one of the following (3 hours):
IDS 3301  Issues in Society and Culture (3)
IDS 3305  Issues in Media, Literature, and Arts (3)

Plus one of the following (3 hours):
IDS 3302  Issues in Politics and Economics (3)
IDS 3304  Issues in Ecology and Environment (3)

Plus both of the following (6 hours):
IDS 3303  Issues in Science and Technology (3)
IDS 4910  Integrated Core Senior Seminar (3)

Additional Requirements
IDS 3920  University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

History Major
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. Unsupported 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 thinking and analysis of data, a history major offers students the critical thinking and communication skills they can apply in many careers, professions, and graduate programs. History 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 administra-
tors, business executives, authors, performing artists, journalists, ministers, and politicians.

Common Prerequisites
XXX xxxx  Two introductory courses in History with AMH, EUH, LAH, ASH, HIS, or WOH prefix (6)

Coursework in the Major
Core courses (15 hours):
AMH 2010  U.S. History to 1877 (3)
Or
AMH 2020  U.S. History since 1877 (3)

AMH 3571  African-American History to 1865 (4)
Or
AMH 3572  African-American History since 1865 (4)

HIS 4104  Historical Epistemology (4)
HIS 4936  Pro-Seminar in History (4)

Plus 21 hours from the following:
AFH 3454  The Africans (4)
AFH 3100  African History to 1850 (4)
AFH 3200  African History since 1850 (4)
AMH 3110  American Colonial History to 1750 (4)
AMH 3172  The Civil War (4)
AMH 3201  The United States, 1877-1929 (4)
AMH 3252  The United States since 1929 (4)
AMH 3421  Early Florida (4)
AMH 3423  Modern Florida (4)
AMH 3571  African-American History to 1865 (4)
AMH 3572  African-American History since 1865 (4)
AMH 4428  Southwest Florida History (4)
ASH 3404  Modern China (4)
ASH 4442  History of Modern Japan (4)
ASH 3400  The Chinese (4)
ASH 3505  Post Colonial India (4)
EUH 3140  The Renaissance (4)
EUH 3142  Renaissance and Reformation (4)
EUH 3202  History 17th & 18th Century Europe (4)
EUH 3206  History of 20th Century Europe (4)
EUH 3462  German History 1870-Present (4)
EUH 3502  Modern Britain (4)
EUH 3572  Russian History 1865-Present (4)
HIS 3065  Introduction to Public History (4)
HIS 3470  History of Science and Technology (4)
HIS 3930  Special Topics (4)
HIS 3955  Study Abroad (1-6)
HIS 4900  Directed Readings (1-4)
HIS 4920  Colloquium in History (4)
HIS 4940  Internship in History (1-6)
LAH 3300  The Americas (4)
LAH 3130  Colonial Latin America (4)
LAH 3200  Modern Latin America (4)
LAH 3430  History of Mexico (4)
LAH 3470  History of the Caribbean (4)
LAH 3740  Latin American Revolutions (4)
LAH 4905  Directed Individual Studies (1-4)
LAH 4932  Special Topics/Seminars (4)

**Collegium of Integrated Learning**

The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

**Complete one of the following (3 hours):**
- IDS 3301  Issues in Society and Culture (3)
- IDS 3305  Issues in Media, Literature, and Arts (3)

**Plus one of the following (3 hours):**
- IDS 3302  Issues in Politics and Economics (3)
- IDS 3304  Issues in Ecology and Environment (3)

**Plus both of the following (6 hours):**
- IDS 3303  Issues in Science and Technology (3)
- IDS 4910  Integrated Core Senior Seminar (3)

**Additional Requirements**
- IDS 3920  University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

**Mathematics Major**

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. Mathematically trained graduates are being sought for these fields because of their general analytical and problem-solving skills, as well as for specific knowledge. Students choosing the mathematics major 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 pass/fail grades, satisfactory/unsatisfactory grades, or grades below a C will count to fulfill the common prerequisites or the requirements for the major.

**Common Prerequisites**
- COP xxxx  Computer Language (3)
  - Pascal, FORTRAN, C, C++, or C++
- MAC 2311  Calculus w/Analytic Geometry I (4)
- MAC 2312  Calculus w/Analytic Geometry II (4)
- MAC 2313  Calculus w/Analytic Geometry III (4)

Plus successful completion of two of the following laboratory-based science courses for respective science majors:
- BSC xxxx/xxxxL (4-8)
- Or CHM xxxx/xxxxL (4-8)
- Or PHY xxxx/xxxxL (4-8)

**Note:** Combined lecture and laboratory courses (marked with C) are equivalent to taking the lecture and lab separately as two courses. Completion of PHY 2048C and PHY 2049C is highly recommended for students entering the mathematics major.

**Coursework in the Major**

**Core courses (27 hours):**
- MHF 2191  Mathematical Foundations (3)
- MAS 2121  Linear Operators and Differential Equations (4)
- MAP 3161  Methods of Applied Math I (4)
- MAP 3162  Methods of Applied Math II (4)
- MAP 3163  Methods of Applied Math III (3)
- MAS 4301  Abstract Algebra I (3)
- MAA 4226  Advanced Calculus (4)
- MAT 4937  Senior Seminar (2)

**Plus one of the following (depth requirement; 3 hours):**
- MAA 4227  Foundations of Real Analysis (3)
- MAP 4231  Introduction to Operations Research (3)
- MAP 4314  Dynamical Systems (3)
- MAS 4106  Matrix Analysis (3)
- MAS 4302  Abstract Algebra II (3)
- STA 4234  Introduction to Regression Analysis (3)

*A course used to satisfy the depth requirement may not be used as an elective.*

**Plus 6 hours of mathematics elective coursework numbered 3000 or higher.**

**Collegium of Integrated Learning**

The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

**Complete one of the following (3 hours):**
- IDS 3301  Issues in Society and Culture (3)
- IDS 3305  Issues in Media, Literature, and Arts (3)
Plus one of the following (3 hours):
IDS 3302  Issues in Politics and Economics (3)
IDS 3304  Issues in Ecology and Environment (3)

Plus both of the following (6 hours):
IDS 3303  Issues in Science and Technology (3)
IDS 4910  Integrated Core Senior Seminar (3)

Additional Requirements
IDS 3920  University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Note: Students who are enrolled in FGCU undergraduate programs in biology, English, history, mathematics, or social sciences and who plan to enter the Master of Arts in Teaching (MAT) program upon completion of the baccalaureate degree should contact a College of Arts and Sciences advisor to ensure that required Florida Department of Education competencies in the relevant subject area are included in the undergraduate program of study. Students whose undergraduate degree programs have not prepared them to meet all such competencies may be required to complete additional undergraduate coursework prior to enrolling in the MAT program.

Mathematics Minor

The College of Arts and Sciences also offers a minor in Mathematics. A listing of the requirements for the minor is found following the descriptions of all the majors.

Psychology Major

Students who complete the psychology major will be equipped for the rapidly changing professional world, for teaching in middle or high school, or for graduate study. The psychology major focuses on broad training across a variety of content areas within psychology. Substantive areas to be covered include clinical, social, developmental, cognitive, quantitative, and biological basis 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.

Common Prerequisites
BSC xxxx  General Biology (x000-x099) or BSC x200-x209 or ZOO x010 (3)
          BSC1010C General Biology I
PSY 2012  General Psychology (3)
PSY xxxx  Any other lower level psychology class within the psychology inventory (3)
          PSY 3044 Experimental Psychology
STA xxxx  Any statistics course (x000-x099) (3)
          STA 2023 Statistical Methods

NOTE: Courses listed in italics above are suggested FGCU courses which fulfill common prerequisite requirements. Students taking PSY 3044 as a common prerequisite should take another upper level psychology course in the major.

Coursework in the Major
Core courses (30 hours):
ST 2122  Social Science Statistics (3)
CLP 4143  Abnormal Psychology (3)
DEP 4005  Developmental Psychology (3)
EXP 4523  Cognitive Psychology (3)
PSB 4013  Physiological Psychology (3)
PSY 3044  Experimental Psychology (3)
EXP 4404  Psychology of Learning (3)
PSY 3213  Research Methods in Psychology (3)
PSY 4990  Senior Seminar in Psychology (3)
SOP 4004  Social Psychology (3)

Plus 6 hours from the following:
CBH 4004  Comparative Psychology (3)
CLP 4314  Health Psychology (3)
CLP 4414  Behavior Modification (3)
CLP 4433  Psy Tests & Measurements (3)
DEP 4404  Psychology of Adulthood & Aging (3)
EXP 3202  Sensation and Perception (3)
EXP 4304  Motivation (3)
INP 4004  Intro to Industrial/Org Psychology (3)
PPE 4004  Psychology of Personality (3)
PSY 4604  History and Systems in Psychology (3)
PSY 4911  Directed Individual Study (3)
PSY 4913  Directed Study (3)
SOP 3742  Psychology of Women (3)
SOP 3772  Human Sexuality (3)
SOP 4714C Environmental Psychology (3)

Collegium of Integrated Learning

The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

Complete one of the following (3 hours):
IDS 3301  Issues in Society and Culture (3)
IDS 3305  Issues in Media, Literature, and Arts (3)
Plus one of the following (3 hours):
IDS 3302 Issues in Politics and Economics (3)
IDS 3304 Issues in Ecology and Environment (3)

Plus both of the following (6 hours):
IDS 3303 Issues in Science and Technology (3)
IDS 4910 Integrated Core Senior Seminar (3)

Additional Requirements
IDS 3920 University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Psychology Minor
The College of Arts and Sciences also offers a minor in Psychology. A listing of the requirements for the minor is found following the descriptions of all the majors.

Social Sciences Major
The major fields of anthropology, economics, political science, and sociology are encompassed within the social sciences major. 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 flexibility for a student to pursue her or his intellectual and professional interests as a student of the social sciences. These guided electives might be used to learn more about one’s chosen discipline, or they might be 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 major 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 major combines rigor, breadth and flexibility. The result is a curriculum that serves the professional and intellectual interests of students.

Common Prerequisites
Two introductory courses (6 credit hours) from the following social science disciplines: anthropology, economics, political science, or sociology. Courses used to fulfill common prerequisite requirements cannot be used as major coursework.

Coursework in the Major
Core courses (12 hours):
ISS 3010 Introduction to Social Sciences (3)
ISS 4935 Sr Seminar in the Social Sciences (3)
ISS 4940 Interdisciplinary Practicum (3)
SYA 3300 Social Research Methods (3)

Discipline track courses (12 hours):
Choose one discipline and take 12 hours within that particular discipline. Consult with social science faculty and a College of Arts and Sciences advisor when selecting coursework.

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; 3 credits (one course) must at the 4000 level.

Economics
ECO 3101 Intermediate Price Theory (3)
ECO 3203 Intermediate Macroeconomics (3)
Plus 6 hours of approved upper division coursework with the ECO, ECP, or ECS prefix.

Political Science
INR 3002 International Relations (3)*
CPO 3002 Comparative Politics (3) *
POS 3024 Political Theorists (3)*
PUP 4002 Public Policy (3)*
*Other upper division political science courses may be substituted with the permission of the political science faculty and a College of Arts and Sciences advisor.

Sociology
SYA 3010 Sociological Theory (3) or SYO 3530 Social Stratification (3)
Plus SYA 4654 Program Development (3) or 3 credit hour area studies course in sociology with a prefix of SYA, SYD, or SYG.
Plus 6 hours of approved upper division coursework.
Guided electives (12 hours):
Students select 12 hours of guided electives. Courses must be related to the social sciences with a maximum of two of the courses (6 hours) drawn from the student’s chosen discipline track. These courses must be linked to the student’s learning objectives within the social sciences major and must be reviewed and approved by the social sciences faculty and a College of Arts and Sciences advisor.

Collegium of Integrated Learning
The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

Complete one of the following (3 hours):
IDS 3301 Issues in Society and Culture (3)
IDS 3305 Issues in Media, Literature, and Arts (3)

Plus one of the following (3 hours):
IDS 3302 Issues in Politics and Economics (3)
IDS 3304 Issues in Ecology and Environment (3)

Plus both of the following (6 hours):
IDS 3303 Issues in Science and Technology (3)
IDS 4910 Integrated Core Senior Seminar (3)

Additional Requirements
IDS 3920 University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Note: Students who are enrolled in FGCU undergraduate programs in biology, English, history, mathematics, or social sciences and who plan to enter the Master of Arts in Teaching (MAT) program upon completion of the baccalaureate degree should contact a College of Arts and Sciences advisor to ensure that required Florida Department of Education competencies in the relevant subject area are included in the undergraduate program of study. Students whose undergraduate degree programs have not prepared them to meet all such competencies may be required to complete additional undergraduate coursework prior to enrolling in the MAT program.

Anthropology and Sociology Minors
The College of Arts and Sciences also offers minors in Anthropology and Sociology. A listing of the requirements for the minors is found following the descriptions of all the majors.

Spanish Major
The Spanish major is designed to provide students with a broad background in the Spanish language and the different cultural groups that have been influenced by that language. Students who major in Spanish have the opportunity to explore a wide variety of topic and subject areas. In addition to the conversation, grammar, and writing courses, students may take courses in Latin American Theatre, Cultural Expressions of Indigenous People in Latin America, and Spanish for Native Speakers. They will be able to practice Spanish and learn more about peoples with Spanish influenced heritages through face-to-face interaction, field experiences and, in some instances, study abroad opportunities.

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

Coursework in the Major
Core courses (24 hours):
SPN 3300 Composition (3)
SPN 3411 Advanced Oral Expression (3)
SPN 3500 Spanish Culture & Civilizations I (3)
SPN 3520 Latin American Cultures & Civ I (3)
SPN 4538 Indigenous Peoples in Latin America (3)
SPN 4920 Spanish Symposium (3)
SPW 3100 Survey of Literature of Spain (3)
SPW 3202 Survey of Latin American Literature (3)

Elective Coursework from the following (6 hours):
Language & Study Abroad
SPN 3270 Study Abroad (1-6)
SPN 4270 Advanced Senior Study Abroad (1-6)

Language
SPN 3400 Conversation and Composition I (3)

Literature & Culture in Spanish
SPN 4537 Topics in Afro-Hispanic Cultures (3)
SPW 3320 Modern Hispanic Theatre Workshop (3)
SPW 3423 Masterpieces of Spain’s Golden Age (3)
SPW 3480 Topics in 20th Century Spanish Literature (3)
SPW 3781 Hispanic Women Writers (3)
SPW 4282 Contemporary Latin American Fiction (3)
SPW 4606 Cervantes Don Quixote (3)

Literature & Culture in Translation
SPT 3520 Hispanic Cinema (3)
Translation
SPT 4800 Translation Skills I (3)
SPT 4801 Translation Skills II (3)
SPT 4806 Oral Skills for Interpreters (3)

Internship
SPN 4940 Intern Practicum (3)

Others
SPN 4910 Directed Independent Research (3)
SPW 4930 Selected Topics (1-3)

Collegium of Integrated Learning
The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

Complete one of the following (3 hours):
IDS 3301 Issues in Society and Culture (3)
IDS 3305 Issues in Media, Literature, and Arts (3)

Plus one of the following (3 hours):
IDS 3302 Issues in Politics and Economics (3)
IDS 3304 Issues in Ecology and Environment (3)

Plus both of the following (6 hours):
IDS 3303 Issues in Science and Technology (3)
IDS 4910 Integrated Core Senior Seminar (3)

Additional Requirements
IDS 3920 University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 40 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Theatre Major
Theatre at Florida Gulf Coast University provides students with opportunities to experience performance and production as audience members, as avocational performers or technicians, and as artists completing a major in theatre to prepare themselves for graduate study or professional work. Live theatre is central to our program of study, which stresses learning through involvement. Productions are chosen to permit as many students as possible to participate. Courses are designed to assist students in acquiring skills, knowledge, and appreciation of theatre while providing them with abundant opportunities to gain insight, technique, and experience as performers, designers, technicians, playmakers, and creative artists.

All students pursuing the theatre major fulfill the same core requirements. However, as students advance in their studies they may choose to take courses in one of several elective paths. These elective paths—in musical theatre, dance, film, and television—provide valuable knowledge and experience that may help students enter one of the many theatre-related vocations (as a choreographer, for example). Students can choose electives from one or more of these elective paths, depending on their interests and career aims.

In addition to these elective opportunities, students are urged to intern for at least one semester at a professional theatre or at one of the major entertainment centers in Florida. Seniors are encouraged to develop their own creations in their area or to display the products of their study by participating in a university or regional professional production.

Common Prerequisites
THE x000 Theatre Appreciation (3)
THE 2020 Introduction to Theatre
THE x305 Survey of Dramatic Literature (3)
Or THE x300 Dramatic Literature (3)
THE 2300 Survey of Dramatic Literature (3)
THE x925 Play Production (1)
THE 2925 Play Production (3)
TPA x290 Tech Theatre Lab I (1)
TPA 2290 Tech Theatre Lab I
TPA x200 Introduction to Technical Theatre (3)
Or TPA x210 Stagecraft I (3)
TPA 2210 Stagecraft (3)
TPP x190 Rehearsal and Performance I (1)
TPP 2190 Rehearsal & Performance (3)
TPP x100 Introduction to Acting I (3)
Or TPP x210 Touring Theatre (3)
TPP 2100 Introduction to Acting (3)

NOTE: Courses listed in italics above are suggested FGCU courses which fulfill common prerequisite requirements.

Coursework in the Major
Core courses (16 hours):
THE 3090 Theatrical Production & Perf Lab I (1)
THE 3091 Theatrical Production & Perf Lab II (1)
THE 3092 Theatrical Production & Perf Lab II (1)
THE 2100 Introduction to Theatre History (3)
THE 4310 Play Directing (3)
TPA 4601 Stage Management (3)
TPP 2111 Acting II (3)
TPA 2248 Workshop in Stage Makeup (1)

Plus one of the following (2-3 hours):
TPA 2220 Introduction to Stage Lighting (2)
TPA 3230 Costume Design (3)

Plus 17-18 hours of electives from the following:

General Electives
THE 4330 Shakespeare for the Theatre (3)
THE 4905 Directed Study in Theatre (1-4)
THE 4930 Special Topics in Theatre (1-3)
THE 4959 Senior Project in Theatre (3)
TPA 3000 Creative Design for the Theatre (3)
TPA 4060 Principles of Scene Design (3)
TPA 4940 Internship in Technical Theatre (1-6)
TPP 2120 Creative Improvisation (3)
TPP 2260 Acting for the Camera (3)
TPP 3112 Acting III (3)
TPP 3121 Improvisation II (3)
TPP 3192 Rehearsal and Performance III (3)
TPP 3193 Rehearsal and Performance IV (3)
TPP 4155 Scene Study (3)
TPP 4230 Creative Ensemble (3)
TPP 4940 Internship in Theatre Performance (1-6)
The 4945 Summer Repertory Theatre (3-9)

Musical Theatre
MVV 2111 Class Voice I (1)
MVV 3131 Class Voice II (1)
The 4244 Musical Theatre History (3)
The 4245 Musical Theatre History II (3)
TPP 4250 Acting for the Musical Theatre (2)
TPP 4923 Musical Theatre Workshop (3)

Dance
DAA 2540 Theatre Dance Styles (2)
DAA 2300 Ballroom/Social Dancing (2)
DAA 3684 Dance Theatre Lab (2)

Television
RTV 2000 Introduction to Broadcasting (3)
RTV 3200 Fundamentals of TV Production (3)
RTV 4700 Media Law and Ethics (3)
RTV 4467 Television Practicum (3)
MMC 4123 Film and TV Writing (3)

Film
FIL 2001 Introduction to Film (3)
FIL 3100 Scriptwriting (3)

Collegium of Integrated Learning

The Collegium of Integrated Learning consists of a core of courses designed to create a community of inquiry. Students must complete 12 credits with a grade of C or better in each course and must meet the following distribution requirements:

Complete one of the following (3 hours):
IDS 3301 Issues in Society and Culture (3)
IDS 3305 Issues in Media, Literature, and Arts (3)

Plus one of the following (3 hours):
IDS 3302 Issues in Politics and Economics (3)
IDS 3304 Issues in Ecology and Environment (3)

Plus both of the following (6 hours):
IDS 3303 Issues in Science and Technology (3)
IDS 4910 Integrated Core Senior Seminar (3)

Additional Requirements
IDS 3920 University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 of the 120 hours must be at the upper division (courses numbered 3000 and above). Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Individualized Program of Study

The individual program of study provides flexibility in meeting individual student interests and learning goals. Students have the option of designing an individualized plan 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 must consult a College of Arts and Sciences advisor before beginning coursework.

In addition to developing unique programs of study to meet their individual interests, students may develop programs of study in the following areas:
• Pre-Medical
• Pre-Law
• Communication.

All individualized programs of study must include the requirements of the Collegium of Integrated Learning and all university graduation requirements, including the University Colloquium (IDS 3920) and the service learning requirement. Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Students interested in the individualized program of study option must complete a contract before beginning coursework; please contact a College of Arts and Sciences advisor.

Minors in the College of Arts & Sciences

The following requirements apply to all minors in the College of Arts and Sciences:
• Prior to beginning the coursework for the minor, a student should meet with a CAS advisor to apply for the minor.
• All courses in the minor must be completed with a grade of C or better.
• A minimum of 12 credits of the minor must be completed at FGCU.
• A student desiring certification of a minor and designation on the transcript must: 1) note the minor on the Application for Graduation; 2) contact a CAS advisor to certify the completion of the minor coursework; and 3) meet all the requirements for the chosen minor as listed below.
**Minor in Anthropology** (15 hours)

Select one from the following (3 hours):
- ANT 2000 Introduction to Anthropology (3)
- ANT 2211 Peoples of the World (3)
- ANT 2410 Cultural Anthropology (3)

Select one from the following (3 hours):
- ANT 2511 Introduction to Physical Anthropology (3)
- ANT 2100 Introduction to Archaeology (3)

Select three additional courses (9 hours) from 3000-4000 level ANT courses.

Social Science majors may not minor in anthropology.

**Minor in Art** (18 hours)

Required course (3 hours):
- ART 1300C Drawing I (3)

Select one of the following (3 hours):
- ARH 2050 History of Visual Arts I (3)
- ARH 2051 History of Visual Arts II (3)

Select one additional course (3 hours) from 1000-2000 level ART or ARH courses.

Select three additional courses (9 hours) from 3000-4000 level ART or ARH courses.

**Minor in English** (15 hours)

Select any combination of 15 hours at the 3000-4000 level from the following prefixes: AML, CRW, ENC, ENL, LIN, and LIT.

**Minor in Mathematics** (25-27 hours)

Required courses (19 hours):
- MAC 2311 Calculus I (4)
- MAC 2312 Calculus II (4)
- MAC 2313 Calculus III (4)
- MAS 2121 Linear Operators and Differential Equations (4)
- MHF 2191 Mathematical Foundations (3)

Select two courses (6-8 hours) from the following:
- IDS 3303 Issues in Science and Technology (3)
- MAA any 3000-4000 level course (3-4)
- MAD any 3000-4000 level course (3-4)
- MAP any 3000-4000 level course (3-4)
- MAS any 3000-4000 level course (3-4)
- MHF 4404 History of Math (3)
- STA 4234 Intro to Regression Analysis (3)
- MAT 4930 Special Topics (3)

Transfer coursework deemed equivalent to the calculus sequence may be substituted for all or part of MAC 2311-2312-2313. Specialized courses in calculus for business, architecture, or life sciences, regardless of when or where taken, are not considered equivalent to MAC 2311,2312, and/or 2313. Determinations of equivalence will be made by the mathematics faculty on a case-by-case basis. The statewide articulation agreement only requires the receiving institution to accept MAC 2311, 2312, and 2313 as a completed sequence. Awarding equivalence for partial completion of the sequence is at the discretion of the receiving institution.

**Minor in Psychology** (18 hours)

Required courses (6 hours):
- PSY 2012 General Psychology (3)
- PSY 3044 Experimental Psychology (3)

Select one from the following:
- CLP 4143 Abnormal Psychology (3)
- DEP 4005 Developmental Psychology (3)
- SOP 4004 Social Psychology (3)

Select one from the following:
- EXP 4404 Psychology of Learning (3)
- EXP 4523 Cognitive Psychology (3)
- PSB 4013 Physiological Psychology (3)

Select two additional courses (6 hours) at the 3000-4000 level from the following prefixes: CBH, CLP, DEP, EXP, INP, PPE, PSB, PSY, or SOP.

**Minor in Sociology** (18 hours)

Required courses (12 hours):
- SYG 2000 Introduction to Sociology (3)
- SYA 3010 Sociological Theory (3)
- SYA 3300 Social Research Methods (3)
- SYA 4654 Program Development (3)

Select two additional courses (6 hours) from 3000-4000 level in SYA, SYD, SYG, SYO, or SYP. Only one course from each prefix may be selected.
College of Business

Undergraduate Programs

941-590-7302

http://www.fgcu.edu/cob/

Vision

The College of Business will help set new standards of excellence with its academic programs, faculty accomplishments, and student success, while continuously reflecting the dynamic environment of modern business opportunities. The college’s model of partnership with its external business constituents will be a national benchmark that will constantly bring powerful new knowledge into our undergraduate and graduate learning. The college will be an international leader in innovative ways of integrating technology and global awareness into the business education experience.

Mission

The Florida Gulf Coast University College of Business is dedicated to providing technologically progressive 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 scholarship within a “second circle” international partnership model that bridges the university and the domestic and international community in a technologically advanced and rapidly changing global economy.

Goals

The following goals give direction to this mission, and recognize that scholarship and service support is the primary focus on teaching and learning.

Goal 1: Ensure graduates attain competency in the following core areas:

- Technological proficiency: Graduates will be able to use technology to facilitate life-long learning and professional development and to add value to clients, customers, and employers.
- Communication skills: Graduates will be able to give and exchange information within meaningful contexts and with appropriate delivery and interpersonal skills.
- Teamwork and interpersonal skills: Graduates will be able to work with others in diverse and cross-functional environments and to both follow and to lead as the need arises.
- Systems orientation: Graduates will understand the inter-related nature of the various functional areas of business and the information needs and flows of the various parts of an organization. They will also be able to function within systems that are constantly adapting to changes in the internal and external environments.
- Creative and analytical thinking: Graduates will be able to link data, knowledge, and insight together in order to make quality strategic decisions on a timely basis.
- Appreciation of the diverse environment of business: Graduates will have a broad perspective of the diverse demographics and environment of business and of the issues and challenges encountered by profit and not-for-profit entities, entrepreneurial enterprises, and businesses functioning in a global economic environment.
- Ethical framework: Graduates will be aware of their general ethical responsibilities to clients, customers, employers, and the environment, as well as the specific ethical standards of their profession.

Goal 2: Create and foster academic programs and business partnerships that are regionally responsive to the economic development needs of Southwest Florida and strengthened through state, national and global outreach where appropriate.

Goal 3: Encourage faculty to engage in a wide array of scholarship, including applied scholarship that contributes to the economic development of Southwest Florida.

Goal 4: Actively practice assessment and continuous improvement leading to high quality programs and methods of instruction.

Administrative Staff and Faculty

Richard Pegnetter, PhD, Dean
Regional economic development, negotiations and conflict resolution

Hudson Rogers, DBA, Associate Dean
Marketing
International marketing, business ethics, consumer behavior

Carol Burnette, MBA, Assistant Dean
Tom Harrington, PhD, Director, AACSB Accreditation
Decision sciences
Applied statistics and quantitative methods analysis, strategic alignment and logistics systems analysis

Lee Duffus, PhD, Director, Executive MBA Program
Marketing
Strategic marketing analysis, international marketing

Karen Eastwood, PhD, Coordinator, MBA Program
Management
International management, cross-cultural behavior, organizational development

Douglas Steele, MS, Director, Center for Leadership and Innovation

Camilo Azcarate, MA, Associate Director, Institute for Conflict Resolution

Neil Parker, MDIV, Undergraduate Academic Advisor
Department of Accounting and Finance
Joe Rue, PhD, CPA, Department Chair
Accounting
Financial reporting, off-balance sheet financing
Howard Finch, PhD, Alico Chair in Financial Management and Planning
Finance
Investments, portfolio management, financial decision analysis, asset valuation
Christine Andrews, DBA, CPA
Accounting
E-commerce, environmental management systems, litigation against auditors
Dan Borgia, PhD
Finance
Corporate finance, entrepreneurship, financial services, financial education
Deanna Burgess, PhD, CPA
Accounting
Financial accounting, auditing, fraud and consumer issues
Brad Hobbs, PhD
Finance
Financial institutions, pedagogy and curriculum issues in economics and finance, philosophical foundations of market systems, property rights
Carl Pacini, PhD, JD, CPA
Accounting and law
Accountant liability, fraud, accounting regulation
Judith Swingen, PhD, CPA
Accounting
Income tax, international accounting and taxation, cost/managerial accounting, tax policy
Steve Thompson, PhD, CPA
Accounting
Corporate, partnership, and individual taxation; mergers and acquisitions; distance learning pedagogy
Shelton Weeks, PhD
Finance and Real Estate
Investments, corporate finance, financial institutions, pedagogical issues

Department of Computer Information Systems and Decision Sciences
Walter Rodriguez, PhD, Department Chair
Computer information systems
Engineering project management, advanced distributed learning technologies, systems development
Rajesh Srivastava, PhD, Alico Chair in Operations Management
Decision sciences
Recoverable manufacturing, supply chain management, operations strategy, inventory planning and control
Catherine Beise, PhD
Computer information systems
Computer information systems, group support systems, virtual teamwork, IT education
Roy Boggs, PhD
Computer information systems
Information systems analysis and design

John Murray, PhD
Computer science
Computer architecture, analog and digital electronics, computation and neural systems, interdisciplinary studies
Kazu Nakatani, PhD
Computer information systems
Object-oriented systems analysis, database management systems, distance education
Mark Pendergast, PhD
Computer information systems
Data communications, systems design, group support systems, knowledge management
Cheryl A. Wieck, MS
Computer science
Computer architecture, operating systems, storage systems, software engineering
Judy Wynkoop, PhD
Computer information systems
Data communications, software development processes, team performance

Department of Management and Marketing
Gerald Schoenfeld, PhD, Department Chair
Management
Performance evaluation, multimedia training effectiveness
Stuart Van Auken, PhD, Alico Chair in Market Analysis and Development
Marketing
Marketing strategy, marketing research, consumer behavior, marketing education
Charles Fornaciari, PhD
Management
Corporate strategic change, spirituality in organizations, technology in educational organizations
Barry Langford, DBA
Marketing
E-marketing, marketing research, customer contacts and promotion
Charles Mathews, PhD
Management
Business and society, leadership and virtues, character development, organizational theory
Monika Renard, PhD
Management
Human resource management, compensation, HRIS, conflict management
Arthur Rubens, DrPH
Management
Management, health administration, research evaluation
Gerald Segal, PhD
Management
Entrepreneurship, small business management, spirituality in work
Ludmilla Wells, PhD
Marketing
Integrated marketing communications, consumer behavior, international advertising
Programs of Study (Undergraduate Level)

- Bachelor of Science (BS) in Accounting
- Bachelor of Science (BS) in Computer Information Systems
- Bachelor of Science (BS) in Finance
- Bachelor of Science (BS) in Management
- Bachelor of Science (BS) in Marketing
- Minor in Advertising*
- Minor in Computer Information Systems*
- Minor in Management*
- Minor in Marketing*
- Minor in Software Engineering*
- Accounting Fifth-Year (post-baccalaureate)

*Minors are available to non-business majors only.

Accreditation

The College of Business is in candidacy status with AACSB – The International Association for Management Education.

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 college application for admission and declare a major and, if applicable, a concentration.

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
- Internship opportunities
- Orientation for students applying for admission to the College of Business
- Registration and add/drop information
- Evaluation of academic transcripts and articulation of transfer credits
- Maintenance of academic advising records
- Certification of graduation

For additional information or to schedule an appointment with an academic advisor, please contact the College of Business, Office of Student Affairs at (941) 590-7302.

Transfer Credits

Transfer credits ordinarily will be accepted from regionally accredited institutions and evaluated for appropriate credit toward requirements in the student’s program. All transfer courses must be completed with a grade of C or higher to meet the College of Business requirements. Transfer students are required to satisfactorily complete a minimum of 30 credit hours of business courses at FGCU, including 12 credit hours in the major. Please note the College of Business academic residency requirement for graduation exceeds the minimum requirement established for the university.

General Requirements for the Bachelor of Science Degree - College of Business

- Students must satisfactorily complete a minimum of 120 credit hours, including at least 48 credit hours earned at the upper division (courses numbered 3000 and higher) and 36 credit hours of approved general education coursework in the subject areas of communication, mathematics, social science, humanities, and natural science (refer to General Education Program).

- Students must satisfy the following requirements: CLAST, foreign language, and Gordon Rule writing and computation.

- The State of Florida has identified common prerequisites for all university programs. All students entering a particular field of study must complete these courses, and universities must accept and apply the specified courses toward the degree. The common prerequisites should be taken in the first two years of study. Some courses may meet general education requirements as well as fulfill common prerequisite requirements. The 21 credit hours of common prerequisites for College of Business programs must be completed with a grade of C or higher prior to beginning upper division courses in the degree program. Please refer to the program section for the applicable common prerequisites.

- A grade point average of 2.0 must be achieved in all coursework attempted at FGCU.

- Students must earn a grade of C or higher in the College of Business common prerequisites, business common core, and major coursework.

- All students earning a baccalaureate degree from the College of Business must complete 30 credit hours of coursework in the business common core with a grade of C or higher in each course. Please refer to the program section for a list of courses.

- Business students must complete an additional 27 credit hours of coursework specific to the declared major and, if applicable, a concentration with a grade of C or higher in each course. Please refer to the program section for a list of courses.

- Students may be required to complete additional business and/or non-business elective courses to reach a
minimum of 120 credit hours required for the bachelor of science degree. Within the total hours, students must complete at least 63 credit hours in non-business courses and 54 to 57 credit hours in business courses.

- Business students are required to take a standardized business knowledge assessment exam during their senior year. This exam will be administered each semester. For additional information regarding exam dates and registration, students should contact the College of Business, Office of Student Affairs at (941) 590-7302.

- Students must complete additional university requirements for the baccalaureate degree, including service learning hours. For more information about service learning, please contact a college academic advisor or the EaglesConnect office (www.fgcu.edu/connect/).

PROGRAMS AND CURRICULA

BS Accounting

The Bachelor of Science in Accounting is a program of study that 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.

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 will 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.

Coursework: BS Accounting

General education (36 hours):
Students are expected to complete 36 credit hours of approved general education coursework during the first two years of study (refer to General Education Program). Some courses may meet general education requirements as well as fulfill common prerequisite requirements.

Common prerequisites (21 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGS 1100</td>
<td>Introduction to Computers (3)*</td>
</tr>
<tr>
<td>ACG 2021</td>
<td>Core Concepts of Accounting I (3)*</td>
</tr>
<tr>
<td>ACG 2071</td>
<td>Core Concepts of Accounting II (3)*</td>
</tr>
<tr>
<td>ECO 2013</td>
<td>Principles of Micro Economics (3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 2233</td>
<td>Elementary Calculus (3)</td>
</tr>
<tr>
<td>STA 2023</td>
<td>Statistical Methods (3)</td>
</tr>
</tbody>
</table>

*Students must earn a grade of B or higher in CGS 1100, ACG 2021, and ACG 2071 in order to enroll in certain upper division accounting courses.

Business common core (30 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 3010</td>
<td>Information Systems (3)</td>
</tr>
<tr>
<td>BUL 3320</td>
<td>Law &amp; Business I (3)</td>
</tr>
<tr>
<td>FIN 3403</td>
<td>Business Finance (3)</td>
</tr>
<tr>
<td>MAN 3025</td>
<td>Contemporary Management Concepts (3)</td>
</tr>
<tr>
<td>MAN 3504</td>
<td>Operations Management (3)</td>
</tr>
<tr>
<td>MAR 3023</td>
<td>Introduction to Marketing (3)</td>
</tr>
<tr>
<td>GEB 4890</td>
<td>Business Strategy (capstone) (3)</td>
</tr>
<tr>
<td>SPC 2023</td>
<td>Public Speaking (3)</td>
</tr>
<tr>
<td>ENC 3213</td>
<td>Professional Writing (3)</td>
</tr>
<tr>
<td>IDS 3920</td>
<td>University Colloquium (3)</td>
</tr>
</tbody>
</table>

Accounting major (27 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 2091</td>
<td>Accounting Tools (2)*</td>
</tr>
<tr>
<td>ACG 3103</td>
<td>Financial Reporting &amp; Analysis I (4)</td>
</tr>
<tr>
<td>ACG 3113</td>
<td>Financial Reporting &amp; Analysis II (3)</td>
</tr>
<tr>
<td>ACG 3341</td>
<td>Cost Accounting (3)</td>
</tr>
<tr>
<td>ACG 3401</td>
<td>Accounting Information Systems (3)</td>
</tr>
<tr>
<td>TAX 3012</td>
<td>Business Income &amp; Property Transactions (3)</td>
</tr>
<tr>
<td>QMB 3200</td>
<td>Economics &amp; Business Statistics II (3)</td>
</tr>
</tbody>
</table>

Plus 6 hours of approved upper division electives in accounting.

*Students must earn a grade of B or higher or pass a waiver exam with a minimum score of 74 in order to enroll in ACG 3103.

Additional electives:
Business and/or non-business electives may be required to reach a minimum of 120 credit hours. See college academic advisor for approval of all electives.

Accounting Fifth-Year

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 the CPA education requirements by completing the accounting major at the undergraduate level and either the Accounting Fifth-Year program or the Master of Science (MS) in Accounting and Taxation. Students selecting the MS option will also need to meet graduate school admission requirements (refer to Graduate Programs).
Recommended post-baccalaureate courses (30 hours):
ACG 5655 Independent Audit II (3)
BUL 5831 Business Law II (3)
Plus 12 hours of accounting electives and 12 hours of business electives selected in consultation with a college academic advisor.

For additional information regarding the CPA exam, students should contact the State of Florida Board of Accountancy.

BS Computer Information Systems

The Bachelor of Science in Computer Information Systems (CIS) is a program of study that 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, systems design, data communications and networking, database concepts and administration, operating systems architecture, operations management, legal and ethical environment, and business practices.

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 a full range of business skills. Faculty will provide students with experiences in the use of a variety of software applications and 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.

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.

Coursework: BS Computer Information Systems

General education (36 hours):
Students are expected to complete 36 hours of approved general education coursework during the first two years of study (refer to General Education Program). Some courses may meet general education requirements as well as fulfill common prerequisite requirements.

Common prerequisites (21 hours):
CGS 1100 Introduction to Computers (3)
ACG 2021 Core Concepts of Accounting I (3) or ACG 1001 & ACG 2011
ACG 2071 Core Concepts of Accounting II (3)
ECO 2013 Principles of Macro Economics (3)
ECO 2023 Principles of Micro Economics (3)
MAC 2233 Elementary Calculus (3)
STA 2023 Statistical Methods (3)

Business common core (30 hours):
ISM 3010 Information Systems (3)
BUL 3130 Legal & Ethical Environment of Business (3)
FIN 3403 Business Finance (3)
MAN 3025 Contemporary Management Concepts (3)
MAN 3504 Operations Management (3)
MAR 3023 Introduction to Marketing (3)
GEB 4890 Business Strategy (capstone) (3)
SPC 2023 Public Speaking (3)
ENC 3213 Professional Writing (3)
IDS 3920 University Colloquium (3)

CIS major (27 hours):
ISM 3230 Introduction Business Programming (3)
ISM 3232 Intermediate Business Programming (3)
ISM 3238 Advanced Business Programming (3)
ISM 3113 Systems Analysis (3)
ISM 3212 Database Concepts & Administration (3)
ISM 3220 Data Communication & Networking (3)
ISM 4331 Information Systems Design (3)
ISM 4332 Information Systems Capstone Project(3)
Plus 3 hours of approved upper division electives in CIS.

Additional electives:
Business and/or non-business electives may be required to reach a minimum of 120 credit hours. See college academic advisor for approval of all electives.

Engineering Partnership

Students may earn a Bachelor of Science (BS) in Civil Engineering through a unique partnership agreement between FGCU and the University of Central Florida (UCF). Under the agreement, FGCU provides general education and engineering prerequisite courses on campus or through distance learning technologies. Upper level engineering core courses are provided by UCF via distance learning and other technologies. Additional courses for the Civil Engineering
major must be completed in residence at the UCF campus in Orlando. For additional information, please contact the College of Business, Department of Computer Information Systems and Decision Sciences at (941) 590-7309 or visit the FGCU engineering web site at (http://www.fgcu.edu/cob/eng/).

BS Finance

The Bachelor of Science in Finance is a program of study that develops the analytical and behavioral skills necessary for success in dynamic domestic and global financial environments. Students are introduced to the theory, concepts, applications, institutional environment, and analytical tools essential for proper decision making. 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 organizations such as financial management, banking, investments, and real estate.

Coursework: BS Finance

General education (36 hours):

Students are expected to complete 36 hours of approved general education coursework during the first two years of study (refer to General Education Program). Some courses may meet general education requirements as well as fulfill common prerequisite requirements.

Common prerequisites (21 hours):

- CGS 1100 Introduction to Computers (3)
- ACG 2021 Core Concepts of Accounting I (3) or ACG 1001 & ACG 2011
- ACG 2071 Core Concepts of Accounting II (3)
- ECO 2013 Principles of Macro Economics (3)
- ECO 2023 Principles of Micro Economics (3)
- MAC 2233 Elementary Calculus (3)
- STA 2023 Statistical Methods (3)

Business core (30 hours):

- ISM 3010 Information Systems (3)
- BUL 3130 Legal & Ethical Environment of Business (3)
- FIN 3403 Business Finance (3)
- MAN 3025 Contemporary Management Concepts (3)
- MAN 3504 Operations Management (3)
- MAR 3023 Introduction to Marketing (3)
- GEB 4890 Business Strategy (capstone) (3)
- SPC 2023 Public Speaking (3)
- ENC 3213 Professional Writing (3)
- IDS 3920 University Colloquium (3)

Finance major (27 hours):

- FIN 3244 Money & Capital Markets (3)
- FIN 3414 Financial Management (3)
- FIN 3504 Principles of Investments (3)
- FIN 4424 Case Studies-Corporate Finance (3)
- FIN 4442 Financial Policy/Sr Seminar (3)
- FIN 4514 Security Analysis (3)
- QMB 3200 Economic & Business Statistics II (3)

Plus 6 hours of approved upper division business electives.

Additional electives:

Business and/or non-business electives may be required to reach a minimum of 120 credit hours. See college academic advisor for approval of all electives.

BS Management

The Bachelor of Science in Management is a program of study that prepares students for success in today’s business organizations. 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 the public sector. The program goal is to prepare students not only for entry-level positions, but also for careers in management. Entry-level jobs include management trainee, assistant manager, customer service representative, human resource generalist, executive sales representative, account executive, or labor relations. Graduates may also choose to work for a small or family-owned business or to become an entrepreneur.

The management major is designed to allow students to remain broad-based in their selection of courses. Students have the opportunity to custom select elective courses that are most meaningful to their desired career goals. Alternatively, students may opt to enter one of two specialized concentrations within the management major.

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 concentration focuses on 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 concentration also 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.

**Coursework: BS Management**

**General education (36 hours):**
Students are expected to complete 36 hours of approved general education coursework during the first two years of study (refer to General Education Program). Some courses may meet general education requirements as well as common prerequisite requirements.

**Common prerequisites (21 hours):**
- CGS 1100 Introduction to Computers (3)
- ACG 2021 Core Concepts of Accounting I (3)
  or ACG 1001 & ACG 2011
- ACG 2071 Core Concepts of Accounting II (3)
- ECO 2013 Principles of Macro Economics (3)
- ECO 2023 Principles of Micro Economics (3)
- MAC 2233 Elementary Calculus (3)
- STA 2023 Statistical Methods (3)

**Business common core (30 hours):**
- ISM 3010 Information Systems (3)
- BUL 3150 Legal & Ethical Environment of Business (3)
- FIN 3403 Business Finance (3)
- MAN 3025 Contemporary Management Concepts (3)
- MAN 3504 Operations Management (3)
- MAR 3023 Introduction to Marketing (3)
- GEB 4890 Business Strategy (capstone) (3)
- SPC 2023 Public Speaking (3)
- ENC 3213 Professional Writing (3)
- IDS 3920 University Colloquium (3)

**Management major (27 hours):**
- MAN 3301 Human Resource Management (3)
- MAN 3441 Conflict Management (3)
- MAN 3803 Management of Small Business (3)
- MAN 4120 Leadership & Group Dynamics (3)

Plus (a) 15 hours of approved upper division business electives, with at least 9 hours in management courses; or (b) 15 hours in one of the following concentrations.

**Entrepreneurship concentration**
- MAN 4802 Entrepreneurship & Business Plan Development (3)
- FIN 3470 Financial Management for Entrepreneurs (3)

Plus 9 hours from the following:
- MAN 4804 Entrepreneurial Field Studies (3)
- MAR 3025 Entrepreneurial Marketing (3)
- Electives Maximum of 6 hours of approved upper division business courses

**Human Resource Management concentration**
Select 15 hours from the following:
- MAN 3320 Employee Staffing (3)
- MAN 3322 Human Resource Info Systems (3)
- MAN 3350 Training & Development (3)
- MAN 3401 Labor Management Relations (3)
- MAN 4330 Management of Compensation (3)
- MAN 4402 Employment Laws & Regulations (3)

**Additional electives:**
Business and/or non-business electives may be required to reach a minimum of 120 credit hours. See college academic advisor for approval of all electives.

**BS Marketing**

The Bachelor of Science in Marketing is a program of study that prepares students for careers in marketing by developing their understanding of the social and economic forces at work in national and global markets. 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 program emphasizes the use of analytical and behavioral skills and approaches to identify target markets, positioning, consumer behavior, product development, and marketing management. Marketing is also excellent preparation for graduate school.

The marketing major is designed to allow students to remain broad based in their selection of courses. A degree in marketing prepares students for challenging marketing positions in profit and not-for-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. Alternatively, students may choose to pursue one of three specialized concentrations in completing their degree in marketing.

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, business enterprises, trade and professional associations, governmental agencies, and not-for-profit institutions.

The field of electronic commerce (e-commerce) is in its infancy and is one of the most rapidly growing areas of business activity. The e-commerce concentration includes three courses sometimes referred to as Interactive Marketing to equip students with all aspects of electronic marketing: Direct Marketing, Marketing on the Internet, and GIS/Database Marketing. Students who pursue this concentration will be prepared to enter a wide assortment of marketing related jobs within the e-commerce arena.
The hospitality and service concentration prepares students for challenging opportunities in diverse fields including travel, lodging, food service, public relations, and personal services. The service sector is the largest and fastest growing sector of the United States economy.

Coursework: BS Marketing

General education (36 hours):
Students are expected to complete 36 hours of approved general education coursework during the first two years of study (refer to General Education Program). Some courses may meet general education requirements as well as fulfill common prerequisite requirements.

Common prerequisites (21 hours):
- CGS 1100 Introduction to Computers (3)
- ACG 2021 Core Concepts of Accounting I (3)
- or ACG 1001 & ACG 2011
- ACG 2071 Core Concepts of Accounting II (3)
- ECO 2013 Principles of Macro Economics (3)
- ECO 2023 Principles of Micro Economics (3)
- MAC 2233 Elementary Calculus (3)
- STA 2023 Statistical Methods (3)

Business common core (30 hours):
- ISM 3010 Information Systems (3)
- BUL 3130 Legal & Ethical Environment of Business (3)
- FIN 3403 Business Finance (3)
- MAN 3025 Contemporary Management Concepts (3)
- MAN 3504 Operations Management (3)
- MAR 3023 Introduction to Marketing (3)
- GEB 4890 Business Strategy (capstone) (3)
- SPC 2023 Public Speaking (3)
- ENC 3213 Professional Writing (3)
- IDS 3920 University Colloquium (3)

Marketing major (27 hours):
- MAR 3503 Understanding Consumers (3)
- MAR 3613 Marketing Research (3)
- MAR 4804 Marketing Analysis & Strategy (3)
- QMB 3200 Economic & Business Stats II (3)

Plus (a) 15 hours of approved upper division business electives, with at least 12 hours in marketing courses; or (b) 15 hours in one of the following concentrations.

Advertising concentration
- ADV 3000 Principles of Advertising (3)
- ADV 3001 Creative Strategy (3)
- MAR 4333 Integrated Mkt Communications (3)

Plus 6 hours of approved upper division business electives, with at least 3 hours in marketing courses.

E-Commerce concentration
- MAR 3235 Direct Marketing (3)
- MAR 4645 GIS/Database Marketing (3)
- MAR 4721 Marketing on the Internet (3)

Plus 6 hours of approved upper division electives in marketing or business.

Hospitality and Service concentration
- MAR 4713 Hospitality/Tourism Marketing (3)
- MAR 4841 Services Marketing (3)

Plus 9 hours of approved upper division business electives, with at least 6 hours in marketing courses.

Additional electives:
Business and/or non-business electives may be required to reach a minimum of 120 credit hours. See college academic advisor for approval of all electives.

Minor in Advertising

The Minor in Advertising for non-business majors combines creative and critical thinking, communication theory and business application strategies, promotional writing, and design skill development within the marketing industry. The minor consists of six courses (18 credit hours) that should be completed in a specified order over at least three semesters. 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. Students must demonstrate computer proficiency prior to enrolling. For additional information, please contact a College of Business academic advisor.

Coursework: Minor in Advertising
- MAR 3023 Introduction to Marketing (3)
- ADV 3000 Principles of Advertising (3)
- ADV 3001 Creative Strategy (3)
- MAR 3503 Understanding Consumers (3)
- MAR 4333 Integrated Mkt Communications (3)
- PUR 4000 Public Relations (3)

Minor in Computer Information Systems

The Minor in Computer Information Systems (CIS) 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 sequence (15 credit hours) and one elective (3 credit hours). 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.
Coursework: Minor in CIS
CGS 1100  Introduction to Computers (3)
ISM 3010  Information Systems (3)
ISM 3230  Introduction Business Programming (3)
ISM 3212  Database Concepts & Administration (3)
ISM 3232  Intermediate Business Programming (3)
Plus one of the following:
ISM 3113  Systems Analysis (3)
ISM 3238  Advanced Business Programming (3)
ISM 3220  Data Communications & Networking (3)

Minor in Management
The Minor in Management is for non-business majors who desire a greater understanding of how to lead people and organizations in today’s dynamic business environment. The minor consists of six courses (18 credit hours) which will empower students with the basic competencies and knowledge needed by successful employees and managers. 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.

Coursework: Minor in Management
CGS 1100  Introduction to Computers (3)
MAN 3025  Contemporary Management Concepts (3)
MAN 3301  Human Resource Management (3)
MAN 3441  Conflict Management (3)
MAN 4120  Leadership & Group Dynamics (3)
Plus 3 hours of upper division business electives selected in consultation with a college academic advisor.

Minor in Marketing
The Minor in Marketing is 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.

Coursework: Minor in Marketing
CGS 1100  Introduction to Computers (3)
MAR 3023  Introduction to Marketing (3)
ADV 3000  Principles of Advertising (3)
MAR 3503  Understanding Consumers (3)
MAR 3400  Professional Selling (3)
Plus 3 hours of upper division business electives selected in consultation with a college academic advisor.

Minor in Software Engineering
The Minor in Software Engineering provides non-business majors, especially in Mathematics and Engineering, the opportunity to acquire computer software design and development skills for building large application and system programs. The minor consists of six courses (18 credit hours), where at least 12 of the 18 credit hours must be taken at FGCU. A grade of C or higher is required in all courses, and the courses must be taken in a specified order over at least four semesters. For additional information, please contact a College of Business academic advisor.

Coursework: Minor in Software Engineering
COP 2000  Programming Methodology I (3)
COP 2001  Programming Methodology II (3)
COP 3007  Programming Methodology III (3)
COP 2532  Data Structures (3)
COT 3400  Algorithms (3)
CEN 3031  Software Engineering (3)
College of Education

Undergraduate Programs

941-590-7800

http://coe.fgcu.edu

Vision

The College of Education exists to ensure that all students are successful. It supports their growth into educated practitioners with global perspectives who are capable of succeeding in their professional lives in the 21st century. Students are at the heart of our work and give work its purpose. We are dedicated to providing high quality educator preparation programs for meaningful careers in schools and agencies. Based upon a comprehensive liberal arts foundation, undergraduate and graduate programs provide a community-based approach to the integration of theory and practice. Through their extensive partnerships with schools, districts, and agencies, faculty engage students in the everyday work world of practitioners. The College of Education is also a community of learners where students, faculty, and staff are engaged as partners in a quality education journey.

Mission

The College of Education's mission 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. To ensure that this ecology of excellence is achieved, the College of Education is committed to:

- Developing professionals who have a knowledge base that promotes best practices of interdependent teaching and learning, encompassing depth and breadth in theoretical and practical knowledge.
- Creating an ethic of care that engages students in promoting democratic values, decisions leading to equity, and learning environments that affirm individual differences.
- Engaging in collaborative partnerships where students apply knowledge and skills in their own areas of specialization and interact with other professionals, leading to critical thinking and decision-making in which individuals are empowered to make instructional and evaluative decisions that promote lifelong learning for students.
- Establishing a climate that supports the integral use of tools of technology in all learning and teaching experiences.
- Advocating the principle of social justice based on individual physical, psychological, and social development needs within the context of a pluralistic society.
- High standards of performance in the attainment of skills that validates the education profession and strengthens our communities.

Administrative Staff and Faculty

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 and staff in the College of Education.

Lawrence W. Byrnes, PhD, Dean
Systemic reform in public and teacher education; international education of teachers and school administrators; comparative educational history; citizenship education

Madelyn Isaacs, PhD, Associate Dean
Counseling
Confidentiality issues; inclusion; career development; collaborative consultation; comprehensive student development

Cynthia Lott, EdD, Internship Director
Preservice teacher education; staff development and school improvement; special education

Edward Beckett, MA, Advisor/Counselor
Sherree Houston, MA, Advisor/Counselor

Deborah Dahlmanns, BA, Executive Director, Public Schools Enrichment Partnership

Kay Halverson, EdD, Director, Family Resource Center
Early childhood education

Diane Schmidt, MA, Project Director, Suncoast Area Center for Educational Enhancement
Math and science education

Division of Education Studies
J. Michael Tyler, PhD, Division Head
Counseling
Group work, technology in counseling, LGBT issues

Margaret Bogan, PhD
Science and secondary education
Environmental Education, curriculum leadership, secondary education

Cecil Carter, EdD
Educational leadership
Curriculum, school law, education policy

Victoria Jean Dimidjian, PhD
Early childhood and counselor education
Lifespan development, intervention in school and community, gender, East-West mind/body health

C. William Engel, EdD
Mathematics education and educational technology
Technology applications in teaching and learning
Joyce Honeychurch, PhD
Social sciences and secondary education
Literacy education, history of education
Gilbert R. Hutchcraft, EdD
Educational Research
Assessment and statistics
Roy Mumme, MEd
Social and philosophical foundations of education
Tropological/rhetorical nature of discourse, sociocultural issues in interscholastic and collegiate athletics
Dennis Pataniczak, PhD
Secondary education
Teacher education, school university partnerships, urban education, foundations of education, middle schools
Russell Sabella, PhD
Counseling
Technology in counseling, sexual harassment risk, comprehensive counseling in schools, solution focused brief counseling; peer helping
Tom Valesky, EdD
Educational leadership
School finance, school-based decision making, inclusion
Patricia Wachholz, EdD
Language arts and secondary education
Middle school literacy

Division of Teacher Education
Marcie Greene, EdD, Division Head
Special education
Inclusion, families and disabilities, collaborative consultation
Lois Christensen, EdD
Curriculum and instruction
Expeditionary learning
Debra Giambo, PhD
ESOL
Literacy, special education
Maria Gonzales, MEd
Curriculum and instruction
Creative and expressive arts in education
Linda Houck, PhD
Reading
Early literacy, learning disabilities, professional development schools
Eunsook Hyun, PhD
Early childhood education
Developmentally and culturally appropriate practice (DCAP), critical pedagogy, curriculum theorizing, gender studies
Tara Jeffs, PhD
Special education
Assistive technology
Brenda Lazarus, PhD
Special education
Teacher education, inclusionary practices
Sally Mayberry, EdD
Math, science and elementary education
Charleen Olliff, PhD
Reading and elementary education
Emergent and content area literacy, effective teaching practices
Carolyn Spillman, PhD
Language arts and elementary education
Child development, language acquisition, children’s literature, birth through adolescence
Elia Vazquez-Montilla, PhD
ESOL and elementary education
Early childhood special education

Programs of Study (Undergraduate Level)
- Bachelor of Arts (BA) in Early Childhood Education
- Bachelor of Arts (BA) in Elementary Education
- Bachelor of Arts (BA) in Special Education

Accreditation/Certification
All programs leading to teacher certification are approved by the Florida Department of Education. The College of Education has begun the process of gaining accreditation with the National Council for Accreditation of Teacher Education.

Admission to the College of Education
Admission to the College of Education and to its upper division teacher education programs is separate from admission to the university and is contingent upon meeting all general university admission requirements and the following college requirements:
- Admission to the university.
- Satisfactory completion of all general education requirements.
- Satisfactory completion of Gordon Rule computation and writing requirements.
- Attainment of an overall GPA of 2.5 on all attempted hours.
- Passing all subsections of the CLAST. No exemptions can be considered.
- Satisfactory completion of all applicable common prerequisites and completion of the following common prerequisites with a minimum grade of C: EDF 2005 Introduction to Education, EME 2040 Educational Technology (or equivalent), and EDG 2701 Teaching Diverse Populations.

The College of Education limits the transfer of coursework into its undergraduate programs. To be considered, courses must have been completed with a minimum grade of C and no more than five years prior to the date of entry into the College of Education undergraduate program.
Students who have not achieved admissions standards may, under special circumstances, be considered for admission into the college. See the college advisor for more information.

Advising

The College of Education offers advising to students who are preparing to enter College of Education programs, who have been admitted to its programs, or who are seeking advice concerning certification and recertification requirements that can be satisfied by enrolling in College of Education courses. Please contact advising staff at (941) 590-7790 for information concerning pre-admission, admission, and certification. Current students who have questions regarding degree programs, graduation, and certification should contact advising staff at (941) 590-7759.

Once enrolled, students seek faculty advice and mentoring throughout their undergraduate study. These relationships often develop from the classes and the close cohort experiences fostered by the programs.

Requirements for the Bachelor of Arts Degree — College of Education

- Students must satisfactorily complete coursework specific to the program. The BA Early Childhood requires a minimum of 129 hours; the BA Elementary Education requires a minimum of 126 hours; and the BA Special Education requires a minimum of 126 hours. A grade of C or higher must be earned in all College of Education courses with an overall GPA of 2.5 or in all College of Education coursework and in all coursework attempted. As part of the baccalaureate program, students must earn a minimum of 48 upper division credit hours (courses numbered 3000 and higher) and 36 credit hours of approved general education coursework in the subject areas of communication, mathematics, social science, humanities, and natural science (refer to General Education Program).

- Students must satisfactorily complete the writing and computation requirements of the Gordon Rule, and the foreign language requirement.

- The State of Florida has identified common prerequisites for all university programs. All students entering a particular field of study must complete these courses, and universities must accept and apply the specified courses toward the degree. The common prerequisites should be taken in the first two years of study. Some courses may meet general education requirements as well as fulfill common prerequisite requirements. Please refer to program information for the applicable common prerequisites.

- Complete IDS 3920 University Colloquium.

- Students must complete additional university requirements for the baccalaureate degree, including service learning hours. For more information about service learning, please contact a college academic advisor or the EaglesConnect office (www.fgcu.edu/connect/).

- Students must take and pass the Florida Teacher Certification Examination (FTCE) prior to graduation. All students must pass both the Professional Education examination (taken by all applicants for a teaching certificate) and a subject area examination (taken by all applicants in their subject area specialty). This is normally completed early in the final internship semester.

Technology Statement

The College of Education does not treat the variety of technologies used in the education process as a separate subject or content. Instead, technology is merely one additional means of facilitating the educational process within the college and within the educational communities our programs serve. Because of this philosophy, we expect all learners to become proficient with education related technologies.

Technological proficiency is expected as a prerequisite skill, similar to the expectation that all learners can write, use appropriate grammar, access library resources, etc. The university provides a variety of opportunities for increasing technological proficiency, including courses, self-study guides, short courses, workshops, and tutoring.

Students who do not own or have access to a minimal computer system (as described below) will be expected to utilize on-campus computing resources to complete many course requirements.

Minimum recommended hardware:

- Pentium-class multimedia computer running at 200 Mhz or higher with Windows 95 or higher; OR Macintosh Power-PC computer running at 200 Mhz or higher Mac OS 8.0 or higher.
- 32 Mb memory.
- Monitor and video system capable of showing 65 thousand colors (16-bit color).
- Sound card and speakers.
- Internet connection of at least 33.6 bps.

Minimum recommended software:

- Microsoft Office 97 or 98 Standard or higher.
- Inspiration 6.0.
- Internet Browser version 4.0 or higher (Netscape or Internet Explorer). (Required plug-ins will be made available as needed.)
Technology is an essential and integral aspect of each course, and some courses may have software requirements beyond those listed above. Additional details regarding this statement are available at http://coe.fgcu.edu/technology.

Field Experience and Internships

Integrated field and final internship experiences are available to degree-seeking students in the College of Education’s undergraduate programs. These experiences include observing and teaching in early childhood, elementary, and special education classrooms. Field experiences and final internship sites are selected from the five counties served by FGCU (Charlotte, Collier, Glades, Hendry, and Lee.) School placements are determined by the College of Education’s requirements.

Field sites are chosen, in part, by the availability of clinical education trained teachers and by the site’s capability to accept cohort groups consisting of interns from different programs. Educational placements are also determined by sites offering opportunities to observe, interact, and teach with developmentally appropriate practices for all children, including those who are linguistically (ESOL and LEP), socially, ethnically, culturally, physically, emotionally, and intellectually diverse.

Field experiences and the internship will enhance the teaching experience by creating situations in which the intern will integrate theoretical knowledge from previous education courses with the classroom experience to demonstrate behaviors in an opportunity to apply and refine what has been learned in university classes. More specifically, it is an opportunity to integrate knowledge of child development, teacher behavior, and state mandates, including Educator Accomplished Practices, Sunshine State Standards, Goal Three Standards, national standards and Florida Performance Measurement System, in teaching skills, in making classroom decisions, and in thinking reflectively about decisions.

Students must apply for the integrated field experiences and final internship. For the fall semester, applications for the final internship are available the first week in January and due the last weekday in January. Applications for integrated field experiences are available the first week in March and due the last weekday in March. For the spring semester, applications for the final internship are available the first week in April and due the last weekday in June. Applications for integrated field experiences are available the first week of classes during the fall semester and due the last weekday in September. All final internship applications may be obtained from the College of Education Internship Office or from the College of Education Web site http://coe.fgcu.edu/internship/. It is the student’s responsibility to keep current about relevant requirements and deadlines. Special requirements for enrollment in the integrated field experiences include admission to the College of Education, completion of CLAST, and general education, Gordon Rule, foreign language, College of Education and internship course prerequisite requirements. A combined minimum grade point average of at least 2.5 in all upper level courses is required, as well as an overall minimum GPA of 2.5. Undergraduates must have a C or higher in all courses required by the College of Education. Students are limited to one approved additional course with the final internship.

Certification/Licensure

College of Education undergraduate programs are designed to prepare students to secure certification as teachers. The process of seeking and obtaining certification is separate from enrolling in College of Education courses or obtaining a degree. Most certification and licensure requirements include 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 personnel or materials to complete certification and licensure procedures.

Eligibility for Internships and Certification

Students who have arrest or conviction records may be ineligible for internships or certification in the State of Florida. Please check with an academic advisor regarding this issue as soon as possible.

PROGRAMS AND CURRICULA

Integrated Programs

Early Childhood Education, Elementary Education, Special Education (with ESOL Endorsement)

Undergraduate programs in teacher education include elementary education, special education, and early childhood education. Often referred to as "the integrated program," this program is composed of many courses and experiences that are common to all students as well as specialized experiences within each major. The majors also share a common structure in which students progress in cohort groups consisting of students from all three majors.

The integrated program includes extensive field experiences and learning expeditions incorporated into coursework. The learning expeditions emphasize the development of essential questions regarding the themes of each block or set of courses, and strategies to address those questions. In addition, the integrated program and each major include courses and competencies designed to enable teachers to meet the needs of special students. Many courses require three or
more hours of field work each week, as noted in course syllabi.

The undergraduate education programs include more than the traditional 120 credit hours because initial certification and an ESOL (English for Speakers of Other Languages) endorsement are incorporated into each degree program. The Accomplished Practices specified as critical state competencies are taught and assessed throughout the curriculum.

**BA Early Childhood Education**

The Bachelor of Arts in Early Childhood Education is one of the integrated programs. This program of study is designed to prepare students for certification from the Florida Department of Education for Preschool (birth to age 4) and Prekindergarten/Primary (age 3 to grade 3), as well as Prekindergarten/Handicapped. Coursework and extensive field experiences enable students to dynamically integrate theory and teaching practices. 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. The program consists of 129 credit hours and includes ESOL endorsement.

**General Education**

Students are expected to complete 36 hours of approved general education coursework during the first two years of attendance (see the General Education section). Some coursework can be used to satisfy both general education and common prerequisite requirements.

**Common Prerequisites**

Common prerequisite coursework is dependent upon year of matriculation into a Florida public community college or university and, in the case of transfer students, the term of admittance into an upper division major. Students are urged to consult with an academic advisor to determine common prerequisite requirements. (Also see Common Prerequisites in the Registration and Records section of this catalog.)

*Requirements for 2001-02:*

- EDF 2005* Introduction to Education (3)
- EME 2040* Educational Technology (or equivalent) (3)
- EDG 2701* Teaching Diverse Populations (3)

*Must be completed with a minimum grade of C.

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

In addition to these three education courses, 45 semester credit hours must be chosen from the following liberal arts and sciences areas: (a) communication; (b) mathematics; (c) natural and/or physical sciences; (d) fine arts and/or humanities; and (e) social sciences. These hours must include:

- Nine (9) hours in writing, literature, and speech.
- Nine (9) hours in science to include earth, life & physical science, with a minimum of one associated lab.
- Nine (9) hours in mathematics to include college algebra or above, and geometry. (Only courses with MGF, MFT, MAC, and STA prefixes qualify. MGT 1106 meets the geometry requirement.)
- Twelve (12) hours in social sciences to include American history and general psychology.
- Six (6) hours in humanities to include philosophy and fine arts.

**Upper division coursework (69 hours)**

**Block 1**

- IDS 3920 Colloquium (3)
- EDF 3201 Diversity of Human Experience (6)
- EDG 3201 Professional Studies (6)

**Block 2**

- EDE 3266* Emerging Literacy, Communication & Culture (6)
- EEC 3268 Play, Development & Assessment (3)
- EEC 4303 Creative & Affective Experiences for Young Children (3)
- EEX 4201 Young Children with Special Needs (3)

**Block 3**

- SSE 4343 Social Sciences and Humanities (3)
- LAE 4416 Children's Literature (3)
- EEC 4201C Relations Across Family-School-Community (3)
- EEC 4510 Infants and Toddlers (3)

**Block 4**

- TSL 4344 Methods, Curriculum & Instructional Effectiveness (3)
- EEX 4231 Assessing Progress of Young Children with Disabilities (3)
- EEC 4942 Integrated Field Experience-Early Childhood (3)
- EEC 4211 Integrated Science and Math for Young Children (3)
- EEC 4300 Cognitive Experiences for Young Children (3)

**Block 5**

- EEC 4936 Senior Seminar: Early Childhood (3)
- EEC 4940 Internship: Early Childhood (9)

*In place of EDE 3266 students may complete RED 4310 Early Learning Literacy (3) and TSL 4xxx Second Language Acquisition, Communication & Culture (3).
BA Elementary Education

The Bachelor of Arts in Elementary Education is one of the integrated programs. This program of study 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 coursework 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. The program consists of 126 credit hours and includes ESOL endorsement. With additional specific coursework, students can earn an endorsement in special education.

Coursework: BA Elementary Education

General Education
Students are expected to complete 36 hours of approved general education coursework during the first two years of attendance (see the General Education section). Some coursework can be used to satisfy both general education and common prerequisite requirements.

Common Prerequisites
Common prerequisite coursework is dependent upon year of matriculation into a Florida public community college or university and, in the case of transfer students, the term of admittance into an upper division major. Students are urged to consult with an academic advisor to determine common prerequisite requirements. (Also see Common Prerequisites in the Registration and Records section of this catalog.)

Requirements for 2001-02:
EDF 2005* Introduction to Education (3)
EME 2040* Educational Technology (or equivalent) (3)
EDG 2701* Teaching Diverse Populations (3)

*Must be completed with a minimum grade of C.

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

In addition to these three education courses, 45 semester credit hours must be chosen from the following liberal arts and sciences areas: (a) communication; (b) mathematics; (c) natural and/or physical sciences; (d) fine arts and/or humanities; and (e) social sciences. These hours must include:
- Nine (9) hours in writing, literature, and speech.
- Nine (9) hours in science to include earth, life & physical science, with a minimum of one associated lab.
- Nine (9) hours in mathematics to include college algebra or above, and geometry. (Only courses with MGF, MFT, MAC, and STA prefixes qualify. MGT 1106 meets the geometry requirement.)
- Twelve (12) hours in social sciences to include American history and general psychology.
- Six (6) hours in humanities to include philosophy and fine arts.

Upper division coursework (66 hours)

Block 1
IDS 3920 Colloquium (3)
EDF 3201 Diversity of Human Experience (6)
EDG 3201 Professional Studies (6)

Block 2
EDE 3266* Emerging Literacy, Communication & Culture (6)*
RED 4350 Literacy Content & Processes (3)
MAE 4310 Math Content & Processes (3)
EDG 4371 Creative & Affective Development (3)

Block 3
SSE 4343 Social Sciences & Humanities (3)
SCE 4310 Science Methods (3)
LAE 4416 Children’s Literature (3)

Block 4
TSL 4344 Methods, Curriculum & Instructional Effectiveness (3)
EDF 4430 Assessment & Action Research (3)
EDE 4942 Integrated Field Experience: Elementary Ed (3)
EDE 4304 Integrated Mathematics & Science (3)
EDE 4930 Special Topics in Elementary Education (3)

Block 5
EDE 4936 Senior Seminar: Elementary Ed (3)
EDE 4940 Internship: Elementary Ed (9)

*In place of EDE 3266 students may complete RED 4310 Early Learning Literacy (3) and TSL 4xxx Second Language Acquisition, Communication & Culture (3).

BA Special Education

The Bachelor of Arts in Special Education is one of the integrated programs. This program of study prepares students to work with children who have emotional and behavioral disorders, mental retardation, and specific learning disabilities. Students majoring in special education attain certification in one of the following areas: emotional and behavioral disorders (EH certification), developmental disabilities/mental retardation (MR certification), or specific learning disabilities (LD certification). Field experiences are central to the special education program and commence in the first semester with increasing involvement throughout the program. The program consists of 126 credit hours and includes ESOL endorsement. Students may, with additional coursework, earn an endorsement in elementary education.
General Education

Students are expected to complete 36 hours of approved general education coursework during the first two years of attendance (see the General Education section). Some coursework can be used to satisfy both general education and common prerequisite requirements.

Common Prerequisites

Common prerequisite coursework is dependent upon year of matriculation into a Florida public community college or university and, in the case of transfer students, the term of admittance into an upper division major. Students are urged to consult with an academic advisor to determine common prerequisite requirements. (Also see Common Prerequisites in the Registration and Records section of this catalog.)

Requirements for 2001-02:

EDF 2005* Introduction to Education (3)
EME 2040* Educational Technology (or equivalent) (3)
EDG 2701* Teaching Diverse Populations (3)

*Must be completed with a minimum grade of C.

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

In addition to these three education courses, 45 semester credit hours must be chosen from the following liberal arts and sciences areas: (a) communication; (b) mathematics; (c) natural and/or physical sciences; (d) fine arts and/or humanities; and (e) social sciences. These hours must include:

- Nine (9) hours in writing, literature, and speech.
- Nine (9) hours in science to include earth, life & physical science, with a minimum of one associated lab.
- Nine (9) hours in mathematics to include college algebra or above, and geometry. (Only courses with MGF, MFT, MAC, and STA prefixes qualify. MGT 1106 meets the geometry requirement.)
- Twelve (12) hours in social sciences to include American history and general psychology.
- Six (6) hours in humanities to include philosophy and fine arts.

Upper division coursework (66 hours)

Block 1
IDS 3920 Colloquium (3)
EDF 3201 Diversity of Human Experience (6)
EDG 3201 Professional Studies (6)

Block 2
EDG 3266* Emerging Literacy, Communication & Culture (6)
RED 4350 Literacy Content & Processes (3)
MAE 4310 Math Content & Processes (3)
One of the following (these courses are offered once per year in the Spring):
EED 4011 Theories & Practices in Behavior Disorders (3)

Block 3
SSE 4343 Social Studies & Humanities (3)
SCE 4310 Science Methods (3)
EEX 4846 Teaching Students with Mild/Moderate Disabilities (3) (only offered once per year)

Block 4
TSL 4344 Methods, Curriculum & Instructional Effectiveness (3)
EDF 4430 Assessment & Action Research (3)
EEX 4942 Integrated Field Experience: Special Ed (3)
EEX 4930 Special Topics in Special Education (3)
EEX 4255 Teaching Students with Moderate/Severe Disabilities (3) (only offered once per year)

Block 5
EEX 4936 Senior Seminar: Special Education (3)
EEX 4940 Internship: Special Education (9)

*In place of EDE 3266 students may complete RED 4310 Early Learning Literacy (3) and TSL 4xxx Second Language Acquisition, Communication & Culture (3).
College of Health Professions

Undergraduate Programs

http://www.fgcu.edu/chp

941-590-7450

Vision

The College of Health Professions is committed to providing high quality student-focused education that prepares students to meet critical needs of a dynamically changing health care delivery system. Students in the college are challenged to develop critical thinking skills, clinical practice competence, leadership abilities, and interdisciplinary team knowledge and competencies. Courses using both traditional and innovative teaching strategies provide the theoretical basis for the student’s total learning experience.

Through numerous clinical practice affiliations with varied community-based health, education, and human service agencies, students are provided with enriching experiences that enable them to work with diverse individuals of all ages. Careers in the health professions for the 21st century are filled with opportunity and growth.

Mission

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.

Goals

The College of Health Professions:

- Prepares students to assume vital roles as health professionals delivering care in a dynamic, interdisciplinary, and global environment.
- Promotes the values of ethical and compassionate care and commitment to lifelong professional development.
- Supports student and faculty in scholarly activities that advance the college mission.
- Promotes active involvement of faculty and students in service to the community and the profession.
- Fosters the career advancement of health professionals.

Administrative Staff and Faculty

Cecilia Rokusek, EdD, Dean
Community nutrition, clinical dietetics, leadership, administration

Department of Environmental Health, Molecular and Clinical Sciences

Henry O. Ogedegbe, PhD, Interim Chair
Photodynamic and photochemical inactivation of viruses and bacteria in blood and blood components, apolipoprotein E and Alzheimer’s disease risk stratification

David W. Brown, PhD
Molecular biology, biochemistry, clinical laboratory science

Cara L. Calvo, MS
Clinical laboratory science educator, clinical hematologist and coagulation specialist, international clinical laboratory design and practices scholar

Julie Hammerling, MSH
Clinical laboratory science, microbiology/immunology, health service administration

Clifford M. Renk, PhD
Microbiology and immunology, microbial monitoring, interaction of nutrition, drugs and stress on immunity

Jo Ann Wilson, PhD
Clinical biochemistry, human/medical genetics, medical/laboratory regulation/administration/QI/QA, biology of aging and effect of aging and gender on clinical diagnostic testing outcomes

Department of Health Sciences

Michelle A. Angeletti, PhD, Interim Chair
Policy and administration of health care, mental health, and social welfare

Linda Buettner, PhD
Gerontology and recreation therapy

Paul A. Burkett, MS
Cardiac rehabilitation, cardiovascular risk modification, exercise physiology, graded exercise (stress) testing, and behavior modification

Joan Glacken, EdD
Health professions education educator, clinical laboratory scientist, distance learning educator

Haleyon St. Hill, EdD
Health/higher education and administration, clinical laboratory science, microbiology and immunology
Department of Occupational Therapy

Loredana Campanile, MSc, Chair
Vocational rehabilitation, pulmonary rehabilitation, home health, fieldwork education, occupation and wellness
C. Collette Krupp, BS
Acute care, trauma and ICU OT, pediatric public schools, chronic pain management, arthritis
Susan Lang, MPH
Mental health, geriatrics, and health administration
Karen Mock, MS
Child development, pediatric occupational therapy, occupational therapy in the public school setting, fieldwork education
Douglas N. Morris, MOT
Functional kinesiology, assistive technology, wellness programs for the elderly
Susan Sholle-Martin, MS
Arts and healing, community-based psychosocial rehabilitation, advocacy and person-centered care, group dynamics and communication

Karen E. Miles, EdD, Nursing Endowed Chair
Maternal child nursing, nursing administration
Elizabeth Murray, MSN
Nursing ethics, human rights, critical care/trauma nursing
Anne M. Nolan, PhD
Primary health care, educational administration
Regina Payne, EdD
Community health nursing, psychiatric nursing, community-based curriculum, wound care, skin tears in the elderly
Kimberly Ploch, MN
Nurse midwife
Marydelle Polk, PhD
Family nurse practitioner, pathophysiology
Mitzi Schardt, MSN
Women, community and family health and wellness, family nurse practitioner

Department of Physical Therapy

Ellen K. Williamson, MS, Chair
Pediatrics, professional development, exercise, educational measurement
Sharon I. Bevins, PhD
Pediatrics, women’s health, environmental health
Thomas Bevins, MS
Orthopedics/biomechanics, research methodology, educational measurement
Asif Daya, MS
Neuroscience
Pamala Feehan, MS
Orthopedics, mentoring, work capacity
Lynda W. Jack, MS
Clinical education
Judith Ann Martin, BS
Massage therapy, geriatric rehabilitation

School of Nursing

Carole E. Davis, PhD, Director
Maternal newborn nursing, executive nursing, qualitative research
Rebecca Ali, BSN
Adult critical care
Julie Daniels, MSN
Cardiovascular, critical care nursing
Peg Gray-Vickrey, DNS
Gerontological clinical nurse specialist
Rosalyn Gross, MS
Family nurse practitioner
Denise Heinemann, DrPH
Community health nursing, ethical and legal aspects of health care, community partnerships for public health programming and evaluation
Barbara Kruse, PhD
Oncology, hospice, end of life issues, adult nurse practitioner

Programs of Study (Undergraduate Level)

- Bachelor of Science (BS) in Clinical Laboratory Science
- Bachelor of Science (BS) in Health Science
- Bachelor of Science (BS) in Nursing
- Bachelor of Science (BS) in Occupational Therapy
- Certificate in Molecular Biology (post-baccalaureate)
- Certificate in Clinical Laboratory Technology (post-baccalaureate)

Articulation Agreements

Articulation agreements facilitate transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Students admitted under articulation agreements enter FGCU with upper level status and are classified as juniors. Students who have earned or are intending to earn an associate of arts or an associate of science degree in nursing from Edison Community College, Manatee Community College, or South Florida Community College should contact the CHP advisor for more information regarding the transfer process.

Admission to the College and Degree Program

Baccalaureate degree programs in the College of Health Professions are limited access with selective admissions. Acceptance is highly competitive, and all applicants may not be admitted. The application process involves two separate applications—one to the university and one to a specific academic unit in the college. The CHP Supplemental Application for Admission and other materials specified by the respective academic unit must be postmarked by the appropriate application deadline stated below. Only complete applications are considered. Please note that some units do not admit students every semester.
Application deadline for enrollment in:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Health, Molecular and Clinical Sciences*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Health Science*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Nursing**</td>
<td>Feb 15</td>
<td>n/a</td>
<td>n/a</td>
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<tr>
<td>Occupational Therapy</td>
<td>n/a</td>
<td>Aug 15</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*No specific application deadlines. Applications are reviewed throughout the year on a space-available basis.

**Applications submitted after the deadline are considered on a space-available basis. Registered nurse and transfer students are admitted each semester.

**Admission to Certificate Programs**

The application process for the CHP post-baccalaureate certificate programs in Clinical Laboratory Science includes (a) submission of a FGCU Non-Degree Enrollment Application (post-baccalaureate) to the Office of Admission, Registration and Records; and (b) submission of a Department of Environmental Health, Molecular and Clinical Sciences (EHMCS) – Post-Baccalaureate Certification Application to the department, accompanied by official transcripts reflecting the baccalaureate or higher degree(s).

Faculty in the Department of EHMCS review applications to post-baccalaureate certificate programs throughout the year and admits students on a space-available basis. For more information, please contact the Department of EHMCS at (941) 590-7480.

**Advising**

Academic advising is an integral part of the college learning experience. Refer to the appropriate academic unit student handbook for more information. Elective courses should be selected in consultation with an assigned advisor.

**Requirements for the Bachelor of Science Degree - College of Health Professions**

- Students must satisfactorily complete all university and program of study requirements for the selected degree. Refer to the specific catalog section in which the degree is offered.

- Students must complete 36 credit hours of approved general education coursework in the subject areas of communication, mathematics, social science, humanities, and natural science (refer to the General Education section).

- Students must satisfy the following requirements: CLAST, foreign language, and Gordon Rule writing and computation.

- The State of Florida has identified common prerequisites for all university programs. All students entering a particular field of study must complete these courses, and universities must accept and apply the specified courses toward the degree. The common prerequisites are taken in the first two years of study and prior to admission to the academic unit. Some courses may meet general education requirements, as well as fulfill common prerequisite requirements. The applicable common prerequisites and minimum grade requirements are listed with the information for the degree program.

- Students must complete additional university requirements for the baccalaureate degree, including service learning hours and IDS 3920 University Colloquium. For more information about service learning, please contact assigned academic advisor or the EaglesConnect office (www.fgcu.edu/connect/). A complete list of graduation requirements for the baccalaureate degree is available from the individual programs.

**DEPARTMENT OF ENVIRONMENTAL HEALTH, MOLECULAR AND CLINICAL SCIENCES**

The Department of Environmental Health, Molecular and Clinical Sciences (EHMCS) embraces the mission of providing an exemplary education for students to enter new professions or advance existing careers in various laboratory and medical science settings including clinical, forensic, molecular, and environmental health. A commitment to student-centered teaching and learning, advancement of community-partnered curriculum, and service and scholarship in an atmosphere of diversity and respect are central to the department’s mission.

The department’s academic programs are technologically advanced in delivery and practice. Curricula are interdisciplinary, professionally centered, balanced in the basic sciences, and enhanced with progressive clinical practice applications.

The department is committed to providing continued learning opportunities to the professional community and dedicated to educating competent, qualified, and ethical professionals for the regional, state, and national communities of today and tomorrow. Graduates 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.
BS Clinical Laboratory Science

The Department of EHMCS offers an innovative baccalaureate degree in Clinical Laboratory Science with a choice of four concentrations:

- Clinical Laboratory Science
- Articulated Clinical Laboratory Science
- Biotechnology/Pre-Professional/Pre-Physical Therapy
- Forensic Science

Students attending full-time may complete the upper division curriculum in two years. The curriculum may also be taken on a part-time basis. Total program length to earn the baccalaureate degree varies from 120 to 126 hours depending on concentration chosen.

The Clinical Laboratory Technology Concentration is designed for students who seek a baccalaureate degree and national certification as a clinical laboratory scientist [MT (ASCP) or CLS (NCA)] and Florida licensure as a clinical laboratory technologist. Graduates 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 also serves as a solid preparation for medical, dental, veterinary, and graduate school. 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. (Upper division coursework: 66 hours)

The Articulated Clinical Laboratory Science Concentration is designed for practicing clinical laboratoryians or associate degree students who seek a baccalaureate degree and 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. Students interested in this concentration are urged to consult with a faculty advisor early to discuss prior clinical experience and curriculum needs. (Upper division coursework: 62-64 hours)

The Biotechnology/Pre-Professional/Pre-Physical Therapy Concentration is designed for students who seek a baccalaureate degree with an emphasis in clinical molecular biology. The curriculum meets pre-professional requirements and 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 experiences may be conducted at a biotechnology industry, clinical molecular diagnostic laboratory, research facility, or other clinical areas. (Upper division coursework: 60 hours)

The Forensic Science Concentration is designed for students who seek a baccalaureate degree and anticipate a career in a crime laboratory. The curriculum integrates scientific theory with application of techniques used to analyze crime scene evidence and contains a balance of both laboratory science and criminal justice understandings. (Upper division coursework: 66 hours)

Admission to the program. The BS in Clinical Laboratory Science program at FGCU has been designated as limited access. Consequently, the selection process is competitive and all qualified applicants may not be admitted into the program. There are no application deadlines. Completed applications are reviewed as received, and students are admitted on a space-available basis. Program admissions requirements include:

- Submission of a completed State University System (SUS) common application for admission.
- Satisfaction of all applicable university admission requirements.
- Submission of a completed College of Health Professions/Clinical Laboratory Science supplemental application.
- Completion of all common prerequisites for clinical laboratory science with a minimum grade of C- in each course.

If selected for admission, applicants must submit official documentation (e.g., transcripts, original grade reports) attesting to successful completion of all courses prior to the first class day of the semester in which accepted. Prospective students who have not completed common prerequisites at the time of application may be considered for provisional admission. Contact the Department of EHMCS for additional information.

Advising. A department faculty advisor assists students in preparing an academic plan that incorporates university and program graduation requirements including Eagles Connect-Service Learning and University Colloquium.

Program accreditation. The program is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS), 8410 West Bryn Mawr Avenue, Chicago, Illinois 60631.

Coursework: BS Clinical Laboratory Science

General Education

Students are expected to complete 36 hours of approved general education coursework during the first two years of attendance (see the General Education section). Some coursework can be used to satisfy both general education and common prerequisite requirements. Pre-physical therapy students should include a course in introductory/
general psychology as part of their general education program.

**Common Prerequisites**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BSC xxxx/xxxxL</td>
<td>General Biology w/Lab (4)</td>
</tr>
<tr>
<td>BSC xxxx/xxxxL</td>
<td><em>BSC 1010C</em></td>
</tr>
<tr>
<td>BSC xxxx/xxxxL</td>
<td>Anatomy &amp; Physiology I (4)</td>
</tr>
<tr>
<td>BSC xxxx/xxxxL</td>
<td><em>BSC 1085C</em></td>
</tr>
<tr>
<td>BSC xxxx/xxxxL</td>
<td>Anatomy &amp; Physiology II(4)</td>
</tr>
<tr>
<td>BSC xxxx/xxxxL</td>
<td><em>BSC 1086C</em></td>
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<tr>
<td>CHM xxxx/xxxxL</td>
<td>General Chemistry I(4)</td>
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<tr>
<td>CHM xxxx/xxxxL</td>
<td><em>CHM 1045C</em></td>
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<tr>
<td>CHM xxxx/xxxxL</td>
<td>General Chemistry II (4)</td>
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<td>CHM xxxx/xxxxL</td>
<td>Organic Chemistry I (4)</td>
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<tr>
<td>CHM xxxx/xxxxL</td>
<td><em>CHM 2210C</em></td>
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<tr>
<td>CHM xxxx/xxxxL</td>
<td>Organic Chemistry II (4)</td>
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<tr>
<td>CHM xxxx/xxxxL</td>
<td><em>CHM 2211C</em></td>
</tr>
<tr>
<td>MCB xxxx/xxxxL</td>
<td>Microbiology w/Lab (4)</td>
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<td>MCB xxxx/xxxxL</td>
<td><em>MCB 3020C</em></td>
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<tr>
<td>STA xxxx</td>
<td>Statistics (3)</td>
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<tr>
<td>STA xxxx</td>
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**Articulated Clinical Laboratory Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>BCH 3023C</td>
<td>Biochemistry (3)</td>
</tr>
<tr>
<td>MCB 4203C</td>
<td>Pathogenic Microbiology (3)</td>
</tr>
<tr>
<td>MCB 4507C</td>
<td>Virology/Mycology/Parasitology (3)</td>
</tr>
<tr>
<td>MLS 3038C</td>
<td>Essentials of Clinical Lab Science (3)</td>
</tr>
<tr>
<td>MLS 3220C</td>
<td>Biological Fluid Analysis (2)</td>
</tr>
<tr>
<td>MLS 4150</td>
<td>Case Studies in Clinical Laboratory Science (1)</td>
</tr>
<tr>
<td>MLS 4191C</td>
<td>Molecular Diagnostics (3)</td>
</tr>
<tr>
<td>MLS 4308C</td>
<td>Hematology/Hemostasis (3)</td>
</tr>
<tr>
<td>MLS 4506C</td>
<td>Clinical Immunology (2)</td>
</tr>
<tr>
<td>MLS 4550C</td>
<td>Immunohematology and Transfusion Practice (3)</td>
</tr>
<tr>
<td>MCB 4223C</td>
<td>Clinical Biochemistry (3)</td>
</tr>
<tr>
<td>MCB 4282C</td>
<td>Clinical Biochemistry Practicum (3)</td>
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<tr>
<td>MCB 4282C</td>
<td>Clinical Microbiology Practicum (3)</td>
</tr>
<tr>
<td>MCB 4282C</td>
<td>Clinical Hematology/Hemostasis Practicum (3)</td>
</tr>
<tr>
<td>MLS 4823C</td>
<td>Clinical Immunohematology Practicum (3)</td>
</tr>
<tr>
<td>MLS 4824C</td>
<td>Clinical Enrichment (1,1)</td>
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</table>

**Health Professions Common Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>IHS 3101</td>
<td>Foundations &amp; Dynamics of Health Services Delivery (3)</td>
</tr>
<tr>
<td>IHS 3203</td>
<td>Dynamics of Organizational Mgmt for Health Services Organizations (3)</td>
</tr>
<tr>
<td>IHS 4504</td>
<td>Research Methods &amp; Applications to Health Care Systems (3)</td>
</tr>
<tr>
<td>IHS 4938</td>
<td>Health Professions Senior Seminar (3)</td>
</tr>
</tbody>
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**Major/Concentration Requirements**

**Clinical Laboratory Science**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>BCH 3023C</td>
<td>Biochemistry (3)</td>
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<tr>
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<tr>
<td>MCB 4507C</td>
<td>Virology/Mycology/Parasitology (3)</td>
</tr>
<tr>
<td>MLS 3038C</td>
<td>Essentials of Clinical Lab Science (3)</td>
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<tr>
<td>MLS 3220C</td>
<td>Biological Fluid Analysis (2)</td>
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<tr>
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<tr>
<td>MLS 4191C</td>
<td>Molecular Diagnostics (3)</td>
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<tr>
<td>MLS 4308C</td>
<td>Hematology/Hemostasis (3)</td>
</tr>
<tr>
<td>MLS 4506C</td>
<td>Clinical Immunology (2)</td>
</tr>
<tr>
<td>MLS 4550C</td>
<td>Immunohematology &amp; Transfusion Practice (3)</td>
</tr>
<tr>
<td>MCB 4625C</td>
<td>Clinical Biochemistry (3)</td>
</tr>
<tr>
<td>MCB 4820C</td>
<td>Clinical Biochemistry Practicum (3)</td>
</tr>
<tr>
<td>MCB 4821C</td>
<td>Clinical Microbiology Practicum (3)</td>
</tr>
<tr>
<td>MCB 4822C</td>
<td>Clinical Hematology/Hemostasis Practicum (3)</td>
</tr>
<tr>
<td>MLS 4823C</td>
<td>Clinical Immunohematology Practicum (3)</td>
</tr>
<tr>
<td>MLS 4824C</td>
<td>Clinical Enrichment (1,1)</td>
</tr>
<tr>
<td>PCB 3663C</td>
<td>Human Genetics (3)</td>
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<tr>
<td>PCB 4233C</td>
<td>Immunology (3)</td>
</tr>
<tr>
<td>PCB 4523C</td>
<td>Molecular Genetics (3)</td>
</tr>
<tr>
<td>PHY 2053C</td>
<td>College Physics I (4)</td>
</tr>
<tr>
<td>PHY 2054C</td>
<td>College Physics II (4)</td>
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</tbody>
</table>

**Biotechnology/Pre-Professional/Pre-Physical Therapy**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>BCH 3023C</td>
<td>Biochemistry (3)</td>
</tr>
<tr>
<td>MCB 4203C</td>
<td>Pathogenic Microbiology (3)</td>
</tr>
<tr>
<td>MCB 4911L</td>
<td>Research in Molecular Diagnostics (4)</td>
</tr>
<tr>
<td>PCB 3134C</td>
<td>Cell Biology (3)</td>
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<tr>
<td>PCB 3663C</td>
<td>Human Genetics (3)</td>
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<tr>
<td>PCB 4233C</td>
<td>Immunology (3)</td>
</tr>
<tr>
<td>PCB 4523C</td>
<td>Molecular Genetics (3)</td>
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<tr>
<td>PHY 2053C</td>
<td>College Physics I (4)</td>
</tr>
<tr>
<td>PHY 2054C</td>
<td>College Physics II (4)</td>
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**Forensic Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>CHS 3501C</td>
<td>Introduction to Forensic Science (3)</td>
</tr>
<tr>
<td>CHS 3505C</td>
<td>Forensic Microscopy I (3)</td>
</tr>
<tr>
<td>CHS 3533C</td>
<td>Forensic Analysis I – Classical Methods (3)</td>
</tr>
<tr>
<td>CHS 3595</td>
<td>Forensic Science in the Courtroom (1)</td>
</tr>
<tr>
<td>CHS 4511C</td>
<td>Forensic Microscopy II – Trace Evidence (3)</td>
</tr>
<tr>
<td>CHS 4531C</td>
<td>Forensic Toxicology (3)</td>
</tr>
<tr>
<td>CHS 4534C</td>
<td>Advanced Forensic Analysis II – Molecular Methods (3)</td>
</tr>
<tr>
<td>CHS 4591L</td>
<td>Forensic Science Internship (3)</td>
</tr>
<tr>
<td>MLS 4932</td>
<td>Special Topics: Senior Seminar (3)</td>
</tr>
<tr>
<td>PCB 4233C</td>
<td>Immunology (3)</td>
</tr>
<tr>
<td>PCB 4523C</td>
<td>Molecular Genetics (3)</td>
</tr>
<tr>
<td>PHY 2053C</td>
<td>College Physics I (4)</td>
</tr>
<tr>
<td>PHY 2054C</td>
<td>College Physics II (4)</td>
</tr>
</tbody>
</table>

*Note: Courses listed in italics above are suggested FGCU courses that fulfill common prerequisite requirements.

1Not required of students in the Forensic Science Concentration.*
Plus 9 hours chosen from the following:
CCJ 3024 Criminal Justice Systems and Procedures (3)
CCJ 3600 Forensic Psychology (3)
CCJ 3653 Drugs, Alcohol & Crime (3)
CCJ 4110 Law Enforcement (3)
CCJ 4115 Constitutional Criminal Law (3)
CCJ 4292 Courts and Legal Issues (3)
CCJ 4615 Advanced Forensics (3)

2MLS 4824C must be repeated for different laboratory experience for a total of two credits.
3PCB 3063C Genetics may be substituted for PCB 3663C Human Genetics.

Additional Requirements
IDS 3920 University Colloquium (3)
Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. See assigned department faculty advisor for more information.

Certificate in Clinical Laboratory Technology

This post-baccalaureate certificate program is designed for students with baccalaureate degrees in the chemical 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 the technological innovations of FGCU. Clinical experience is integrated throughout the curriculum. The program culminates with 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.

Coursework (43 hours):
BCH 3023C Biochemistry (3)
MLS 4191C Molecular Diagnostics (3)
MLS 3038C Essentials of Clinical Lab Science (3)
MLS 4308C Hematology/Hemostasis (3)
MLS 4506C Clinical Immunology (2)
MBC 4203C Pathogenic Microbiology (3)
ML 3220C Biological Fluid Analysis (2)
MBC 4507C Virology/Mycology/Parasitology (3)
MLS 4625C Clinical Biochemistry (3)
MLS 4550C Immunohematology & Transfusion Practice (3)
MBC 4821C Clinical Microbiology Practicum (3)
MLS 4822C Clinical Hematology/Hemostasis Practicum (3)
MLS 4820C Clinical Biochemistry Practicum (3)
MLS 4823C Clinical Immunohematology Practicum (3)
MLS 4826C Clinical Immunology Practicum (2)
MLS 4150 Case Studies in Clinical Lab Science (1)
DEPARTMENT OF HEALTH SCIENCES

The mission of the Department of Health Sciences mission emerges from, and is congruent with the missions of college and the university. The Department of Health Sciences 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 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.

In addition to the Bachelor of Science in Health Science (described below), the department offers a Master of Science in Health Science with concentrations in gerontology, health professions education, and health services administration. Certificate programs in gerontology and health services administration (see Graduate section), as well as continuing education programs for health professions, are also offered through the department.

BS Health Science

The interdisciplinary Bachelor of Science in Health Science program is designed to provide career advancement opportunities for entry level health profession practitioners and for individuals who seek careers in health care areas relevant to this degree such as health services administration, health professions education, gerontology, and recreation therapy. The program is also recommended for students who are interested in a health profession that requires a master of science at the entry level, such as physical therapy.

Coursework for this degree program is offered on campus and/or by distance learning. The 60-hour upper division curriculum includes interdisciplinary core courses based on generic health care professional competencies, health science core courses, courses specific to career goals and selected area of specialization (concentration), an interdisciplinary senior seminar, and the University Colloquium.

Four concentrations (areas of specialization) are available: (a) Health Services Administration, (b) Health Science, (c) Gerontology, and (d) Recreation Therapy.

Articulation agreements facilitate the transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Students admitted under articulation agreements enter FGCU with upper level status and are classified as juniors. Students who have earned or are intending to earn an associate of arts or associate of science degree in an allied health care profession from Manatee Community College should contact the college for more information regarding the transfer process. Additional articulation agreements are under discussion.

Admission requirements for the health science program include:

- Submission of a State University System (SUS) common application for admission, and satisfaction of all applicable university admission requirements.
- Minimum score of 550 on TOEFL for international students who speak English as a second language.
- Submission of a completed College of Health Professions supplemental application, including an essay/statement of goals and a portfolio. Instructions are included in the application packet.

Applicants may apply for either spring or fall admission. Applicants must be admitted to FGCU and supplemental application materials must be received 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.

Advising. A program faculty advisor assists students in preparing an academic plan that incorporates university and program graduation requirements. A minimum grade of C is required in all IHS core courses and courses required for the health science major and concentration.

Coursework: BS Health Science

Common Prerequisites

An associate’s degree in a health profession practitioner content area and possession of, or eligibility for licensure, certification, or registration in a health profession is required in order to participate in the health professions practicum component of the Health Science Concentration.

Health Professions Common Core (12 hours)

| IHS 3101 | Foundations & Dynamics of Health Services Delivery (3) |
| IHS 3203 | Dynamics of Organizational Mgmt for Health Services Organizations (3) |
| IHS 4504 | Research Methods & Applications to Health Care Systems (3) |
| IHS 4938 | Health Professions Senior Seminar (3) |

Major Requirements (18 hours)

| HSA 3117 | Principles of Health Services Administration (3) |
| HSA 3112 | US Health Care Systems (3) |
| HSA 4185 | Human Resource Management in Health Services Organizations (3) |
| HSA 4191 | Health Care Information Systems (3) |
HSC 4500 Epidemiology (3)
IHS 3111 Legal & Ethical Principles of Health Care (3)

Concentration Requirements (27 hours)

Health Services Administration
HSA 4503 Risk Management in Health Services (3)
HSA 4170 Models of Financial Management in Health Care (3)
HSA 4109 Principles of Managed Care (3)
HSA 3153 Health Care Policy in the US (3)
HSA 4817† Practicum in Health Services Administration (3)

Plus 12 hours from the following:
HSA 4140 Program Planning and Evaluation (3)
HSA 4222 Long Term Care Administration (3)
HSA 4901 Directed Study in Health Services Administration (3)
HSA 4931† Topics in Health Services Admin (3)
HSA 3124 Comparative Health Service Delivery Systems (3)
HSA 3414 Transcultural Health Care (3)
HSC 4729 Statistical Methods for Health Care (3)

Or other courses with approval of the program advisor.

Health Science
HSC 3231 Client Education in Health Care (3)
HSC 3243 Teaching and Learning in the Health Professions (3)
HSC 3720 Health Perspectives and Assessment in Health Professions Practice (3)
HSC 4250 Task Analysis & Curriculum Develop in the Health Professions (3)

Plus 15 hours from the following:
HSC 4265 Continuing Education for the Health Professions (3)
HSC 4729 Statistical Methods for Health Care (3)
HSC 4818 Practicum in Health Professions Education (3)
HSC 4905 Directed Study in Health Professions Education (3)
HSC 4932† Topics in Health Professions Education (3)
EDF 3542 Philosophy of Education (3)
EDF 4430 Measurement for Teachers (3)

Or other courses with approval of the program advisor.

Gerontology
GEY 3001 Introduction to Gerontology (3)
GEY 3601 Aging and Human Performance (3)
GEY 3320 Programs for Older Adults (3)
GEY 4644 Psychosocial Aspects of Aging (3)

Plus 15 hours of from the following:
HSA 4222 Long Term Care Administration (3)
DEP 4005 Developmental Psychology (3)
DEP 4404 Psychology of Adulthood and Aging (3)
HUS 4538 Bereavement Counseling (3)
HUS 4539 Elder Abuse & Neglect (3)
SYO 3400 Medical Sociology (3)
SYP 4731 Aging, Self, & Society (3)
SYP 4741 Social Organization Death & Dying (3)

Or other courses with approval of the program advisor.

Recreation Therapy
LEI 3703 Foundations of Therapeutic Recreation (3)
LEI 3724 Facilitation Techniques in Therapeutic Recreation (3)
LEI 4705 Program Development & Evaluation in Therapeutic Recreation (3)
LEI 4711 Assessment and Documentation in Therapeutic Recreation (3)
LEI 4713 Principles and Practices in Therapeutic Recreation (3)
LEI 4720 Conceptual Issues in Therapeutic Recreation (3)

Plus 9 hours of elective coursework selected with approval of the program advisor.

†HSA 4817 can be waived for an upper division elective with at least 3 years of documented health services administration employment with supervisory responsibilities.
‡May be repeated under various topics.

Additional Requirements
IDS 3920 University Colloquium (3)

Additional electives may be required to each a minimum of 120 credit hours for the baccalaureate degree. See assigned program advisor for more information.

School of Nursing

The mission of the School of Nursing evolves from and is consistent with the missions and goals of the university and the college. The pivotal charge is to offer innovative, exemplary, community partnered, and learning-centered programs. 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. Commitment to student centered learning and advancement of a community-partnered curriculum are central to the school's mission. 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 lead-
ership in solving health care problems, for professional nurse scholar clinicians, and for advanced continuing education offerings assure a dynamic and forward thinking program. The School of Nursing is resolved that graduates participate as a caring, compassionate, and humanizing force within a technologically sophisticated, care-oriented health care world.

BS Nursing

The Bachelor of Science in Nursing program 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, learning-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.

Articulation agreements facilitate the transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Students admitted under articulation agreements enter FGCU with upper level status and are classified as juniors. Students who have earned or are intending to earn an associate of arts or an associate of science degree in nursing from Edison Community College, Manatee Community College, or South Florida Community College should contact the CHP head advisor for more information regarding the transfer process. Additional articulation agreements are under discussion.

Admission to the program. The BS Nursing program at FGCU is designated by the Florida Board of Regents as limited access. Applicants must meet both university and School of Nursing admissions requirements. The selection process is competitive and all qualified applicants may not be admitted into the program. Admission requirements 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 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.
- Completion of all general education, foreign language, and Gordon Rule requirements.
- Submission of a completed College of Health Professions supplemental application, including the School of Nursing portfolio.
- RN and LPN applicants must provide evidence of licensure as a RN or LPN in the state of Florida by first class day of semester in which admitted.

Applicants who have attended, but not completed, another registered nursing program (AS, diploma, or BSN) must provide a letter of support from the 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 other information the chairperson deems important. Applicants also provide a waiver granting the Admissions, Advancement, and Advising Committee permission to contact the nursing program(s) attended to verify information.

Registered nurse and transfer students are admitted each semester. All others are admitted for the fall term. Application materials must be postmarked by February 15 in order to be considered for admission the following fall.

Advising. An assigned or selected School of Nursing faculty advisor assists each 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, including 64 credit hours of upper division coursework.
- 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.
- Satisfactory completion of NCLEX-RN Preparation Program for all except RN applicants.

Program accreditation. The baccalaureate nursing program is fully approved by the Florida Board of Nursing (4080 Woodcock Drive, Suite 202, Jacksonville, FL 32207; telephone number 904-858-6940, ext. 108) and fully accredited by the National League for Nursing Accrediting Commission [NLNAC] (61 Broadway, New York, NY 10006; telephone number 1-800-669-9656, ext. 153).

Credit hour policy. The School 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 clock hours of participation in a practice or laboratory setting are required. In nursing seminar courses, for each hour of credit, there are two clock hours of class.
Coursework: BS Nursing

General Education
Students must complete 36 hours of approved general education coursework prior to admission to School of Nursing - (see the General Education section). Most coursework can be used to satisfy both general education and common prerequisite requirements.

Common Prerequisites
BSC x085C Human Anatomy & Physiology I (or any human anatomy & physiology I course or human anatomy) (3-4) BSC 1085C
BSC x086C Human Anatomy & Physiology II (or any human anatomy & physiology II course or human physiology) (3-4) BSC 1086C
CHM xxxx Comprehensive College General Chemistry such as CHM 1030 or CHM 1032 but NOT lower level principles such as CHM 1025 (4-6) CHM 1045C
DEP x004 Human Growth & Development Across the Life Span or any human growth & development across life span course (3) DEP 2004
HUN x201 Any human nutrition course or NUR 1192 (3) HSC 2577
MCB x010C Microbiology w/lab (or any microbiology w/lab course) (4) MCB 2010C or MCB 3020C
PSY x012 General Psychology or any general psychology course (3) PSY 2012
STA x014 Statistics or any statistics course (3) STA 2023 or STA 2037
SYG x000 Introduction to Sociology or any introduction to sociology course (3) SYG 2000

NOTE: Courses listed in italics above are suggested FGCU courses which fulfill common prerequisite requirements.

Health Professions Common Core (12 hours)
IHS 3101 Foundations & Dynamics of Health Services Delivery (3)
IHS 3203 Dynamics of Organizational Mgmt for Health Services Organizations (3)
IHS 4504 Research Methods & Applications to Health Care Systems (3)
IHS 4938 Health Professions Senior Seminar (3)

Major Requirements (49 hours)
NUR 3125 Physiological Responses to Alterations in Health (3)
NUR 3145 Chemical, Herbal, & Nutritional Therapies (2)
NUR 3065C Health Assessment: Basis for Professional Practice (4)
NUR 3046C Population Based Care: Rural Cultural (3)
NUR 3465C Population Based Care: Special Populations (5)
NUR 3828 Caring Scholar Clinician I (1)
NUR 4756C Population Based Care: Vulnerable Populations (5)
NUR 4825 Caring Scholar Clinician II (1)
NUR 4826C Issues Based Care (5)
NUR 4767C Crisis Based Care (5)
NUR 4636C Community Partnered Care (4)
NUR 4837L Nursing: Challenging the Present, Shaping the Future (2)
NUR 4948L Practice Elective (3)
NUR 3935 Nursing Elective (3)

Plus 3 hours of approved health related elective coursework.

Additional Requirements
IDS 3920 University Colloquium (3)
Additional electives may be required to reach a minimum of 124 credit hours for the baccalaureate degree. See assigned program advisor for more information.

Department of Occupational Therapy

The mission of the Department of Occupational Therapy is to provide an exceptional educational opportunity for students who will be the entry-level occupational therapy professionals of the future. 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.

Occupational therapy is a client-centered health profession that addresses the occupational needs of individuals throughout the 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 that will result in outcomes meaningful to the client.
BS Occupational Therapy

The Bachelor of Science in Occupational Therapy curriculum includes 128 semester credit hours: 60 semester credit hours of lower division coursework and prerequisites, and 68 semester credit hours of upper division coursework. Twenty-four weeks of full-time fieldwork experience (Level II Fieldwork), with no guaranteed remuneration, must be completed. The academic component of this program may be completed on a full-time or part-time basis, with faculty approval.

The occupational therapy curriculum is student-focused, with an emphasis on self-directed learning, interdisciplinary collaboration, and community-based fieldwork experiences. Alternative and technological 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.

Admission to the program. Students with no previous occupational therapy experience (e.g., students with associate of arts degrees and appropriate coursework), or students who are certified occupational therapy assistants (i.e., graduates of an occupational therapy assistant programs with associate’s degrees and state licensure as occupational therapy assistants) may be considered for this 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.

The BS in Occupational Therapy degree program at FGCU has been designated by the Florida Board of Regents as limited access. Applicants must meet both university and departmental admissions requirements. The selection process is competitive and all qualified applicants may not be admitted into the program. Students who have satisfied 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. Only two of the common prerequisite courses can be completed in the semester prior to admission. Students who have not completed all required coursework at the time of application must include, with the application packet, official documentation of enrollment in the course(s) and a written plan for completion of the course(s). A 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. Admission 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) 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 two different health care settings, with a minimum of 30 hours in a setting. Occupational therapy settings must have supervision and evaluation by a registered occupational therapist or certified occupational therapy assistant.

It is anticipated that application packets will be available March 15. Application materials must be postmarked to the college no later than August 15 in order to be considered for admission into the occupational therapy program that begins spring semester, January 2002.

Advising. A program faculty advisor assists students in preparing an academic plan that incorporates university and program graduation requirements. A minimum grade of C is required in all IHS core courses and courses required for the occupational therapy major.

Program accreditation. The Occupational Therapy program is accredited 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) 652-AOTA.

Graduates of this program 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.
The Accreditation Council for Occupational Therapy Education (ACOTE) unanimously voted at its August 1999 meeting to adopt a motion stating that “Only post-baccalaureate occupational therapy degree programs will be eligible to receive or maintain ACOTE accreditation status as of January 1, 2007.”

As a result of this motion, FGCU plans to replace the current baccalaureate level occupational therapy program with a master’s level program by fall 2003. Students interested in enrolling in an occupational therapy degree program should contact the College of Health Professions advisor or the Department of Occupational Therapy for further information.

Coursework: BS Occupational Therapy

General Education

Students are expected to complete 36 hours of approved general education coursework during the first two years of attendance (see the General Education section). Some coursework can be used to satisfy both general education and common prerequisite requirements.

Common Prerequisites

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BSC x010/x010L</td>
<td>Any biology w/lab (4)</td>
</tr>
<tr>
<td></td>
<td>BSC 1010C</td>
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<tr>
<td>BSC x085/x085L</td>
<td>Any human anatomy &amp; physiology I w/lab (4)</td>
</tr>
<tr>
<td></td>
<td>BSC2085C</td>
</tr>
<tr>
<td>BSC x086/x086L</td>
<td>Any human anatomy &amp; physiology II w/lab (4)</td>
</tr>
<tr>
<td></td>
<td>BSC 2086C</td>
</tr>
<tr>
<td>PHY x024/x024L</td>
<td>Any introductory general physics with lab (4)</td>
</tr>
<tr>
<td></td>
<td>PHY 2048C or PHY 2053C</td>
</tr>
<tr>
<td>CHM x045</td>
<td>Any general chemistry (3)</td>
</tr>
<tr>
<td></td>
<td>CHM 1045C</td>
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<tr>
<td>STA x023</td>
<td>Statistics or any introductory statistics (3)</td>
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<tr>
<td></td>
<td>STA 2023</td>
</tr>
<tr>
<td>PSY x012</td>
<td>Any introductory general psychology (3)</td>
</tr>
<tr>
<td></td>
<td>PSY 2012</td>
</tr>
<tr>
<td>DEP 2004</td>
<td>Any lifespan human development course - must include infant, child, adolescent, adult &amp; aging (3)</td>
</tr>
<tr>
<td></td>
<td>DEP 2004</td>
</tr>
<tr>
<td>SYG xxxx</td>
<td>Sociology course or ANT xxxx anthropology course (3)</td>
</tr>
<tr>
<td></td>
<td>SYG 2000 or ANT 2000</td>
</tr>
<tr>
<td>XXX xxxx</td>
<td>Any abnormal psychology (3)</td>
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<td></td>
<td>CLP 3144</td>
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</tbody>
</table>

NOTE: Courses listed in italics above are suggested FGCU courses that fulfill common prerequisite requirements.

Health Professions Common Core (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHS 3101</td>
<td>Foundations &amp; Dynamics of Health Services Delivery (3)</td>
</tr>
<tr>
<td>IHS 3203</td>
<td>Dynamics of Organizational Mgmt for Health Services Organizations (3)</td>
</tr>
<tr>
<td>IHS 4504</td>
<td>Research Methods &amp; Applications to Health Care Systems (3)</td>
</tr>
<tr>
<td>IHS 4938</td>
<td>CHP Senior Seminar (3)</td>
</tr>
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</table>

Major Requirements (53 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 3125</td>
<td>Physiological Responses to Alterations in Health (3)</td>
</tr>
<tr>
<td>OTH 3000</td>
<td>Defining Occupational Therapy (2)</td>
</tr>
<tr>
<td>OTH 3012C</td>
<td>Dynamics of Communication (3)</td>
</tr>
<tr>
<td>OTH 3220C</td>
<td>Identification of Occupational Performance Issues: Birth to Adolescence (3)</td>
</tr>
<tr>
<td>OTH 3221C</td>
<td>Identification of Occupational Performance Issues: Early to Late Adulthood (3)</td>
</tr>
<tr>
<td>OTH 3016</td>
<td>Theoretical Approaches: Selection &amp; Application (2)</td>
</tr>
<tr>
<td>OTH 3413C</td>
<td>Applied Kinesiology (3)</td>
</tr>
<tr>
<td>OTH 3417C</td>
<td>Gross Human Anatomy (4)</td>
</tr>
<tr>
<td>OTH 3429C</td>
<td>Neuroanatomy of the Human Central Nervous System (3)</td>
</tr>
<tr>
<td>OTH 4224C</td>
<td>Assessment of Occupational Performance Components: Part I (3)</td>
</tr>
<tr>
<td>OTH 4225C</td>
<td>Assessment of Occupational Performance Components: Part II (3)</td>
</tr>
<tr>
<td>OTH 4230</td>
<td>Action Plan: Evaluation to Outcomes (2)</td>
</tr>
<tr>
<td>OTH 4845</td>
<td>Fieldwork Level II (7 weeks) (3)</td>
</tr>
<tr>
<td>OTH 4232C</td>
<td>Implementation &amp; Evaluation (6)</td>
</tr>
<tr>
<td>OTH 4109C</td>
<td>Assistive Technologies &amp; Strategies for Functional Living (2)</td>
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<tr>
<td>OTH 4846</td>
<td>Fieldwork Level II (8 weeks) (3)</td>
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<tr>
<td>OTH 4847</td>
<td>Fieldwork Level II (9 weeks) (3)</td>
</tr>
<tr>
<td>OTH 4932</td>
<td>Special Topics (2)</td>
</tr>
<tr>
<td>PHT 4146*</td>
<td>Lifespan Development Across Domains (3)</td>
</tr>
</tbody>
</table>

Additional Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3920</td>
<td>University Colloquium (3)</td>
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</tbody>
</table>

Additional electives may be required to each a minimum of 120 credit hours for the baccalaureate degree. See assigned program advisor for more information.
College of Professional Studies

Undergraduate Programs

941-590-7820

http://cps.fgcu.edu/

Vision

The College of Professional Studies at Florida Gulf Coast University offers baccalaureate degree programs in specialized career and professional fields. The school also offers programs and projects that meet the lifelong professional development needs of practitioners. The faculty recognize the changing climate in the professional disciplines, where learning must be linked to community and regional needs, and recognize diversity in culture and environment.

Mission

The College of Professional Studies is committed to the training and development of broad-based innovative professionals in the various professional disciplines. Recognizing the rapidly changing environment in which professional services are delivered, the college’s curricula are developed within the context of praxis—lifelong public service and professional development which links theory, technology, and professional practice. All programs in the college link the learning experiences of the students to the needs of the community-based agencies and the clients that they serve.

Goals

• Preparing professionals to be responsive to the changing needs and challenges facing public and social agencies and service oriented industries.
• Developing an understanding of the multicultural context in which, private, public, and human services are delivered.
• Developing multidisciplinary strategies that are client based.
• Developing frameworks and standards that incorporate the ethical implications of the use of discretionary authority.
• Developing the ability to use multiple approaches to problem solving.
• Developing the tools for life-long growth and professional development.
• Developing an awareness of the political and social context in which public and social services are delivered.
• Integrating multiple technologies into the learning environment.
• Developing comprehensive field-based experiences that are linked to individual, business, and community growth and development.

Administrative Staff and Faculty

John McGaha, PhD; Dean
Juvenile justice treatment strategies, community-based corrections, international studies, drug and alcohol abuse

Andrea Bencsoter, AA, Computer Support Specialist
Peggy Bradley, MEd, Director, Distance Learning & Extension Services

Joanne Hartke, MS, Director, Institute of Government
Jeffrie Jininan, BA, Academic Advisor

Division of Justice Studies

Pamela Seay, JD, Chair
US Constitutional Law, comparative justice, Chinese criminal law, international law

Tony Barringer, EdD
Corrections, juvenile delinquency, juvenile justice, issues dealing with minority relations and criminal justice

Duane Dobbert, PhD
Forensic psychology/forensic science, institutional and community corrections, sexual assault/domestic violence, criminal justice agency administration

Tom Jordan, PhD
Law enforcement, community policing, program evaluation, crime prevention, criminal justice ethics, justice education

Mary Ann Zager, PhD
Female crime, juvenile delinquency, juvenile justice, research methodology, risk/needs assessment

Division of Public Affairs

Robertta W. Walsh, PhD, Chair
Program evaluation, energy policy, housing policy, rural community development

Jim Chambers, PhD
Administration of justice, personnel law, criminal law and issues

Geraldo Flowers, PhD
Outcome measurement, performance management, project management and strategic planning

Roger Green, PhD
Public policy, administrative ethics, environmental policy, substance abuse policy

Division of Social Work

Patricia A. Washington, PhD, Chair
Popular culture icons (rappers) & at-risk youth, mental health and criminal justice, applied research, needs assessment, program evaluation, social work history
Amanda Goff, MSW
Domestic violence, continuing education for social workers and health/mental health professionals, international social work, social policy
Gary Lounsberry, PhD
Health/mental health, homelessness, migrant workers, supervision/administration, applications of technology in social work
Myra Marcus, DSW
Gerontology, women and mental health group work
Gary Mayfield, PhD
Gerontology/geriatrics, community social work organizations/institutions, research methods/statistics
Daysi D. Mejia, DSW
Mental health with an international focus, service delivery to people with HIV, mental health and substance abuse in the military

Programs of Study (Undergraduate Level)

- Bachelor of Science (BS) in Criminal Justice
- Bachelor of Science (BS) in Human Services

FGCU is developing programs in the following areas:
- Bachelor of Science (BS) in Legal Studies
- Bachelor of Arts (BA) in Political Science
Please contact a college advisor for additional information.

Articulation Agreements

Articulation agreements facilitate the transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Articulation agreements are in place for both the BS Criminal Justice program and the BS Human Services program (see program descriptions).

Admission to the College

Admission to the College of Professional Studies is open to all students who have been accepted to Florida Gulf Coast University, are in good standing, and have completed the common prerequisites with a grade of C or higher.

Advising

The role of the academic advisor is to provide the student with a course of study in his or her desired discipline. This process begins with orientation and ends with individual counseling for meeting graduation requirements. Advising is provided via the Internet for our students in the distance learning programs. The advisor also provides information for our students in the extension programs off campus and tracks them through their course of study. The academic advisor for the College of Professional Studies can be reached at (941) 590-7760.

Requirements for the Bachelor of Science Degree — College of Professional Studies

- Students must satisfactorily complete a minimum of 120 credit hours, including at least 48 upper division hours (courses numbered 3000 and higher) and 36 hours of approved general education coursework in the subject areas of communication, mathematics, social science, humanities, and natural science (refer to General Education section).
- Students must satisfy the following requirements: CLAST, foreign language, and Gordon Rule writing and computation.
- The State of Florida has identified common prerequisites for all university programs. All students entering a particular field of study must complete these courses, and universities must accept and apply the specified courses toward the degree. The common prerequisites should be taken in the first two years of study. Some courses may meet general education requirements, as well as fulfill common prerequisite requirements. Common prerequisites for College of Professional Studies programs must be completed with a grade of C or higher prior to beginning upper level coursework in the program. The applicable common prerequisites are listed with the information for the degree program.
- Students must complete coursework in the degree program with a minimum GPA of 2.0.
- Students must complete additional university requirements for the baccalaureate degree, including service learning hours and IDS 3920 University Colloquium. For more information about service learning, please contact a college academic advisor or the EaglesConnect office (www.fgcu.edu/connect/).

Florida Institute of Government

The Institute of Government is part of a statewide network of affiliates with the overall mission of increasing the effectiveness and quality of government in Florida.

The institute is part of the College of Professional Studies. This affiliate works closely with state agencies, local government officials, non-profits, and educational institutions to plan and implement a unique selection of programs within this region. See the General Information section portion of this catalog for additional information.
PROGRAMS AND CURRICULA

BS Criminal Justice

The Bachelor of Science in 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, forensics, juvenile justice, cultural diversity, international justice, or management in criminal justice.

The Division of Justice Studies is dedicated to meeting the following goals:

• Meeting the needs of students and helping them succeed.
• Providing quality by ensuring that qualified faculty are involved with community organizations.
• Supporting an advisory board comprised of criminal justice professionals.
• Developing marketing and outreach programs to meet the needs of the community.
• Providing flexibility and accessibility in the criminal justice course of study.
• Encouraging collaboration among school, university, local, and international communities.

Career tracks. By selecting from a defined list of elective courses, students can focus their studies on any of the following topics: corrections, cultural diversity, forensics, juvenile justice, law enforcement, legal studies, international justice, or management/administration. It is not necessary to be a criminal justice major to participate in the career track program. See the school academic advisor for information and lists of courses.

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.

Articulation agreements. Articulation agreements facilitate the transfer of students from associate degree programs at Florida public community colleges to baccalaureate degree programs at universities. Students admitted under articulation agreements enter FGCU with upper level status and are classified as juniors. Students who have earned or are intending to earn an associate of science degree in criminal justice or legal assisting from a Florida public community college should contact a School of Public and Social Services academic advisor for more information regarding the transfer process.

National partnerships and agreements. The Division of Justice Studies has several outstanding partnerships and agreements with organizations throughout the state. These include an informal partnership with St. Petersburg Junior College and the Florida Department of Corrections to bring the bachelor of science degree via distance to the employees of the Department of Corrections.

International partnerships. The Division of Justice Studies maintains several partnerships in the international community. These include an ongoing relationship with Tsinghua University in Beijing, China, and Universidad Autonoma De Yucatan in Merida, Yucatan, Mexico.

Degree through distance learning. The BS degree in Criminal Justice is available through distance learning via the Internet. Students with an AA or an articulated AS degree from a Florida public community college may complete the upper division portion of this program (60 credit hours) via distance learning. See the school academic advisor for information.

Coursework: BS Criminal Justice

General Education

Students are expected to complete 36 hours of approved general education coursework during the first two years of attendance (see the General Education section).

Common Prerequisites

There are no common prerequisites for this program.

Coursework in the Major

Required core courses (24 hours):
CCJ 3024*  C J Systems and Processes (3)
CCJ 3610  Theories of Criminal Behavior (3)
CCJ 3701  Research Methods in Criminal Justice (3)
CCJ 4292  Courts and Legal Issues (3)
CCJ 4450  Leadership and Management in CJ (3)
CCJ 4487  Ethics in the Criminal Justice System (3)
CCJ 4934  Senior Seminar in Criminal Justice (3)
CCJ 4940  Internship (3)

*An approved upper division CCJ course can be substituted for CCJ 3024 if the student has completed CCJ 1020 or an equivalent course. Contact the college academic advisor for information.
Elective coursework from the following (12 hours):
CCJ 3080  Introduction to Criminalistics (3)
CCJ 3340  Methods of Offender Treatment (3)
CCJ 3468  Crisis Intervention (3)
CCJ 3506  Juvenile Delinquency (3)
CCJ 3600  Introduction to Forensic Psychology (3)
CCJ 3653  Drugs, Alcohol and Crime (3)
CCJ 3666  Victimology (3)
CCJ 4110  Law Enforcement (3)
CCJ 4121  Crime Prevention (3)
CCJ 4215  Constitutional Criminal Law (3)
CCJ 4282  Legal Issues in Corrections (3)
CCJ 4284  Law and Social Control (3)
CCJ 4306  American Corrections (3)
CCJ 4331  Alternatives to Incarceration (3)
CCJ 4501  Juvenile Justice System (3)
CCJ 4601  Human Behavior (3)
CCJ 4615  Advanced Forensics (3)
CCJ 4630  Comparative Justice (3)
CCJ 4662  Minorities and Crime (3)
CCJ 4663  Female Crime (3)
CCJ 4681  Domestic Violence (3)
CCJ 4910  Independent Research (3)
CCJ 4933  Special Topics in CJ (3)
CCJ 4940  Internship (1-3)
CCJ 4957  CJ Study Tour Abroad (3)

Additional Requirements
IDS 3920  University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 hours of the 120 hours must be at the upper division (courses numbered 3000 and above). Consult with the academic advisor regarding coursework appropriate to educational and career goals.

BS Human Services

The Bachelor of Science in Human Services program is offered through the Division of Social Work and is designed to provide an interdisciplinary perspective to an array of helping and enabling services in public, non-profit, and proprietary human service agencies. Curriculum is built upon a broad liberal arts and social sciences foundation and provides for the development of a core set of skills in counseling, case management, information and referral, and community organization. Coursework is augmented by 500 hours of fieldwork; the field coordinator arranges field placement. 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.

The goal of the human services program is to educate a cadre of human services professionals equipped to staff and develop the wide range of helping agencies in Southwest Florida. Community demand for professionally trained staff and the regional expansion of services far exceeds available human resources.

Emphasis tracks. By selecting from a defined list of elective courses, students can focus their studies on any of the following topics: child welfare, substance abuse, mental health, and health and aging. Additional sequences may be developed in criminal justice, management, and community programs. Graduates with a child welfare emphasis who become employed by Florida Children and Families have many of the in-service training requirements waived. The Division of Social Work is recognized by the Certification Board for Addiction Professionals as a provider of substance abuse training.

Articulation agreements. Articulation agreements facilitate the transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Students admitted under articulation agreements enter FGCU with upper level status and are classified as juniors. Articulation agreements are in place for several programs offered at Edison Community College (ECC), and some of the FGCU upper division courses are offered on the ECC campus. Students are encouraged to contact a College of Professional Studies academic advisor for more information regarding the transfer process.

Discussions are underway with all of the Florida community colleges offering associate degrees in human services. Students earning or holding degrees from these colleges should consult the academic advisor about transferring credit.

Local partnerships. The Division of Social Work participates in the College of Professional Studies partnerships throughout the state; additional partnerships are under development.

International partnership. The Division of Social Work has established a relationship with the University of the Applied Sciences, Bochum, Germany.

Distance learning. About 60 percent of the coursework for the BS Human Services is currently available via distance learning. Additional courses are added each year. See the college academic advisor for information.

Coursework: BS Human Services

General Education

Students are expected to complete 36 hours of approved general education coursework during the first two years of attendance (see the General Education section). Some coursework can be used to satisfy both general education and common prerequisite requirements.
**Common Prerequisites**

HUS 1001 Introduction to Human Services (3)
Acceptable substitutes: CLP 1000, SYG 1000, SYG 1010, EEC 1000, CHD 1135, or ANT 1410.

HUS 2110 Basic Counseling Skills/Fundamental Helping Skills (3)

**Coursework in the Major**

**Required core courses (33 hours):**

HUS 3020 Human Growth & Development (3)
HUS 3201 Interventions with Groups and Communities (3)
HUS 3304 Interventions with Individuals & Families (3)
HUS 3410 Case Management Problem Solving Human Services (3)
HUS 3601 Human Services Delivery Systems (3)
HUS 3720 Evaluative Research in Human Services (3)
HUS 4500 Ethics in Human Services
HUS 4560 Social Problems and Social Policy (3)
HUS 4850 Experience in Human Services (field work) (6)
HUS 4931 Human Services Integrative Senior Seminar (3)

**Elective coursework (24 hours):**

Fifteen (15) hours from the following—

CCJ 3506 Juvenile Delinquency (3)
CCJ 3665 Victimology (3)
HUS 4508 Substance Abuse and the Family (3)
HUS 4539 Elder Abuse and Neglect (3)
HUS 4554 International and Multicultural Programs (3)
HUS 4574 Issues in Mental Health (3)
HUS 4604 Issues in Health Services (3)
HUS 4683 Substance Abuse Treatment and Resources (3)

HUS 4901 Directed Individual Studies in Human Services (3)
HUS 4932 Issues in Aging (3)
HUS 4935 Issues in Families (3)
HUS 4937 Issues in Vulnerable Populations (3)

Plus nine (9) hours of elective coursework in anthropology, criminal justice, sociology, psychology, health services, or others, as approved in advance by the academic advisor.

**Additional Requirements**

IDS 3920 University Colloquium (3)

Additional electives may be required to reach a minimum of 120 credit hours for the baccalaureate degree. At least 48 hours of the 120 hours must be at the upper division (courses numbered 3000 and above). Consult with the academic advisor regarding coursework appropriate to educational and career goals.
# Undergraduate Courses

## Availability of Courses

The university does not offer all of the courses listed in the catalog each year. The Schedule of Classes should be consulted to determine which courses are offered each semester.

## Definition of Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG</td>
<td>Accounting: General</td>
</tr>
<tr>
<td>ADV</td>
<td>Advertising</td>
</tr>
<tr>
<td>AEB</td>
<td>Agriculture Economics and Bus.</td>
</tr>
<tr>
<td>APA</td>
<td>African-American Studies</td>
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<tr>
<td>AFH</td>
<td>African History</td>
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<td>AFS</td>
<td>African Studies</td>
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<tr>
<td>AMH</td>
<td>American History</td>
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<tr>
<td>AML</td>
<td>American Literature</td>
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<td>AMS</td>
<td>American Studies</td>
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<tr>
<td>ANT</td>
<td>Anthropology</td>
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<tr>
<td>ARE</td>
<td>Education: Art Education</td>
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<td>ARH</td>
<td>Art History</td>
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<td>ART</td>
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<td>ASH</td>
<td>Asian History</td>
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<td>ASN</td>
<td>Asian Studies</td>
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<td>AST</td>
<td>Astronomy</td>
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<tr>
<td>BCH</td>
<td>Biochemistry (Biophysics)</td>
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<td>BSC</td>
<td>Biological Science</td>
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<tr>
<td>BUL</td>
<td>Business Law</td>
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<td>CAP</td>
<td>Computer Applications</td>
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<tr>
<td>CBH</td>
<td>Comparative Psy &amp; Anim. Beh.</td>
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<tr>
<td>CCI</td>
<td>Criminal Justice</td>
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<tr>
<td>CDA</td>
<td>Computer Design/Arch.</td>
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<td>Computer Engineering</td>
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<td>Computers General Studies</td>
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<td>CHI</td>
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<td>Chemistry</td>
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<td>Clinical Psychology</td>
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<td>COM</td>
<td>Communication</td>
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<td>COP</td>
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<td>CPO</td>
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<td>CPS</td>
<td>Comparative Policy Studies</td>
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<td>CRW</td>
<td>Creative Writing</td>
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<td>DAA</td>
<td>Dance Activities</td>
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<td>DEP</td>
<td>Developmental Psychology</td>
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<td>ECP</td>
<td>Economic Problems &amp; Policy</td>
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<td>ECS</td>
<td>Economic Systems &amp; Development</td>
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<td>EDS</td>
<td>Education Supervision</td>
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<td>Education: Emotional Disorders</td>
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<td>Engineering</td>
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<td>Education: Technology &amp; Media</td>
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<td>EMR</td>
<td>Education: Mental Retardation</td>
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<td>Mathematics-History &amp; Found.</td>
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<td>POS</td>
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<td>Personality</td>
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<td>PSB</td>
<td>Psychobiology</td>
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Alphabetical Listing of Courses by Prefix

ACG 2021 Core Concepts in Accounting I 3 credits
Accounting information needs of various stakeholders, including managers, owners and creditors (capital markets), governmental agencies, and others. Topics 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
Introduction to core concepts of financial and managerial accounting. Focus on managerial decision making and information needs of managers. Topics 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 ACG 3101 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
Primary processes, or cycles, of organizations, and the risks associated with each event in the processes. Emphasis is placed on controlling risks and minimizing the potential impact they have on businesses. Topics include sales cycle, purchases cycle, payroll cycle, controls, 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 ACG 2021 with a minimum grade of B and CGS 1100 with a minimum grade of B

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 4901 Directed Study in Accounting 1 to 3 credits
Students explore current topics in accounting. A detailed research project must be completed under faculty supervision. (Senior standing and permission of instructor required)

ACG 4939 Special Topics in Accounting 3 credits
Topics of special or current interest, such as history and evolution of accounting standards, accounting methods for specific industries, and emerging issues. (Senior standing)

ACG 4940 Accounting Internship 3 credits
Supervised work experience in accounting. Students must obtain prior approval from the Accounting Internship Coordinator and submit a written report at the end of the internship. (S/U only) (Departmental approval 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
Introduction to the role of advertising communication in society, business and economics. Topics include historical perspectives, ethics, research and evaluation, objective setting/strategies planning for creativity, and mass media within marketing planning. (Junior standing required)
ADV 3001  Creative Strategy  3 credits
The development of effective strategies and creative executions used
in advertising communications including skill-building preparation of
creative briefs, copywriting, and design for print, broadcast, out-of-
home, and alternative media.
Prerequisites: ADV 3000

AEB 4025  Amer Agriculture & Society  3 credits
The role of American agricultural industry in society will be investi-
gated. 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
Introduction to the sociological study of the issues of race, sex, and
social class, including the treatment of these issues by society. At least
6,000 words of graded written work are required (Gordon Rule).

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
An opportunity for students to engage in research of their choice in
special areas of interest. The research may be carried out on an indi-
vidual or group basis but must be under the supervision of the instruc-
tor. 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
An introduction to the sociological study of the issues of race, sex,
and social class, examining a number of issues facing American soci-
ety 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. At least 6,000 word of graded written work are
required (Gordon Rule).

AFA 4150  Africa & the United States  3 credits
An examination of 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
A study of social institutions as they relate to the Africa-American
Community.

AFA 4335  Women of Color in the U.S.  3 credits
An interdisciplinary survey of the contemporary experience of women
of color in the United States, including a discussion of the socio-his-
torical and cultural histories, myths and realities of these women.

AFH 3100  African History to 1850  4 credits
An outline survey of pre-colonial African history including a prefa-
atory introduction to the use of primary sources (such as archaeology,
oral tradition, cultural anthropology, comparative linguistics, docu-
ments) in reconstructing the African past.

AFH 3200  African History since 1850  4 credits
Survey of the Colonial and post-colonial history of Africa. Emphasis
on the impact of European and other alien influences on the continen-
t, emergence of independent African states, and post-independence prob-
lems of nation building and economic development.

AFH 3454  The Africans  4 credits
History and contemporary life of Africa through its critical indigenous,
Islamic, and Western influences. Issues may include 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.

AFS 2250  Culture & Society in Africa  3 credits
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
The natural environments of the African and critical environmental
issues are examined within their ecological, cultural, economic, and
historical contexts. Multiple sources of information including scienti-
data and artistic impression are utilized.
Prerequisites: BSC 1051C with a minimum grade of C or IDS 3304
with a minimum grade of C

AMH 2010  US History to 1877  3 credits
Survey of American history form pre-Columbian times through the
Civil War. Special emphasis is given to critical social, cultural, and
political movements and figures. At least 6,000 words of graded writ-
ten work are required (Gordon Rule).

AMH 2020  US History Since 1877  3 credits
Survey of American history from the Reconstruction Era through the
present. Special emphasis is given to critical social, cultural, and poli-
tical movements and figures. At least 6,000 words of graded written
work are required (Gordon Rule).

AMH 3110  American Colonial Hist to 1750  4 credits
Examines the evolution of American society from the earliest Euro-
pean-Native American contact through the eve of the American Revo-
lution. Emphasis is on the transformation of colonial structures, ex-
ansion, ethnicultural issues, the rise of slavery, and the development
of representative theories of government.

AMH 3172  The Civil War  4 credits
The American Civil War with emphasizes on the complex causes and
lasting effects of this conflict of the battles, home fronts, ordinary sol-
diers, African-Americans, and military and political leaders of this
era.

AMH 3201  The U.S., 1877-1929  4 credits
Examines the nature of American history from the end of Reconstruc-
tion 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.
Discussion of interrelatedness of these movements and of the diverse
character of America.

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, politi-
cal, and economic milieu of the state. Geographical and environmen-
tal 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 it roots in Africa
through the Civil War. Emphasis is given to developing a critical un-
derstanding of the unique nature of the black American experience
and the importance of African-American contributions to American
history.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>AMH 3572</td>
<td>African Amer Hist since 1865</td>
<td>4</td>
<td>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.</td>
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<td>AMH 4428</td>
<td>Southwest Florida History</td>
<td>4</td>
<td>Intensive examination of the regional human experience in Southwest Florida, beginning with the movements of humans into the peninsula 12,000 years ago. 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 modem era.</td>
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<td>AML 2010</td>
<td>Literature &amp; Culture of US, I</td>
<td>3</td>
<td>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. At least 6,000 words of graded written work are required (Gordon Rule).&lt;br&gt;&lt;br&gt;&lt;br&gt;&lt;br&gt;&lt;br&gt;&lt;br&gt;Prerequisites: ENC 1101 with a minimum grade of C</td>
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<td>Literature &amp; Culture of US, II</td>
<td>3</td>
<td>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. At least 6,000 words of graded written work are required (Gordon Rule).&lt;br&gt;&lt;br&gt;&lt;br&gt;&lt;br&gt;&lt;br&gt;&lt;br&gt;Prerequisites: ENC 1101 with a minimum grade of C</td>
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<td>AML 3032</td>
<td>Lit &amp; Culture of US, 1860-1912</td>
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<td>Readings course on canonical and marginal literature of the United States from the Civil War to the beginning of Modernism. Intense study of authors/works and their contexts.</td>
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<td>AML 3051</td>
<td>Lit &amp; Culture of US 1912-1945</td>
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<td>Readings course on canonical and marginal literature of the United States during the Modern Era. Intense study of authors/works and their contexts.</td>
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<td>AML 3221</td>
<td>Lit &amp; Culture of US 1700-1820</td>
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<td>Readings course on canonical and marginal literature of the United States from the eighteenth century through the Revolutionary and Early National Period. Intense study of authors/works and their contexts.</td>
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<td>AML 3222</td>
<td>Lit &amp; Culture of US 1820-1860</td>
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<td>Readings course on canonical and marginal literature of the United States during the American Renaissance. Intense study of authors/works and their contexts.</td>
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<td>AML 3242</td>
<td>Lit &amp; Culture of US 1945-pres</td>
<td>3</td>
<td>Readings course on canonical and marginal literature of the United States from the end of World War II to the present. Intense study of authors/works and their contexts.</td>
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<td>AML 3703</td>
<td>The Immigrant Exp in Lit of US</td>
<td>3</td>
<td>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. Exploration of the ways that ethnic assimilation tales both reflect and subvert a “melting pot” ideology and consideration of the influence of “new ethnicity” movements on the status of ethnic literature in the post-60s United States.</td>
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<td>AML 4111</td>
<td>19th Cent Novel in the US</td>
<td>3</td>
<td>Seminar beginning with the rise of the novel in the United States in the eighteenth century and then charting its development to the Modern era.</td>
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<td>AML 4121</td>
<td>20th Cent Novel in the U.S.</td>
<td>3</td>
<td>Seminar on the novel in the United States in the twentieth-century.</td>
</tr>
<tr>
<td>AML 4261</td>
<td>Literature of the South</td>
<td>3</td>
<td>Seminar on critical study of various Southern writers in the United States in their historical contexts.</td>
</tr>
<tr>
<td>AML 4265</td>
<td>Florida Writers</td>
<td>3</td>
<td>Seminar on writers who have lived in and/or written about Florida, such as Hemingway, Hurston, Rawlings, and Stevens.</td>
</tr>
<tr>
<td>AML 4274</td>
<td>Literature by Women of Color</td>
<td>3</td>
<td>Seminar on contemporary women writers of color in the United States: Native-Americans, Asian-Americans, African-Americans, and Latinos. This course is cross-listed under WST 4262.</td>
</tr>
<tr>
<td>AML 4276</td>
<td>Seminar in African Amer Lit</td>
<td>3</td>
<td>Seminar 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.</td>
</tr>
<tr>
<td>AML 4300</td>
<td>Selected Authors from U.S.</td>
<td>3</td>
<td>Seminar on selected writers from the United States. This course may be repeated with a change of content for up to 6 hours.</td>
</tr>
<tr>
<td>AML 4630</td>
<td>Latino Literature</td>
<td>3</td>
<td>Readings course exploring the multiple identities designated by the term “Hispanic” in the United States as they are represented in literature. Surveys the diversity of Latino poetry and fiction, including works by both popular and lesser-known Hispanic writers.</td>
</tr>
<tr>
<td>AML 4713</td>
<td>Working-Class Lit in U.S.</td>
<td>3</td>
<td>Seminar tracing 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.</td>
</tr>
<tr>
<td>AMS 3700</td>
<td>Racism in American Society</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ANT 2000</td>
<td>Intro to Anthropology</td>
<td>3</td>
<td>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).</td>
</tr>
<tr>
<td>ANT 2100</td>
<td>Introduction to Archaeology</td>
<td>3</td>
<td>The historical and theoretical backgrounds of Archeology, the goals and methods of Archeology, and Archeological fieldwork techniques.</td>
</tr>
<tr>
<td>ANT 2211</td>
<td>Peoples of the World</td>
<td>3</td>
<td>Survey of the world’s known cultures by major geographic region. Topics cover the range and variety of the human condition. At least 6,000 words of graded written work are required (Gordon Rule).</td>
</tr>
<tr>
<td>ANT 2410</td>
<td>Cultural Anthropology</td>
<td>3</td>
<td>Introduction to human diversity as expressed through communities and ethnic groups worldwide.</td>
</tr>
<tr>
<td>ANT 2511</td>
<td>Intro to Physical Anthropology</td>
<td>3</td>
<td>The evolution of humankind and range and extent of modern human physical diversity. Topics may include primates, paleoanthropology, anthropometry and range methods and techniques employed in this field. &lt;br&gt;&lt;br&gt;&lt;br&gt;Prerequisites: ANT 2000 with a passing grade</td>
</tr>
</tbody>
</table>
ANT 3231 Introduction to Folklore 3 credits
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 American Cultures 3 credits
Introduction to the diversity of Native American cultures through ethnographic description examining adaptive responses to the environment and culture contact.

ANT 3340 Caribbean Cultural Patterns 3 credits
Introduction to human diversity as expressed through state, communities and ethnic groups of the Caribbean region. 
Prerequisites: ANT 2000 or SYG 2000

ANT 3403 Cultural Ecology 3 credits
The study of the relationships between humans and their environments. Emphasis on the adaptive importance of culture and the modifications made to environments by humans to achieve better fit. Topics may include 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
Introduction to 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
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
Cross-cultural study of the social and cultural aspects of religion. Topics may include religious and magic activities in the traditional and modern societies, and ritual behavior, religious practitioners and symbols of belief and their impact on the social, political or economic aspects of peoples’ 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
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. At least 6,000 words of graded written work are required (Gordon Rule). 
Prerequisites: ANT 2000 with a passing grade

ANT 4316 Cultures of the Contemp. South 3 credits
The diversity of the contemporary South through ethnography with special attention to the concept of community, change, and continuity in the region. Contemporary issues facing the area are investigated from an historical perspective. At least 6,000 words of graded written work are required (Gordon Rule). 
Prerequisites: ANT 2000

ANT 4462 Medical Anthropology 3 credits
An examination of illness, behavior, biomedical and traditional healing systems from a comparative perspective. Provides insights into the inter-relatedness of technology, ecology, and health in larger populations. At least 6,000 words of graded written work are required (Gordon Rule). 
Prerequisites: ANT 2000 with a passing grade

ANT 4930 Special Topics in Anthropology 3 to 6 credits
Specialized subjects and topics in anthropology. Topics may vary. May be repeated to a maximum of 9 credit hours which topics vary. 
Prerequisites: ANT 2000 with a minimum grade of C or ANT 2100 with a minimum grade of C or ANT 2410 with a minimum grade of C Fee Required

ARE 4313 Art for the Child 3 credits
Art for the child methods and materials of using art in the elementary classroom.

ARH 2050 History of Visual Arts I 3 credits
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
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 4301 Renaissance Art 3 credits
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
A comprehensive study of nineteenth century painting and sculpture and architecture 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
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.

ART 1201C Methods and Concepts I 3 credits
A foundation course in the 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
A foundation course providing students with an introduction to three-dimensional materials and processes, responsible studio practices, and art historical context. 
Prerequisites: Fee Required
ART 1300C Drawing I  3 credits
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
Advanced technical and conceptual drawing skills, with an emphasis on architecture, landscape, and the figure. Related historical and contemporary art works are reviewed.
Prerequisites: ART 1201C with a minimum grade of C or ART 1203C with a minimum grade of C and ART 1300C with a minimum grade of C
Fee Required

ART 2750C Beginning Ceramics  3 credits
An in-depth exploration of traditional ceramic technologies, including processes of local clays, outdoor firings, vessel construction, and non-glaze surface applications
Prerequisites: ART 1203C with a minimum grade of C

ART 2600 Intro to Computer Images  3 credits
Introduction to the creation of computer generated images, image manipulation, appropriate hardware, and design software.
Prerequisites: ART 1201C with a minimum grade of C and ART 1300C with a minimum grade of C

ART 2230C Graphic Design - Introduction  3 credits
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 2400C Fund of Printmaking: Relief  3 credits
An introduction to both the practice and history relief printing in wood block, linoleum block, and collagraph.
Prerequisites: ART 2510C with a passing grade

ART 2500C Painting I  3 credits
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
Fee Required

ART 2701C Sculpture I  3 credits
Covers basic sculptural processes: fabrication, carving modeling, and casting. Modern and contemporary sculptural practices will be stressed, including installation and critical analysis.
Prerequisites: ART 1203C

ART 3513 Painting II  3 credits
Students develop the skills/methods of acrylic painting, and study historical and contemporary examples of art making. Documentation and portfolio preparation will be discussed.
Prerequisites: ART 2510C with a minimum grade of C

ART 3610 Advanced Computer Images  3 credits
Advanced exploration of computer generated images and art forms, including contemporary issues, conceptual and design development, modes of presentation, and professional preparation.

Prerequisites: ART 2222 with a minimum grade of C
Fee Required

ART 3702C Sculpture II  3 credits
Continued experience in complex three-dimensional techniques emphasizing skills enhancement, conceptual development, contemporary and historical influences, and professional preparation.
Prerequisites: ART 2701C with a minimum grade of C

ART 3762 Wheel Throwing  3 credits
An intensive introduction to the potter’s wheel. Includes both functional and non-functional forms, stoneware glazes, kiln building, and the history of utilitarian ceramics. Advanced craftsmanship expected. This course may be repeated.
Prerequisites: ART 2110C with a minimum grade of C
Fee Required

ART 3781 Clay Sculpture  3 credits
Using clay to explore sculptural form in vessel and nonvessel formats. Earthenware firing range and contemporary ceramic art will be emphasized.
Prerequisites: ART 2110C with a minimum grade of C
Fee Required

ART 4221C Advanced Graphic Design  3 to 9 credits
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 3221C and ART 3233C

ART 4921C Painting Workshop  3 to 9 credits
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
Intensive studies in contemporary sculptural issues and methods; projects vary depending on skill levels and conceptual interests. Exhibition and installation practices covered, and research in sculptural history included.
Prerequisites: ART 2701C with a minimum grade of C

ART 4928C Ceramics Workshop  3 to 9 credits
Intensive studies in contemporary ceramic issues and methods. Both technical proficiency and conceptual integrity will be stressed, with an emphasis on the development of a personal aesthetic.
Prerequisites: ART 3781 with a minimum grade of C or ART 3762 with a minimum grade of C
Fee Required

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.

ART 4940 Internship  3 to 9 credits
Internships allow students to gain experience by working in the professional art community and connecting their academic training with contemporary practice in the field. Senior standing or permission of instructor.

ART 4955 Senior Project  3 credits
A capstone course for senior art majors focusing on the production of a self-generated body of work that is conceptually strong and technically proficient. Exhibition plans and professional preparation will be stressed. Senior standing or permission of instructor.
ASH 3400 The Chinese 4 credits
The history, people and heritage of one of the world's most ancient and fascinating civilizations. Rare video scenes of daily life unveil the tensions between traditional and modern China.

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 1890. 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
Overview of Asian civilizations, including art, literature, music, philosophy, history, and politics. At least 6,000 words of graded written work are required (Gordon Rule).

AST 2100C Solar System Astronomy 4 credits
General principles of Astronomy with emphasis on the structure and evolution of the Solar System, the laws of planetary motion, and the physical aspects of the sun, planets, and interplanetary debris. Included are outdoor observations of the moon and planets and "in-class" exercises involving celestial positions and time, the moon's orbit, planetary motions, comparative planetology.
Fee Required

AST 2201C Stellar Astronomy 4 credits
General principles of Astronomy and emphasis on the structure and evolution of stars, stellar systems, galaxies and the universe. Topics may 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.
Fee Required

BCH 3023C Biochemistry 3 credits
The biochemistry of proteins, lipids, carbohydrates, and nucleic acids will be investigated. The principles of enzymology, metabolism and bioenergetics will be investigated. The curriculum is inquiry based and fully integrated with a laboratory that emphasizes 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
Intended for science majors. The principles of biology are studied from the molecular to the cellular level. Topics may include basic biochemistry, the cell doctrine, the physical phenomena of life, elementary bioenergetics and biosynthesis, cellular and organismal reproduction and the gene concept. The curriculum is inquiry based and fully integrated with a laboratory that emphasizes active learning strategies.
Fee Required

BSC 1011C Gen'l Biology w/Lab II 4 credits
Intended for science majors. Examines biological systems from the organismal level through the system level. Topics may include theory of evolution, biodiversity and systematics, and ecology. The curriculum is inquiry based and fully integrated with a laboratory that emphasizes active learning strategies.
Fee Required

BSC 1020C Human Systems 3 credits
The study of the basic principles of human biology intended for non-science majors. Investigates 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 a laboratory that emphasizes 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 to evaluate ecological principles and environmental ethics, attitudes, and beliefs. This course 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
Intended for health science majors. Investigates 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 a laboratory that emphasizes active learning strategies.
Fee Required

BSC 1086C Hum Anat & Physio w/Lab II 4 credits
Primarily intended for health science majors. Investigation of the structure and function of the human systems, including: cardiovascular, respiratory, renal, gastrointestinal, immune, and reproductive systems. The curriculum is inquiry based and fully integrated with a laboratory that emphasizes active learning strategies.
Prerequisites: BSC 1085C with a minimum grade of C
Fee Required

BSC 2024C Human Species 3 credits
The evolution of mankind and the development of earlier cultures. Topics may include 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
Investigates 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.
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.
Prerequisites: BSC 1030C with a minimum grade of C and BSC 1051C with a minimum grade of C

BSC 3403C Environmental Qual Techniques 3 credits
Implementation of laboratory and field techniques for environmental monitoring and analysis. Demonstration of competency with appropriate instrumentation, data management strategies and statistical procedures.
Fee Required
BSC 4422C Methods in Biotechnology 3 credits
Techniques and applications of biotechnology will be studied with a strong emphasis on laboratory investigation. Recombinant DNA technology will be the focus of study with applications in plant and animal systems. The impacts of biotechnology on society will be examined, such as the human genome project and agricultural biotechnology.
Prerequisites: BCH 2023C 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 agreement 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 project is designed to hone skills in applying research principles and obtaining practice in data collection, analysis. Senior Standing is expected.
Prerequisites: PCB 3063C with a minimum grade of C and PCB 3023C with a minimum grade of C or ZOO 3713C with a minimum grade of C

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.
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 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. Students will receive Satisfactory (S) or Unsatisfactory (U) grades for this course.

BSC 4933 Current Topics in Biology 1 credit
Special sessions exploring the literature in Biological Sciences. 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
Introduction to the contemporary legal and ethical environment of business. Topics may include the legal system, ethics, constitutional law, criminal and civil law, intellectual property, environmental law, contracts, and agency and employment law. (Junior standing required)

BUL 3220 Law & Business I 3 credits
The nature of legal and societal institutions and environments, and major aspects of public, private, UCC and related business law. (Junior standing required)

CAP 3611 Computation & Neural Systems 3 credits
Reviews general physiology from a systems perspective, comparative neurophysiology and evolutionary biology, perception systems, computational aspects of information processing within the central nervous system, clinical neurophysiology, and higher level cognitive functions. Covers techniques for pattern recognition, discrimination, estimation, classification, and learning in synthetic systems, as well as artificial neural network models, synthetic sensory systems, artificial life, and the implementation of computational neurosystems using VLSI technology.
Prerequisites: MAC 2311 and COP 2001

CAP 4730 Computer Graphics 3 credits
Foundation for work in computer graphics includes mathematical preliminaries, coordinate systems, transformations, perspective, graphical primitives, curve and surface modeling, representation of solids, 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 are explored.
Prerequisites: COT 3400 with a passing grade

CAP 4830 Simulation & Modeling 3 credits
Covers continuous and discrete event system simulation, with emphasis on general systems thinking, mathematical and computational methods in simulation, and the application of modeling techniques to selected problems in the sciences and other disciplines. Current commercial simulation environments are explored.

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 2023 with a minimum grade of C

CCJ 1020 Intro to Criminal Justice 3 credits
Introduction to the historical and philosophical background of agencies of the criminal justice system. An examination of the relationships between the police, courts, and correctional institutions.

CCJ 1100 Intro to Law Enforcement 3 credits
Introductory survey of the historical and philosophical development of law enforcement. Overview of the purposes, functions, organization, and technical problems of the police.

CCJ 3024 CJ Systems & Processes 3 credits
Components of the criminal justice system, including police, courts, corrections, the juvenile justice system, and the relationship of the criminal justice system to broad political, economic, and social issues.

CCJ 3080 Introduction to Criminalistics 3 credits
An introduction to the identification, collection, preservation, and presentation of physical evidence from crime scenes.
Fee Required

CCJ 3340 Methods of Offender Treatment 3 credits
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
Provides law enforcement, public service personnel, and clinicians with a general understanding of crisis intervention strategies and the kinds of situations that may be encountered.

CCJ 3506 Juvenile Delinquency 3 credits
The nature and extent of delinquency. Focus is on competing explanatory models and theories, and the evaluation of prevention, control, and treatment programs.

CCJ 3600 Forensic Psychology 3 credits
Pragmatic Review of the Psychological, physiological, and sociological theories and practices which seek to evaluate and analyze deviant human behavior and environments that precipitate criminal conduct.
CCJ 3610 Theories of Criminal Behavior 3 credits
Complex factors related to criminal behavior. Focus on understanding
criminal and delinquent behavior from a multi-disciplinary perspective
(biological, psychological, social), with emphasis on past and present
theories.

CCJ 3653 Drugs, Alcohol & Crime 3 credits
The history, pharmacology, health consequences, and crime-related
aspects of mind-altering drugs with emphasis on the effects on criminal
behavior, the legal response to the problem, and the treatment and
prevention of abuse.

CCJ 3666 Victimization 3 credits
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. Examination of the role of victims in crime, their decisions to
report crimes and help prosecute offenders, victim assistance, and
victim compensation.

CCJ 3701 Research Methods-Crim Justice 3 credits
Methods of gathering, analyzing, and reporting social data, with a focus
on the purpose and logic of scientific inquiry and quantitative research
techniques in criminal justice. Includes qualitative research, data
collection, experimental and non-experimental designs, measurement
procedures, sampling methods, and interpretation of research results.

CCJ 4110 Law Enforcement 3 credits
Examination of the American law enforcement system at the federal,
state, and local levels. Emphasis is on functions, responsibilities, and
issues of local police agencies, as addressed in police research.

CCJ 4121 Crime Prevention 3 credits
Theory, operation, and evaluation of crime prevention strategies.

CCJ 4215 Constitutional Criminal Law 3 credits
Basic concepts of constitutional criminal law, including the historical
basis of the American criminal law system.

CCJ 4282 Legal Issues in Corrections 3 credits
Overview of the legal aspects of corrections, from conviction to release.
Emphasis is on the practical, legal problems confronting the probation
and parole officer and the corrections administrator.

CCJ 4284 Law & Social Control 3 credits
They study of law and social structure, sociology of law, and formal
control mechanisms. Examination of the philosophical, legal, and
scientific modes of inquiry that are central to the study of law.

CCJ 4292 Courts & Legal Issues 3 credits
The American court system, with emphasis on jurisdiction, policies,
and procedures of courts in the administration of criminal justice.
Central principles of criminal law, including the substantive elements
of defining conduct for specific crimes and the various exculpatory
conditions for criminal liability.

CCJ 4306 American Corrections 3 credits
Comprehensive examination of the U.S. correctional system, including
theories of punishment and rehabilitation, the historical antecedents
of modern corrections, offender characteristics, sentencing,
community-based corrections 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
Alternatives to imprisoning the offender, including probation, parole
and diversion. Community-based intervention and treatment
approaches and the impact of social, political, and economic influences.

CCJ 4450 Ldrship & Mgmt in CJ Agencies 3 credits
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.

CCJ 4487 Ethics in the Crim Justice Sys 3 credits
Identification, analysis, and response to diverse ethical issues, unethical
practices, and unprofessional conduct encountered in the criminal
justice system.

CCJ 4501 Juvenile Justice System 3 credits
History, philosophy, and evaluation of the juvenile court and juvenile
court practices and procedures. Topics may include neglect,
dependency and delinquency, jurisdiction of the court, and roles of the
police officer, the correctional officer, and the social worker in the
juvenile justice system.

CCJ 4601 Human Behavior 3 credits
Origins of human and deviant behavior from a multidisciplinary
approach (biological, psychological, sociological, criminological).
Addresses major theories and research including case studies that
illustrate deviant behavior, such as drug abuse, suicide, mental illness,
and sexual deviance.

CCJ 4615 Advanced Forensics 3 credits
Advanced course in Forensics which blends the 3 prerequisite courses.
Clinical interpretation of behavior and laboratory science to interpret
crime scenes and suggest offender psychological profiles. Prerequisite
courses or consent of instructor.
Prerequisites: CCJ 4215 and CCJ 3600 and CCJ 3080

CCJ 4630 Comparative Justice 3 credits
International perspectives in criminal justice policy and procedures.
Analysis of criminal justice systems in other countries and cultures.
Topics may 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. Sociological and criminological
theory and research on the issues with special attention to the role of racism
in theories of crime and in American law.

CCJ 4663 Female Crime 3 credits
Historical and current theory and research on female crime, including
societal influences on female crime, the experience of women as crime
victims and criminal offenders, and the role of women as criminal
justice practitioners.

CCJ 4681 Domestic Violence 3 credits
Theoretical issues, both past and present, regarding domestic violence.
Attention is given to contributing factors, legal aspects, and the impact
of domestic violence on the victim and society.

CCJ 4910 Independent Research 1 to 3 credits
Students work closely with a faculty member in the development and
implementation of research projects in the area of criminal justice.
Instructor permission required.

CCJ 4933 Spec Topics in Criminology/CJ 3 credits
In-depth analysis of current and emerging issues in the fields of criminal
justice and criminology.

CCJ 4934 Senior Sem (Criminal Justice) 3 credits
Integrative experience through which students comprehensively
analyze and assess significant theories, policies, and practices related
to criminal justice.
CCJ 4940 Internship 1 to 6 credits
Placement with one or more of the agencies comprising 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
Intensive study tour abroad, including preparatory work and research, focusing on cultural, historical, and social influences on criminal justice, and the differences and similarities of the different systems.

CDA 3104 Comp Org’n & Assem Lang Prcg 3 credits
Covers the organization, architecture, and microarchitecture of computer systems. Topics include computing machine instruction sets and register structures, programming in assembly language, tradeoffs in machine implementation and performance, computer peripherals, and a register transfer level simulation of an elementary computer system.
Prerequisites: CDA 3200 with a passing grade
Fee Required

CDA 3200 Digital Systems 3 credits
Covers data paths, controllers, memory systems, and register transfer level design, as well as finite state machine design, classical logic design, and storage element design. Hardware and software tools for digital system analysis and synthesis are explored. Previous high school or college algebra required.
Fee Required

CDA 4150 Computer Architecture 3 credits
Covers the form, function, and cost-performance tradeoffs associated with a range of computer systems implementing sequential, parallel, and distributed system models. RISC and CISC systems, as well as memory and I/O models are explored. Topics include instruction set design, processor microarchitecture, pipelining, cache and virtual memory organization, protection and sharing, I/O, interrupts, and peripherals.
Prerequisites: COT 3400 with a passing grade and CDA 3104 with a passing grade

CDA 4170 Data Acquis. & Control Systems 3 credits
Covers the architecture and implementation of data acquisition and control systems include analog and digital measurement techniques, sources of error, transducers and actuators, system modeling, instrumentation system architecture, computer controlled instruments and data acquisition systems, and system design techniques. Open and closed loop control, system analysis and design, system stability, and analog and digital control system implementation techniques are explored.
Prerequisites: CDA 3200 with a passing grade and COP 2001 with a passing grade

CEN 3031 Software Engineering 3 credits
The software engineering process stages are studied and applied to the development of a significant computer application using object-oriented design. These stages include requirements, design, prototyping, implementation, documentation, testing, code reviews, maintenance, and enhancements. Tools and strategies to use at the various stages are explored, including those used in the management of large amounts of code.
Prerequisites: COP 3007 with a minimum grade of C

CEN 4516 Computer Networks 3 credits
Covers computer networks, analog and digital communication theory, network structures, and components, switching techniques, 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 are explored.
Prerequisites: COT 3400 with a passing grade and CDA 3104 with a passing grade

CGS 1060C Computer Literacy with Lab 3 credits
Provides an understanding of computer hardware, software, and applications. Topics may include 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
Students will develop competency in a high level programming language for secondary education majors.
Prerequisites: MAC 2311 with a minimum grade of C

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
Intended for science majors. 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 a laboratory that emphasizes active learning strategies. Fee Required

CHM 1046C General Chem w/Lab II 4 credits
Intended for science majors. Examines solutions, redox reactions, kinetics and equilibria, thermodynamics, electrochemistry, nuclear chemistry and descriptive chemistry. The curriculum is inquiry based and fully integrated with a laboratory that emphasizes active learning strategies.
Prerequisites: CHM 1045C with a passing grade
Fee Required

CHM 1084C Environmental Chemistry 3 credits
The study of the basic concepts of organic and inorganic chemistry in the context of applications to the environmental 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
Emphasizes chemical reactivity and utility in synthetic and biochemical processes. Functional group chemistry is learned by stressing the relationship between structure and reactivity. Reaction types are organized by common mechanisms, rather than by functional group. Includes spectroscopy, synthesis, nomenclature and mechanism.
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 the study of organic compounds as described for CHM 2210C. The latter part of the course emphasizes structural features and specific reactions of organic compounds related to important naturally occurring and manufactured materials: including synthetic polymers and biopolymers.
Prerequisites: CHM 2210C with a minimum grade of C
Fee Required

CHS 3501C Intro to Forensic Science 3 credits
Lecture and laboratory applications of the specialty areas in criminalistics (criminal analysis) including organic and inorganic analysis, physical evidence, hair, fiber, toxicology, arson, explosives, ballistics, serology, fingerprinting and DNA.
Fee Required

CHS 3505C Forensic Microscopy I 3 credits
The study of the light and polarized light microscope and its use in the identification and comparison of trace evidence.
Prerequisites: CHS 3501C
Fee Required

CHS 3533C Forensic Analysis I 3 credits
An in-depth study in theory and laboratory application of presumptive, antigenic and enzymatic testing for the evaluation of biological samples for crime analysis.
Prerequisites: PCB 4233C and BCH 3032C
Fee Required

CHS 3595 Forensic Science in Courtroom 1 credits
Preparation of the forensic scientist in preparing for and participating in courtroom proceedings.
Prerequisites: CHS 3501C

CHS 4511C Forensic Microscopy II 3 credits
An advanced study of the techniques and application used to identify and compare trace evidence.
Prerequisites: CHS 3505C
Fee Required

CHS 4531C Forensic Toxicology 3 credits
Integrated lecture and laboratory study of the presumptive tests, isolation and instrumental techniques used in identification of controlled substances.
Prerequisites: BCH 3032C
Fee Required

CHS 4534C Advanced Forensic Analysis II 3 credits
An advanced study in theory and laboratory application of biological samples at the molecular level for crime analysis.
Prerequisites: CHS 3533C and PCB 3663C and MLS 4191C
Fee Required

CHS 4591L Forensic Science Internship 1 to 6 credits
Practical experience in a professional forensic laboratory. Departmental permission required.
Prerequisites: CHS 3501C and CHS 3505C and CHS 3533C and CHS 4531C and CHS 4511C and CHS 4534C
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 2023 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 2023 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 2023 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 2023 with a minimum grade of C

COP 2000 Programming Methodology I 3 credits
Basic computer programming concepts and problem solving are explored using a procedural programming language. Topics include data types, expression evaluation, control statements, functions, top-down design, program state, arrays, searching and sorting, and character string handling. Includes two hours of lecture and one hour of lab per week. Previous high school or college algebra required.
Fee Required

COP 2001 Programming Methodology II 3 credits
Advanced computer programming concepts and problem solving are explored using a procedural programming language. Topics include interfaces, random number generation, pointers, dynamic memory allocation, more character string handling, structures, file I/O, and recursion. Includes two hours of lecture and one hour of lab per week.
Prerequisites: COP 2000 with a minimum grade of C
Fee Required

COP 2532 Data Structures 3 credits
Data structure design, implementation, application, and analysis are explored. Abstract data types (ADTs) are introduced and use of interfaces is emphasized. Topics include stacks, queues, linked lists, and trees. Recursion is revisited, functions as data is considered, and computational complexity of searching and sorting algorithms are explored.
Prerequisites: COP 2001 with a minimum grade of C

COP 2550 Programming Systems 3 credits
A range of modern programming systems from the imperative and declarative language paradigms is explored. Topics include selected
procedural, object-based, parallel processing, logic, functional, and database languages.

*Prerequisites:* COP 2532 with a passing grade

**Fee Required**

**COP 3007 Programming Methodology III** 3 credits

Computer programming concepts and problem solving are explored using an object-oriented programming language. Topics include use of predefined classes, creation of objects and classes, encapsulation using visibility modifiers, inheritance, class hierarchies, polymorphism, interfaces, exceptions, and stream I/O. Graphics and graphical user interfaces (GUIs) are explored. Includes two hours of lecture and one hour of lab per week.

*Prerequisites:* COP 2001 with a minimum grade of C

**COP 4610 Operating Systems** 3 credits

Covers the key concepts, mechanisms, and structure that underlie operating systems. The fundamental components of operating systems including process management, memory management, scheduling, file and storage management, I/O device management, and protection/security are explored. Contemporary design issues and current directions in development of operating systems are discussed. Case studies of several prominent operating system implementations are investigated.

*Prerequisites:* COT 3400 with a passing grade and CDA 3104 with a passing grade

**COP 4906 Senior Project** 2 credits

A significant problem in computer science at the systems level is selected and solved by the student, in consultation with a faculty member. Interdisciplinary activities and teamwork will be encouraged. (Senior standing required)

**COP 4908 Independent Study** 3 credits

Reading, problem solving, project development, simulation, laboratory investigation, field work, or a combination of these activities is done under the supervision of a faculty member. (Instructor consent required)

**COP 4931 Special Topics in Comp. Sci.** 3 credits

A contemporary subject in the field of computer science is explored. (Instructor consent required)

**COT 3400 Algorithms** 3 credits

The design, implementation, analysis, and application of a range of computer algorithms are explored. Function order of growth and amortized analysis are used in analyzing algorithms. A review and extension of data structure topics including stacks, queues, trees, graphs, lists, sets, hash tables, and heaps are covered. Algorithm design strategies such as divide-and-conquer, the greedy method, and dynamic programming are studied. NP-complete problems are introduced. Pattern matching and parallel algorithms are explored.

*Prerequisites:* COP 2532 with a minimum grade of C

**CPO 3002 Comparative Politics** 3 credits

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.

**CRW 2100 Intro to Fiction Writing** 3 credits

Analysis of the major techniques used in fiction writing. Students develop skills in both writing prose fiction and reviewing and editing prose fiction. At least 6,000 words of graded written work are required. (Gordon Rule).

*Prerequisites:* ENC 1101 with a minimum grade of C

**CRW 2300 Intro to Poetry Writing** 3 credits

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 4120 Advanced Fiction Writing** 3 credits

Analysis of the elements of the short story, novella, and novel forms. Emphasis on the development of an individual style in writing fiction; critiquing, editing, and revising original fiction; and preparing fiction for publication. At least 6,000 words of graded written work are required (Gordon Rule).

*Prerequisites:* CRW 2100

**CRW 4320 Advanced Poetry Writing** 3 credits

Analysis of the elements of various poetic forms. Emphasizes the development of an individual style in writing poetry; critiquing, editing, and revising original poetry; and preparing poetry for publication.

*Prerequisites:* CRW 2300

**DAA 2000 Theatre Dance Styles** 2 credits

Development of technical skills in social and historical dance forms frequently stylized for use by dance choreographers. May be repeated once with permission of instructor.

**DAA 2300 Ballroom/Social Dancing** 2 credits

Development of technical skills in social/ballroom dance. May be repeated once with permission of instructor.

**DAA 3684 Dance Theatre Lab** 2 credits

Experience in dance ensemble and performance work. May be repeated once with permission of instructor.

**DEP 2004 Principles of Development** 3 credits

Survey of the major themes and recent findings in the area of lifespan development. Emphasis will be on the 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 life-span.

*Prerequisites:* PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2023 with a minimum grade of C

**DEP 4404 Psych of Adulthood & Aging** 3 credits

A life-span 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 2023 with a minimum grade of C

**ECO 2013 Princ of Macro Economics** 3 credits

Fundamental relationships in the aggregate, or macroeconomy. Basic measures, uses and limitations of macroeconimic activity. Public policy goals and alternative policy proposals regarding inflation, economic growth, unemployment and scarcity.

**ECO 2023 Princ of Micro Economics** 3 credits

Individual components of an economic system. Special emphasis is placed on decision-making by individuals and by firms. Market structures of competition and monopoly; supply and demand; international trade and finance.

**ECO 3101 Intermediate Price Theory** 3 credits

Behavior of individual economic units, primarily consumers and firms. Development of tools for analysis and explanation of various economic phenomena.

*Prerequisites:* ECO 2023

**ECO 3203 Intermediate Macroeconomics** 3 credits

An extension of the two principles of economics courses that 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

**ECP 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 the problems of environment quality and resource scarcity.

**Prerequisites:** ECO 2023 and ECO 2013

**ECP 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

**ECP 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 macroeconomics in making decisions in anticipation of cost, revenue and profit behavior.

**Prerequisites:** ECO 2023

**ECP 3905 Directed Independent Study** 1 to 3 credits
Supervised undergraduate study in economic problems and policy under the direction of a faculty member. A prospectus and the product(s) of the completed research undertaken will become a permanent part of the student’s file. Not automatically transferable. Consent of the instructor and departmental approval are required.

**Prerequisites:** ECO 2013 with a minimum grade of C and ECO 2023 with a minimum grade of C

**ECP 3930 Special Topics** 1 to 3 credits
Topics of current interest in economic problems and policy. The course may also offer advanced versions of courses presently offered. Not automatically transferable.

**Prerequisites:** ECO 2013 with a minimum grade of C and ECO 2023 with a minimum grade of C

**EDE 3266 Emerg Lit Com & Cul** 6 credits
Introduction to the acquisition and development of language, literacy theories, processes, instructional strategies and assessments. Survey of cultural indices and considerations for modifications and adaptation to meet the language and literacy needs of all children. Students should reserve at least three clock hours per week during the regular public school day for field experience.

**Prerequisites:** EDF 3201 with a minimum grade of C and EDG 3201 with a minimum grade of C

**EDE 4301 Teaching Methods in Elem School** 3 to 4 credits
Techniques and strategies appropriate to instruction of children in educational settings.

**Prerequisites:** EDE 4941 with a minimum grade of C and EDG 4620 with a minimum grade of C

**EDE 4304 Integrated Math & Science** 3 credits
Techniques and materials for integrating mathematics and science instruction in schools with a highlight on geometry, probability/statistics, environmental science, and life science.

**Prerequisites:** EDF 3201 with a minimum grade of C and MAE 4310 with a minimum grade of C

**EDE 4930 Spec Topics in Elem Educ** 3 credits
The special topic will be discussed in depth based on current research and required observations in the field. The student will examine the applicability to classroom practice.

**Prerequisites:** EDF 3201 with a minimum grade of C

**EDE 4936 Senior Seminar- Elem Ed** 3 credits
Capstone experience in which trends and issues within the field of elementary education are examined from the perspective of the final internship. Taken concurrently with final internship.

**Prerequisites:** IDS 3920 with a minimum grade of C and EDF 3201 with a minimum grade of C and EDG 3201 with a minimum grade of C and EDE 3266 with a minimum grade of C and RED 4350 with a minimum grade of C and MAE 4310 with a minimum grade of C and EDG 4371 with a minimum grade of C and SSE 4343 with a minimum grade of C and SCE 4310 with a minimum grade of C and LAE 4416 with a minimum grade of C and TSL 4344 with a minimum grade of C and EDF 4430 with a minimum grade of C and EDE 4942 with a minimum grade of C and EDE 4930 with a minimum grade of C and EDE 4930 with a minimum grade of C

**Corequisites:** EDE 4940

**EDE 4940 Internship: Elementary Ed** 9 or 10 credits
A ten-week internship, five days per week, to refine and demonstrate effective teaching practices. Students will assume the teacher role in selected schools or agencies.

**Prerequisites:** IDS 3920 with a minimum grade of C and EDF 3201 with a minimum grade of C and EDG 3201 with a minimum grade of C and EDE 3266 with a minimum grade of C and RED 4350 with a minimum grade of C and MAE 4310 with a minimum grade of C and EDG 4371 with a minimum grade of C and SSE 4343 with a minimum grade of C and SCE 4310 with a minimum grade of C and LAE 4416 with a minimum grade of C and TSL 4344 with a minimum grade of C and EDF 4430 with a minimum grade of C and EDE 4942 with a minimum grade of C and EDE 3404 with a minimum grade of C and EDE 4930 with a minimum grade of C

**Corequisites:** EDE 4936

**EDE 4941 Childhood Educ Internship Lev 1** 3 credits
Students spend six hours per week in a supervised in-school experience and attend weekly seminar.

**EDE 4942 Integrated Field Exp: Elem. Ed** 3 or 4 credits
Semester long internship, the equivalent of 2 full days per week, to observe and demonstrate effective teaching practices. Students will partially assume the teacher role in selected schools or agencies. Students will be in two integrated field experiences, two consecutive days per week, for a total of 12 weeks. Accomplished Practices and Florida Performance Measurement System, in teaching skills, in making classroom decisions, and in thinking reflectively about decisions.

**Prerequisites:** EDF 3201 with a minimum grade of C and EDG 3201 with a minimum grade of C and EDE 3266 with a minimum grade of C and RED 4350 with a minimum grade of C and MAE 4310 with a minimum grade of C and EDG 4371 with a minimum grade of C and SSE 4343 with a minimum grade of C and SCE 4310 with a minimum grade of C and LAE 4416 with a minimum grade of C

**Corequisites:** TSL 4344

**EDE 2005 Introduction to Education** 3 credits
Survey course to orient students to the profession of education. Focus on current issues in education and their relationship to the disciplines social, philosophical and historical foundations. Thirty hours of field experience in pre-K - 12 schools required as part of this course.
EDF 3122 Learning & Developing Child 3 credits
Preadolescent child growth and development, learning theory, and behavioral analysis applied to instruction and to the organization and management of the classroom.

EDF 3201 Diversity of Human Experience 6 credits
The complexity and variety of opportunities in the field of education and the opportunities for teacher certification available at FGCU. Early childhood, elementary education, special education, and ESOL will be addressed within the context of human diversity. Students should reserve at least three clock hours per week during the regular public school day for field experience.
Prerequisites: EDF 2005 with a minimum grade of C and EDG 2701 with a minimum grade of C and EME 2040 with a minimum grade of C.

EDF 3542 Philosophy of Education 3 credits
The basic cultural, social, historical, legal, financial, political, and governance structures of American education and schooling; and, the nature of professionalism in democratic society.

EDF 3604 Sr Seminar: Social Fnds 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 Assessment & Action Research 2 to 3 credits
Concepts and skills related to designing, administering, evaluating, interpreting, applying and communicating results of classroom tests to include both performance and objective assessments. Concepts and skills in administering, interpreting, applying, and communicating results of standardized assessments. Emphasis will be on the use of assessment tools to improve instruction and student achievement.
Prerequisites: EDF 3201 with a minimum grade of C and EDG 3201 with a minimum grade of C and EDE 3266 with a minimum grade of C and RED 4350 with a minimum grade of C and MAE 4310 with a minimum grade of C and SSE 4343 with a minimum grade of C and SCE 4210 with a minimum grade of C.

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 3201 Professional Studies 6 credits
An exploration of the fundamental elements of professional studies in teacher education including an introduction to the field of curriculum and instruction. Emphasis is placed social, cultural, historical, political, economic, legal and philosophical foundations of American education, schooling, and the profession of teaching.
Prerequisites: EDF 2005 with a minimum grade of C and EDG 2701 with a minimum grade of C and EME 2040 with a minimum grade of C.

EDG 4320 Intro. to Creative Drama 3 credits
Introduction to 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 4371 Creative & Affective Development 3 credits
Students gain expertise in knowledge of principles of music, visual art, and movement and learn how to apply this knowledge of the design of developmentally and culturally appropriate activities. A key focus of the course is that of «infusing the creative arts and movement into the integrated curriculum.»
Prerequisites: EDF 3201 with a minimum grade of C.

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.

EDG 4930 Special Topics in Education 1 to 4 credits
Topics of special or current interest. Students may repeat this course with different titles.

ECC 3268 Play Development & Assessment 3 credits
Utilizing age appropriate environments for young children, effective play facilitation, and play as a tool in assessing strategies for children at risk.
Prerequisites: EDF 3268 with a minimum grade of C.

ECC 4008 Lit. in Early Childhood Educ. 3 credits
Emphasis is placed on developing knowledge of literature for younger children (0-8 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum.

ECC 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.

ECC 4211 Integ. Sci & Math/Yng Children 3 credits
Beginning sequential science and mathematical concepts for the appropriate stages of cognitive development of young children.
Prerequisites: EDF 3201 with a minimum grade of C and EDG 3201 with a minimum grade of C and EDE 3266 with a minimum grade of C and EFC 3268 with a minimum grade of C and EEC 4303 with a minimum grade of C.

ECC 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 stimuli, 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.

ECC 4300 Cognitive Exp for Yng Children 3 credits
Theoretical aspects of cognitive development for children ages zero to eight with emphasis on planning developmentally and culturally appropriate teaching-learning experiences and determining appropriate curriculum content in language arts, science, mathematics, and social studies with an emphasis on integrated experiences.
Prerequisites: EDF 3201 with a minimum grade of C.

ECC 4303 Creat/AffectExp for YoungChild 3 credits
The development of creative and affective experiences in young children ages 0-8, using the key notion of «infusing creativity into the integrated curriculum.» In conjunction with the accompanying
field experience, students plan and implement developmentally and culturally appropriate child-centered learning experiences in play, music, drama, arts, and movement based on the needs of individual children.

**Prerequisites:** EDF 3201 with a minimum grade of C

**EEC 4401C Relations Across Fam-Sch-Comm** 3 credits

The knowledge base and skills necessary to form partnerships with families and the community to enhance the care and education of young children, to design and environment, develop policies and adopt strategies that will assist children in developing prosocial behaviors, and problem solving and negotiating with children who exhibit challenging behaviors.

**Prerequisites:** EDF 3201 with a minimum grade of C

**EEC 4408 Child Family & Teach Relations** 3 credits

Focuses on developing understanding of traditional and nontraditional families including structural and lifestyle variations and understanding of parenting in diverse cultures including high-risk families.

**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 4510 Infants and Toddlers** 3 credits

Designed to teach students the knowledge base and skills necessary to provide a high-quality infant and/or toddler program. The course will integrate knowledge of individualizing care and education for all children including children with special needs and children from diverse cultural groups.

**Prerequisites:** EDF 3201 with a minimum grade of C

**EEC 4706 Language & Emerging Literacy** 3 credits

Focuses on developing an understanding of language development, processes of emerging literacy and how teachers support development through appropriate integrated curriculum experiences.

**EEC 4936 Sr. Seminar: Early Childhood** 3 credits

Capstone experience taken concurrently with the final internship. Trends and issues within the field of early childhood education are examined from the perspective of the final internship experience.

**Prerequisites:** EDE 3266 with a minimum grade of C and EEC 3268 with a minimum grade of C and EEC 4300 with a minimum grade of C and EEC 4303 with a minimum grade of C and SSE 4343 with a minimum grade of C and LAE 4416 with a minimum grade of C and TSL 4344 with a minimum grade of C and EEX 4231 with a minimum grade of C and EEC 4211 with a minimum grade of C and EEC 4942 with a minimum grade of C and EEX 4201 with a minimum grade of C and EEC 4510 with a minimum grade of C and EEC 4401C with a minimum grade of C

**Corequisites:** EEC 4940

**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 Integrated Field Exp. - EC** 3 credits

Semester long internship, the equivalent of 2 full days per week, to observe and demonstrate effective teaching practices by assuming the teacher roles in selected schools or agencies. Students will be in two integrated field experiences, two consecutive days per week, for a total of 12 weeks. Field experiences will be carried out in selected school and community agencies.

**Prerequisites:** EDE 3266 with a minimum grade of C and EDG 3201 with a minimum grade of C and EEC 3268 with a minimum grade of C and EEC 4303 with a minimum grade of C and SSE 4313 with a minimum grade of C and TSL 4415 with a minimum grade of C

**Corequisites:** TSL 4344

**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

**EFD 4011 Theories & Practices In BD** 3 credits

Review of current approaches to understanding and working with children with behavior disorders.

**Prerequisites:** EDF 3201 with a minimum grade of C

**EFD 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)

**Prerequisites:** EFX 4011 with a minimum grade of C

**EEX 2010 Intro to Special Education** 3 credits

Introduction to exceptionality with particular emphasis on educational aspects. This course is required by the State of Florida for certification in all areas of exceptional student education.

**EEX 4011 Foundations of Special Ed** 3 credits

Survey of various exceptional student populations with a particular emphasis on the educational aspects of exceptionality. Foundations and evolution of the field of Special Education. The ethical implications of educational practice for this population will be explored.

**EEX 4070 Integ. Except. Students in Reg** 2 to 3 credits

**EEX 4201 Young Children with Spec Needs** 3 credits

Comprehensive overview of the field of early childhood special education (ECSE), and in depth information on state of the art practices which facilitates both teacher and child competencies. Focus on «application,» with an emphasis on «hands on» experience.

**Prerequisites:** EDF 3201 with a minimum grade of C

**EEX 4221 Educ Assess of Exceptional Stud** 3 credits

Introduction to the complex policies, procedures, and legal mandates that guide the assessment of children for services in programs for exceptional children and 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 Assessing Prog Child w/Disab** 3 credits

Knowledge to plan assessments for the purposes of identification and diagnosis, program planning and program evaluation for infants and young children with and without disabilities.

**EEX 4243 Edu of Excep Adolesc & Adult** 2 to 3 credits

Planning and implementing multicultural educational programs for adolescent and secondary level exceptional students. Assessing curriculum models, materials, teaching strategies, and transition requirements for the full range of students with disabilities, including gifted and talented. This course is required for all of the department’s.

**Prerequisites:** EEX 4011 with a minimum grade of C

**EEX 4255 Tchng students mod/sev disabl** 3 credits

Teaching students who are earning a specialized diploma II option. Particular emphasis will be given to school to career plans, community
based instruction, inclusion, and functional curriculums.

Prerequisites: EDF 3201 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

EEX 4604 BehavMgmt SpecNeed/AtRisk Stud 3 credits
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.

Prerequisites: EEX 4011 with a minimum grade of C

EEX 4742 History & Narr Pers Exception 3 credits
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 Tching Students w/Mild-Mod Dis 3 credits
Special instructional strategies, accommodations, and modifications needed for students with exceptionalities so they can succeed in educational settings, and achieve standard high school diplomas, if possible.

Prerequisites: EDF 3201 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

EEX 4905 Independent Study 1 to 3 credits

EEX 4930 Spec Topics in Spec Ed 3 credits
Topics of special or current interest. The special topic will be discussed in depth based on current research and required observations in the field. The student will examine the applicability to classroom practice. This course is to be taken just prior to the final internship semester.

Prerequisites: EDF 3201 with a minimum grade of C

EEX 4936 Senior Seminar: Special Ed 3 credits
Capstone course taken concurrently with the final internship. Trends and issues within the field of special education are examined from the perspective of the final internship experience and an action research project.

Prerequisites: IDS 3920 with a minimum grade of C and EDF 3201 with a minimum grade of C and EED 3201 with a minimum grade of C and EDE 3266 with a minimum grade of C and RED 4350 with a minimum grade of C and MAE 4310 with a minimum grade of C and SSE 4343 with a minimum grade of C and EEX 4406 with a minimum grade of C and TSL 4344 with a minimum grade of C and EDF 4430 with a minimum grade of C and EEX 4255 with a minimum grade of C and EEX 4942 with a minimum grade of C and EED 4011 with a minimum grade of C and EMR 4011 with a minimum grade of C and EEX 4930 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

Prerequisites: EEX 4936

EEX 4942 Integ Field Exp in Spec Ed 3 credits
A semester long internship, the equivalent of two full days per week, to observe and demonstrate effective teaching practices. Students will partially assume the teacher role in selected schools or agencies.

Prerequisites: EDF 3201 with a minimum grade of C and EED 3201 with a minimum grade of C and EDE 3266 with a minimum grade of C and RED 4113 with a minimum grade of C and MAE 4310 with a minimum grade of C and SSE 4343 with a minimum grade of C and EEX 4406 with a minimum grade of C and TSL 4344 with a minimum grade of C and EDD 4430 with a minimum grade of C and EEX 4255 with a minimum grade of C and EEX 4930 with a minimum grade of C and EED 4011 with a minimum grade of C and ELD 4011 with a minimum grade of C

Prerequisites: TSL 4344

EGN 1006 Intro to the Engineering Prof. 1 credits
Overview of academic and professional requirements in various engineering disciplines.

EGN 1111C Engineering Computer Graphics 3 credits
Spatial visualization, descriptive geometry and design communication methodologies. 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 credits
Overview of problem-solving strategies, the design process, the engineering method, applied engineering concepts and fundamentals, and the computational tools for engineers.

ELD 4011 Theories & Practices in SLD 3 credits
Comprehensive overview of the field of learning disabilities that focuses on the theories, issues, trends, and philosophies that have shaped the field. Focus on the life-long nature of a learning disability and the various supports needed from pre-school through adulthood.

Prerequisites: EDF 3201 with a minimum grade of C

ELD 4941 Pract. Specific Learn Disabili 2 to 4 credits
Supervised field experiences in assessment, behavior management, and clinical teaching with children who have learning disabilities. 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 4846 based is required based on level of practicum.

Prerequisites: EEX 4011 with a minimum grade of C

EME 2040 Intro to Computers in Educ. 3 credits
Introduction to computers and technologies, and their function in the classroom to augment the teaching and learning processes.

EME 4402 Infusing Technology in Ed 2 credits
An introduction to the use of technology in the K-12 classroom.

EMR 4011 Theories & Pract in Mental Ret 3 credits
Introduction to the classification systems, which facilitates communication among multi-faceted field of mental retardation with particular emphasis on the educational aspects.

Prerequisites: EDF 3201 with a minimum grade of C

EMR 4941 Supvsd. Pract.: Mental Ret. 2 to 4 credits
Supervised field experiences in assessment, behavior management, and clinical teaching with children who have learning disabilities. 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 4846 is required based on level of practicum.

Prerequisites: EEX 4011 with a minimum grade of C

ENC 1101 Composition I 3 credits
Instruction and practice in the skills of writing and reading. At least 6,000 words of graded written work are required (Gordon Rule).
ENC 1102 Composition II 3 credits
Instruction and practice in the skills of writing reading. At least 6,000 words of graded written work are required (Gordon Rule).
Prerequisites: ENC 1101 with a minimum grade of C

ENC 2160 Introduction to Nature Writing 3 credits
Analysis of the major techniques used in creative nonfiction, thematically based in nature. Students develop skills in reading, reviewing, and editing creative nonfiction prose that is steeped in an environmental awareness. At least 6,000 words of graded written work are required (Gordon Rule).
Prerequisites: ENC 1101 with a minimum grade of C

ENC 3213 Professional Writing 3 credits
Techniques and types of professional writing, including correspondence and reports most often found in business, technical, and scientific communities. At least 6,000 words of graded written work are required (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
Techniques for writing effective prose, excluding fiction, in which student essays are extensively workshopped, edited, and discussed in the classroom and with the instructor. At least 6,000 words of graded written work are required (Gordon Rule).
Prerequisites: ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

ENG 3014 Intro to Lit & Cultural Stds 3 credits
Introduction to the English major, including learning goals and portfolio development. 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.

ENG 4013 Literary Theory 3 credits
This is a seminar in literary criticism from Aristotelian to the present. The course focuses on the relationships between literary theory and “real life” politics, philosophy, religious struggles, and assumptions about the nature of “knowledge.”

ENG 4060 History of English Language 3 credits
A study of the evolution of language from Anglo-Saxon through Middle English to Modern English, including the development of the English lexicon, the change in pronunciation, syntactic and semantic systems, and the forms which influenced them.

ENG 4906 Individual Research 1 to 4 credits
Directed study in special projects. Permission of the chair of the Division of Humanities and Arts is required.

ENG 4907 Directed Research 1 to 4 credits
Directed readings course in special topics. Permission of the chair of the Division of Humanities and Arts is required

ENG 4930 Sr Sem in Literary & Cultural 3 credits
Seminar focusing on the assessment of student learning in the English program.

ENL 2012 British Literature/Culture I 3 credits
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 and marginal texts. At least 6,000 words of graded written work are required (Gordon Rule).
Prerequisites: ENC 1101 with a minimum grade of C

ENL 2022 British Literature/Culture II 3 credits
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 marginal texts. At least 6,000 words of graded written work are required (Gordon Rule).
Prerequisites: ENC 1101 with a minimum grade of C

ENL 3210 British Lit/Culture to 1485 3 credits
Readings on the literature of Great Britain as it reflected and influenced culture in medieval times. Readings include canonical as well as marginal and non-literary texts.

ENL 3220 British Lit/Culture 1485-1605 3 credits
Readings on the literature of Great Britain as it reflected and influenced culture during the English Renaissance. Readings include canonical as well as marginal and non-literary texts.

ENL 3221 British Lit/Culture 1605-1700 3 credits
Readings 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 as well as marginal and non-literary texts.

ENL 3230 British Lit/Culture 1700-1780 3 credits
Readings on the literature of Great Britain as it reflected and influenced culture during the Eighteenth Century. Readings include canonical as well as marginal and non-literary texts.

ENL 3241 British Lit/Culture 1780-1832 3 credits
Readings 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 as well as marginal and non-literary texts.

ENL 3251 British Lit/Culture 1832-90 3 credits
Readings 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 as well as marginal and non-literary texts.

ENL 3273 British Lit/Culture 1890-1945 3 credits
Readings on the literature of Great Britain as it reflected and influenced culture during the early Twentieth Century. Readings include canonical as well as marginal and non-literary texts.

ENL 3281 British Lit/Culture 1945-Pres 3 credits
Readings 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.

ENL 4122 19th Century British Novel 3 credits
Seminar with in-depth study of the British novels 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
Seminar with 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 cultural at large.

ENL 4303 Selected British Authors 3 credits
Seminar with in-depth study of two or three selected authors in British literature and culture. This course may be repeated with a change of content for up to 6 hours.

ENL 4338 Shakespeare & Eliz Culture 3 credits
Seminar with 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 4930 Selected Topics/British Lit 3 credits
Seminar with in-depth study of a particular topic or issue as it is dealt with in British literature and culture.

ENS 3385 Tching & Lrning in English 2 credits
Intended for non-native English speakers with some prior instruction. The course will combine all aspects of communicating in English with special attention to practice of English and to using English in teaching and learning situations. Admission to Swiss Summer Institute or special permission required.

EUH 1000 Western Tradition, Part I 3 credits
Survey of the development of Western Civilization from ancient times through the Greeks, Romans, Middle Ages and early Renaissance. Interdisciplinary approach will emphasize political, social, economic, religious, and cultural development and periods.

EUH 1001 Western Tradition, Part II 3 credits
Survey of the development of Western Civilization from the late Renaissance through the Reformation, Age of Absolutism, Enlightenment, Age of Revolutions, and regional and world wars. Interdisciplinary approach will emphasize political, social, economic, religious and cultural development and periods.

EUH 2011 Ancient European History 3 credits
Survey of the ancient world from the rise of Near Eastern civilizations through the rise and fall of Greek and Hellenistic cultures. Strong emphasis is given to understanding the nature and contributions of Classical civilizations through the Hellenistic period.

EUH 2031 Modern Euro History 3 credits
Thematic survey of Europe in the modern age from the French Revolution to the present.

EUH 3140 The Renaissance 4 credits
Examination of the multifaceted era of the Renaissance and how it resulted in one of the most brilliant and influential eras of history between the 14th and 17th centuries.

EUH 3142 Renaissance and Reformation 4 credits
Examination of European history from the Renaissance to the Thirty Years’ War (1400-1618), emphasizing the cultural, social, political, and economic character of these times.

EUH 3202 Hist of 17th & 18th Cent Eur 4 credits
Examination of the history of Europe from the Thirty Years’ War to the French Revolution. Includes political, intellectual, and economic movements, as well as discussions of the visual arts, literature, and music from the Baroque Era through the Enlightenment.

EUH 3206 History of 20th Century Europe 4 credits
Comparative examination of the social, cultural, intellectual, political, and economic currents in twentieth century Europe. Includes discussions on the significance of arts and letters in the shaping of modern Europe.

EUH 3462 German History 1870-Present 4 credits
Examination of the rise of the German Empire and the vagaries of nationalism, totalitarianism, war, and democracy that have resulted in the modern German state.

EUH 3502 Modern Britain 4 credits
Survey of the social, cultural, economic, and political history of modern Britain since 1750.

EUH 3572 Russian Hist 1865 to Present 4 credits
Examination of 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
Examination of a number of different environmental philosophies as they have been presented through a variety of forms of human expression. Topic 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 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 with emphasis on the adaptive importance of culture and cultural development to the human species and the modification of environments by human cultures.

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 4324 Integrated Ecosystem Mgmt I 3 credits
Holistic approach to planning and management, incorporating ecological, social, and economic concepts into an examination of selected case studies.

EVR 4325 Integrated Ecosystem Mgmt II 3 credits
Following on the examination of case studies in Integrated Ecosystem 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, including the maintenance of 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 4605C Environmental Toxicology 3 credits
Ecotoxicology, natural and anthropogenic contaminants, toxicological assessments, bio-indicators, biological effects of contaminants and mechanisms of response in organisms, properties, transport, fate and effects of various contaminant groups in terrestrial and aquatic environments, risk assessment and remediation efforts. Prerequisites: CHM 1084 or (CHM 1045C and CHM 1046C)
Fee Required

EVR 4867 Risk Assessment 3 credits
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 Environ. Studies 1 to 4 credits
Individual study by students under the direction of a faculty member.

EVR 4910 SrProj 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 SrProj 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 4924 Environmental Education 3 credits
Survey of historical and current philosophies and their applications in practice. Explores interpretations of what the content and processes of environmental knowledge and understanding ought to be.

EVR 4930 Spec Topics in Environ Studies 1 to 4 credits
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.

EV 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 2023 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 2023 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 2023 with a minimum grade of C

EXP 4523 Cognitive Psychology 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 2023 with a minimum grade of C

FIL 2001 Introduction to Film 3 credits
Introduction to the basic terminology, techniques, and contributors of film-making and critical analysis skills of film form and content.

FIL 3100 Scriptwriting 3 credits
Introduction to writing scripts utilizing computer programs.

FIN 2020 Mathematics of Finance 1 credit
Introduction to time value of money. Basics of simple and compound interest, present value, future value, and annuity concepts are covered. Also includes the use of electronic spreadsheets in solving time value of money problems. (Note: 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 Analy 3 credits
A study of current issues in financial planning in case analysis and discussion. 
Prerequisites: FIN 3504

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 or FIN 3403

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 regulatory aspects of finance. 
Prerequisites: FIN 3240 or FIN 3403

FIN 3403 Business Finance 3 credits
A study of financial decision making in the corporate form of enterprise. An analysis of the sources and uses of funds Emphasis is placed on working capital management; capital budgeting techniques; short and long term financing; and capital structure and value of the firm. 
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 3414 Financial Management 3 credits
An examination of the financial policies of corporations, with special reference to dividend policy, financial structure, capital expenditure, acquisitions, mergers and reorganizations. No case study. 
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C

FIN 3470 Financial Mgt for Entrepreneur 3 credits
Emphasizes how entrepreneurs can create value and obtain and manage financial resources. Topics may include alternative sources of capital, the impact that alternative forms of organization have on the availability of capital, the management and sources of short-term working capital, and the advantages and disadvantages of going public. 
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C

FIN 3504 Principles of Investments 3 credits
An introduction to investment/security analysis. Includes an examination of investment instruments, the investment environment, the concepts of risk-return, and the interactive forces between the economy, industries, and individual firms. 
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C
FIN 3604 Multinational Financial Mgt 3 credits
Introduction to the environment of international capital and foreign exchange markets with examination of the effects of the international business environment on risk, capital budgeting, working capital management, and capital structure decisions of the firm.
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C.

FIN 3930 Special Topics Seminar 1 to 4 credits
Study of contemporary topics in finance and other issues of special interest.
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C.

FIN 4424 Case Studies-Corporate Finance 3 credits
Applications-oriented case designed to confront students with the challenges 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.
Prerequisites: FIN 3414

FIN 4442 Financial Policy/Sr Seminar 1 to 3 credits
A capstone course for seniors majoring in finance. Involves quantitative and qualitative analysis of financial policies from an internal managerial policy-making perspective and integrates all areas of business. Coursework may be based on independent reading and empirical research.
Prerequisites: FIN 3414 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 4533 Derivative Securities 3 credits
Introduction to the valuation of derivative securities and their use in risk management. Topics covered include options and futures pricing models, options and futures strategies, arbitrage, and portfolio issues.
Prerequisites: FIN 3414 and FIN 3504

FIN 4900 Independent Study in Finance 1 to 4 credits
Individual study by students under the direction of a faculty member. Topics vary and are usually selected on an individual basis (Permission of the instructor and department required.)
Prerequisites: FIN 3240 or FIN 3403

FIN 4941 Internship in Finance 3 credits
Experiential learning exercise that allows for practical application of knowledge acquired in the classroom. (Department approval required) (SU only)

FRE 1120 Beginning French I 3 credits
First course in the first-year French sequence and introduces students to the French language and culture. Includes grammar, syntax, vocabulary building, cultural readings. Not open to native or bilingual speakers of French.
Corequisites: FRE 1120L.

FRE 1120L Beginning French I Lab 1 credits
This is the lab that accompanies FRE 1120.
Corequisites: FRE 1120

FRE 1121 Beginning French II 3 credits

FRE 1121L Beginning French II Lab 1 credits

GEA 2000 Intro to Geography 3 credits
Principles and concepts of the discipline; maps, earth-sun relationships, weather, climate, soil, water and landforms.

GEB 4890 Business Strategy 3 credits
Senior level capstone experience requiring student teams to analyze and implement solutions to complex business problems and opportunities. Students are required to incorporate knowledge acquired in all areas of their College of Business course of study in actual business situations. (Senior standing and advisor permit required)
Prerequisites: MAN 3025 and MAR 3023 and FIN 3403

GER 1120 Beginning German I 3 credits
This is the first half of a first year introduction to the language skills in German, reading, writing, listening, comprehension, speaking, and the culture of modern Germany.
Corequisites: GER 1120L

GER 1120L Beginning German I Lab 1 credits
Lab that accompanies GER 1120. It elaborates on the topics discussed in the lecture part by stressing oral comprehension, listening, speaking, further reading, writing, and culture plus use of the Internet in German.
Corequisites: GER 1120

GEY 3001 Introduction to Gerontology 3 credits
The study of aging from an interdisciplinary perspective useful to the beginning health and social service practitioner or individuals interested in learning more about gerontology.

GEY 3320 Programs for Older Adults 3 credits
Examination of federal, state and local programs and services for frail and well older adults; and an understanding of the major issues and trends involved in existing and proposed services in the field of aging.
Prerequisites: GEY 3001

GEY 3601 Aging and Human Performance 3 credits
Information on the physical, sensory, and cognitive changes in aging; effects of stress, medication, and nutrition on older adults; and improving the health and independence of older adults through exercise and an active lifestyle.
Prerequisites: GEY 3001

GEY 4644 Psychosocial Aspects of Aging 3 credits
A detailed overview of psychological and social factors for professionals working with the elderly in a variety of settings.
Prerequisites: GEY 3001

GLY 1010C Physical & Historical Geology 4 credits
Introduction to the materials which compose the earth, the processes that have changed those materials, and the history of change that has occurred throughout the planet's 4.5 billion years of existence. Topics may include historical development of the sciences, formation of rocks and minerals, deformation of rocks, mountain building and ocean basin formation, surface processes and landform evolution, and geological hazards.
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: ISC 3145C
Fee Required

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: ISC 3145C 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: ISC 3145C
Fee Required

HIS 2003 Introduction to Historical Stu 1 credit
Introduction to basic practices of history in the areas of research, writing and interpretation of sources. Students will be exposed to various tools, strategies, and methods available to the historian.

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 demonstrable technology and their impacts on societies, cultures, and economies. 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.

HIS 4104 Historical Epistemology 4 credits
Analysis of historical schools of thought and methodologies from ancient times through the present.

HIS 4900 Directed 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
In-depth examinations of selected historical problems or issues.

HIS 4936 Pro-Seminar in History 4 credits
Emphasis on the techniques of conducting quality research and on completing a major research paper. Topics will vary. May be repeated one time.

HLP 4722 Health & PE for the Child 3 credits
Methods and materials of health and physical education in the elementary classroom.

HSA 3117 Prins of Health Services Admin 3 credits
Introduction to the underlying principles of health services administration. Emphasis on health policy, health planning, marketing health care services, current health problems, personal health care services, bioethical decisions, and health personnel.

HSA 3122 US Health Care Systems 3 credits
An overview of health care delivery in the US including hospitals, ambulatory care, medical education and workforce, financing health care, managed care, long term care, mental health services, the role of government, and technology.

HSA 3124 Comparative Hlth Srv Del Sys 3 credits
Overview of the major models for provision and financing of health care used around the world.
Prerequisites: HSA 3122 and HSA 3153

HSA 3153 Health Care Policy in US 3 credits
Overview of health care policy and policymaking in the US, including the historical perspectives, the policy formulation process, role of government, Medicaid, Medicare, policy reform, policies and consumer protection.

HSA 3184 Leadership & Super in Hlt Svs 3 credits
Leadership theories, philosophies, concepts, and applications to roles of supervisors and managers in health services organizations. Emphasis on organizational theory and the economic and financial aspects of the health care delivery systems.
Prerequisites: HSA 3117

HSA 3414 Transcultural Health Care 3 credits
Explore the culture, values and belief systems of health care clients who speak different languages and come from distinct cultural backgrounds.

HSA 4109 Principles of Managed Care 3 credits
An overview of the evolution of managed care, including its structure and function, payment incentives, relation to the market, physicians, public programs, public policy, and ethical issues.

HSA 4140 Program Planning & Evaluation 3 credits
Basic concepts of planning and evaluation as the fundamental tools of program design and development in health services organizations.
Prerequisites: IHS 4504

HSA 4170 Financial Mgt in Health Care 3 credits
Models and principles of health care financial management and their implications for decision making. Focus on health care reimbursement policies and related accounting principles, financial principles, and tools employed to manage finance in a health service organization.

HSA 4185 HR Mgmt in Health Serves Orgs. 3 credits
Theories, principles and concepts related to human resource management in health services organizations. Focus on the human resource policies, procedures, functions, and outcomes that influence the effectiveness of an organization's employees.

HSA 4191 Health Care Info Systems 3 credits
Introduction to health care information systems. Emphasis on advances in information technology, the general applications and management of information, databases and database management systems, microcomputer, internet, and medical informatics concepts and applications.

HSA 4222 Long Term Care Administration 3 credits
Overview of the administrative structure, services and regulatory requirements of long term care facilities. Focus on licensing, structural
requirements, roles and duties of administrators, staffing patterns, services, resident care issues, and reimbursement. Special emphasis 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.
Prerequisites: HSA 4185 and HSA 4170

HSA 4503 Risk Mgmt in Health Services 3 credits
Introduction to principles of risk management in health services organizations. Focus on activities of health care practitioners to reduce losses associated with clients, employees, property, or potential organizational liability. Special emphasis on federal and state laws and regulatory agencies.
Prerequisites: HSA 3184

HSA 4817 Practicum in Health Serv Admin 3 credits
Under the supervision of a community health services administrator, the student gains practical experience and applies knowledge gained in health services administration. Special Conditions: Admission to the B.S. program in Health Science and completion of all prerequisite courses or consent of the Department Chair.

HSA 4901 Dir Study in Hlth Serv Admin 3 credits
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
Current concepts, selected problem, or issue in health services administration. Topics vary according to recent developments in health services administration. 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. Emphasis on dietary goals, food pyramid and recommended allowances; psychosocial influences and perceptions related to diverse populations; nutrition, nutritional risk factors and related diseases.

HSC 3032 Intro to Health Prof Practice 4 credits
Introduction to principles of health professions practices, and roles of health care professionals. Emphasis on models of care including case management, total quality management (TQM), continued quality assessment (CQI), clinical outcomes assessment, and basic clinical skills.

HSC 3231 Client Ed in Health Care 3 credits
Methods for training and educating health care professionals and clients. Emphasis 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.
Prerequisites: HSC 3243
Corequisites: IHS 3203

HSC 3243 Teach & Learn in Health Prof 3 credits
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.

HSC 3531 Medical Terminology 1 credit
A study of the language of medicine including Greek and Latin roots, suffixes and prefixes, word construction, and word application.

HSC 3720 Health Persp & Assessment 3 credits
Holistic approach to various health perspectives, assessment principles and methods.

HSC 4007 Accred for HP Educators 3 credits
Accreditation guidelines for health professions practice facilities and education programs, the different types of accreditation agencies, and the process of self-assessment in accreditation. Introduction to legislation and other forces which impact and influence certification, licensure, and accreditation standards and guidelines.
Prerequisites: HSC 4250

HSC 4250 Task Analyst & Curr Dev in HP 3 credits
Task analysis techniques as they apply to the classroom and practice settings, and a broad overview of theoretical approaches to curriculum and program development.
Prerequisites: HSC 3243

HSC 4265 Cont Educ for the Health Professions 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, purpose 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
Epidemiology principles, concepts, and applications to health professions practice and health policy. Epidemiological studies, research methods, and distribution studies and determinants of health, disease, injuries, environmental relationships to diseases, and methods of evaluating patterns as disease determinants are examined.
Prerequisites: IHS 4504

HSC 4729 Statistical Meth for Hlth Care 3 credits
Introduction to statistical techniques and their applications to the analysis and evaluation of health services delivery. Basic descriptive and inferential statistics and application of statistical methods and techniques to health services.

HSC 4736 Health Pros Pract Correlation 2 credits
Application of theories and models of health professions. Students select a case or problem in consultation with the course director, interpret and relate to the problem, and develop and recommend solutions.
Prerequisites: HSC 3720 and IHS 4504

HSC 4818 Practicum in Health Prof Educ 3 credits
Under the supervision of a community health profession the student gains practical experience and applies knowledge gained in the health professions education core.
Prerequisites: HSC 4007 and IHS 4504

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 Science program in the College of
Health Profession and completion of prerequisite courses; or consent of the Department Chair.
Prequisites: HSC 4736 and HSC 4906

HSC 4905 Dir Study: Hlth Prof Education 3 credits
Supervised study of a topic in health professions education. Content is selected by students in conjunction with their course director.

HSC 4906 Dir Stud: Health Prof Prac I 2 credits
Supervised study of 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.
Prequisites: HSC 3032 and IHS 4504

HSC 4907 Dir Stud: Health Prof Prac II 3 credits
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 students’ practice discipline. This course broadens practice expertise. Special Conditions: Admission to the B.S. in Health Program and consent of the Department Chair. Prerequisites may be required depending on the directed study.

HSC 4932 Topics in Health Prof Educ 3 credits
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 on 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
Exploration of 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. Focus on major theories of human growth and development across the life span, interdependence of social functioning, and the impact of such factors as race/ethnicity, minority status, developmental disabilities, sexual orientation, socio-economic status.

HUS 3201 Interventions w/Gps &Commun 3 credits
The structure and function of groups in society. Focus on the community and its formal, informal helping networks, and applications in human service organizations and client interventions. Topics may include group processes and team functioning, treatment groups and problem solving, task groups and communication systems.
Prequisites: HUS 1001 with a passing grade and HUS 2110 with a passing grade

HUS 3304 Intervention w/Indiv &Families 3 credits
Introduction to practice knowledge and skills necessary for beginning human services practice. Focus on pluralistic, eclectic frameworks for planned orderly change processes with individual and family client systems. Topics may include self-awareness, personal values, observation skills, basic assessment skills, relationship development skills, communication skills, interviewing skills.

HUS 3410 Case Mgmt Prob Solving-HumServ 3 credits
Approaches used by the human services professional to meet the service needs of the client. Case management with children and families, elderly, chronically mentally ill, developmentally and physically disabled, and those in health care settings.
Prequisites: 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. Focus on institutional origins of human services systems types of systems, and similarities and differences among fields of practice.
Prequisites: HUS 1001 with a passing grade and HUS 2110 with a passing grade

HUS 3720 Evaluative Rorsch in Human Svcs 3 credits
Experimental and quasi-experimental research and program evaluation tools. Emphasis on gathering data: operationalizing research and evaluative hypotheses, and analyzing, interpreting, and critiquing evaluative research produced by other human services professionals. Introduction of basic statistical applications and the use of program software in generating statistics.

HUS 4500 Ethics in Human Services 3 credits
Ethical issues encountered by human services professionals and ethical theory within the context of administrative discretion, vary. This course may also be used to offer advanced versions of graduate finance courses presently offered.

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
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
Elder abuse and neglect within the society. Emphasis on differentiation among the various forms of elder abuse (emotional, physical, financial, and institutional) and how elder abuse differs from neglect. Contextualization of elder abuse and neglect within the larger family violence literature with approaches for prevention and intervention.

HUS 4554 Int'l & Multicultural Programs 3 credits
Comparative study of international and multicultural human services programs. Usually requires a foreign study tour at student expense.

HUS 4560 Social Problems & Policy 3 credits
Survey of the political and administrative context in which public policies are developed, implemented, and evaluated. Emphasis on
program funding and financial reporting requirements and the policy cycle. Topics may include long term care, gerontology, mental health, substance abuse, homelessness, child and family programs, migration/immigration, and juvenile crime and criminology.

**HUS 4604 Issues in Health Services** 3 credits
Current issues and topics in health services of concern to Human Services providers in Southwest Florida Socioeconomic factors in health and access to health care. Exact content will vary with contemporary conditions and faculty expertise.

**HUS 4683 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.

**HUS 4850 Experience in Human Services** 3 to 6 credits
Supervised field internship required of all Human Services majors. Placement is made by the Field Coordinator. Five hundred contact hours are required over one or two semesters. Departmental approval required.
Prerequisites: HUS 3020 and HUS 3201 and HUS 3304 and HUS 3410 and HUS 3601 and HUS 4500
Corequisites: HUS 4931

**HUS 4901 Directed Study in Human Svcs** 1 to 3 credits
Individualized instruction to meet the needs for study in areas of a particular area of interest.

**HUS 4931 Human Svcs Integrat Senior Sem** 3 credits
The capstone course in the Human Services Program. Classroom and field learning are integrated. Students prepare to enter the professional field of practice.
Prerequisites: HUS 3410 with a passing grade and HUS 3304 with a passing grade
Corequisites: HUS 4850

**HUS 4932 Issues in Aging** 3 credits
Current issues in aging of interest to Human Services provides in Southwest Florida are examined. This includes policy, practice, service delivery, and community needs. Exact content varies with current conditions.

**HUS 4935 Issues in Families** 3 credits
Current issues in families of interest to Human Services provides in Southwest Florida are examined. This includes policy, practice, service delivery, and community needs. Exact content varies with current conditions. May include alternative family groups, cultural variations, dispersed families, and others.

**HUS 4937 Issues in Vulnerable Pop** 1 to 3 credits
Current issues in vulnerable of interest to Human Services provides in Southwest Florida are examined. This includes policy, practice, service delivery, and community needs. Exact content varies with current conditions and faculty expertise.

**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 3304 with a passing grade

**IDH 1001 Honors Seminar 1** 3 credits
This is the first of a series of courses required of all students in the honors program. In the Honors Seminar 1, 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: Admissions into the Honors Program.

**IDH 1930 Honors Readings** 1 credits
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 at least 3.5, or by permission of the instructor.

**IDH 2002 Honors Connections** 2 credits
Explores the role of the active relationship of the self to content, 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 credits
Introduction to the interdisciplinary and multidisciplinary nature of the curriculum in the General Education program at Florida Gulf Coast University. A mechanism for establishing a shared understanding of the mission of the university and the intention of and approaches to the curriculum. Provides 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). Required of all entering freshmen. 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 in their first semester at Florida Gulf Coast University.
Fee Required

**IDS 2110 Connections** 2 credits
Capstone interdisciplinary experience for general education. 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. Involves research, application of theoretical models, and utilization of learned skills.
Prerequisites: IDS 1301L with a minimum grade of C-
Fee Required
IDS 3301 Issues in Culture & Society 3 credits
Examines selected contemporary cultural/social issue and problems and their intellectual histories through a variety of interdisciplinary perspectives and methods. Stresses critical, creative, and collaborative thinking and application of communication, information, and technological skills.

IDS 3302 Issues in Politics & Economics 3 credits
Examines selected contemporary political/economic issues and problems and their intellectual histories through a variety of interdisciplinary perspectives and methods. Stresses critical, creative, and collaborative thinking and application of communication, information, and technological skills.

IDS 3303 Issues in Science & Technology 3 credits
Examines selected contemporary science/technology issues and problems and their intellectual histories through a variety of interdisciplinary perspectives and methods. Stresses critical, creative, and collaborative thinking and application of communication, information, and technological skills.

IDS 3304 Issues in Ecology & Environ. 3 credits
Examines selected contemporary ecology/environmental issues and problems and their intellectual histories through a variety of interdisciplinary perspectives and methods. Stresses critical, creative, and collaborative thinking and application of communication, information, and technological skills.

IDS 3305 Issues in Media, Lit. & Arts 3 credits
Examines selected contemporary media, literature, and arts issues and problems and their intellectual histories through a variety of interdisciplinary perspectives and methods. Stresses critical, creative, and collaborative thinking and application of communication, information, and technological skills.

IDS 3920 University Colloquium 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 in relations to other university outcomes and guiding principles. Critical thinking and communication skills will be enhanced through field trips, discussion, projects, and a journal to be maintained by each student. Fee Required

IDS 4901 Directed Individual Study 1 to 6 credits
Supervised study or project in an approved interdisciplinary area of interest. Permission of instructor required.

IDS 4910 Integrated Core Senior Seminar 3 credits
Capstone experience for the Collegium of Integrated Studies. 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 Collegium on Integrated Learning and/or be connected to the student’s discipline concentration. Should be taken the final semester of the student’s degree program.

HHS 3101 Found & Dynamics of HS Deliver 3 credits
Interdisciplinary examination of the concepts of health and health status and the fundamentals and dynamics of the health care delivery system and its services, including history, legislation, regulation, safety requirements, financing, education and diversity. Admission to a program in the College of Health Professions or consent of the department chair or school director.

HHS 3111 Legal & Ethical Prnce of HC 3 credits
A focus on the legal and ethical issues encountered in health services organizations as they relate to health care delivery.

IHS 3203 Dyn. of Orgnztn. Mgmt. of HSO 3 credits
Interdisciplinary analysis of leadership and management concepts; managerial skills and techniques; fiscal responsibility; human resource development; outcomes assessment; building strategic alliances in changing environments; and organizational ethics.

IHS 4504 Res Mth & Appl to Hlth Care Sy 3 credits
Introduction of qualitative and quantitative inquiry methods; critical evaluation of interdisciplinary research literature; ethical integrity issues; and research funding.

IHS 4938 Health Profess Senior Seminar 3 credits
Career and life experiences across disciplines are synthesized via exploration of interdisciplinary issues and civic leadership project. 

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. 

INR 2015 Global Studies 3 credits
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 Internat’l 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.

INR 3081 International Issues & Actors 3 credits
Examination of important issues in international affairs. Analysis of behavior of major foreign policy actors in the international arena, including nation states, non-governmental and international organizations.

INR 3930 Sel. Topics in Int’l Relations 3 credits
Topics of special or current interest. Topics of focus may vary from semester to semester.

INR 4703 International Political Econ 3 credits
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).

INR 4910 Directed Independent Study 1 to 3 credits
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.

ISC 3120C Scientific Process 3 credits
Introduction to the philosophy, methodology and ethics of scientific practice via classroom discussion and literature review. Focus on philosophical and practical differences between physical & historical science; hypothesis generation and testing; experimental design;
construction of a research proposal; composition of a scientific paper; oral presentation; and critical review.

Prerequisites: ISC 3145C with a minimum grade of C or BSC 1051C with a minimum grade of C or PCB 3063C with a minimum grade of C or ZOO 3713C with a minimum grade of C and STA 2033 with a minimum grade of C or STA 2037 with a minimum grade of C or PCB 3023C with a minimum grade of C

Fee Required

ISC 3145C Global Systems 3 credits
Interdisciplinary introduction to the dynamic and interactive process which shape our planet. Focus on 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.

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 Intrdsc Nat Sci 2 credits
Research projects designed to hone skills in applying research principles and obtaining practice in data collection and analysis, or certain aspects of research are carried out by one or more students under the supervision of a faculty member.

ISC 4911 Sr Proj Pres Intrdsc Nat Sci 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: ISC 4910 with a minimum grade of C

ISC 4930 Current Top in Intld Nat Science 1 to 3 credits
Special or current topics in the interdisciplinary natural sciences. Students are encouraged to choose topic courses which are relevant to their respective research thesis or internship. Students will receive a grade of Satisfactory «S» or Unsatisfactory «U».

Prerequisites: ISC 3120C with a minimum grade of C

ISC 4940 Int'Ship in Interdsc Nat'l Sci 2 to 4 credits
Supervised internship in a field or laboratory setting. A Satisfactory «S» or Unsatisfactory «U» grade will be assigned.

ISM 3010 Information Systems 3 credits
Overview of information systems technology, including flow and control of information in an organization and use in decision making. Focuses on information systems' strategy case studies, current security issues, hardware platforms, and software systems including both operating and application software. (Junior standing required)

Prerequisites: CGS 1100 with a minimum grade of C

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 3232 and ISM 3212

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; 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 and ISM 3230

ISM 3220 Data Communication & Networking 3 credits
Telecommunications fundamentals, including voice technology, LANs, WANs, Internet, intranets, and international standards. Installation, configuration, troubleshooting, and management of the technologies are practiced in a project environment.

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. Principles of programming style are emphasized. Projects and assignments cover business applications.

Prerequisites: CGS 1100

ISM 3232 Intermediate Bus Programming 3 credits
Intermediate programming of business applications using a modern programming language. 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 3238 Advanced Business Programming 3 credits
Advanced business application development, problem solving, and testing and maintenance using a modern programming language. Projects cover business applications.

Prerequisites: ISM 3232

ISM 4331 Information Systems Design 3 credits
Students will gain an understanding of the information system design process: program design, user interface design, implementation and testing. This course will use both structured design and object-oriented software engineering approaches. Design and programming assignments will allow students to practice concepts taught in class.

Prerequisites: ISM 3113

ISM 4332 Info Sys Capstone Project 3 credits
Students will gain an understanding of the entire information system development process via team projects, including problem identification, analysis, design, implementation, estimation, resource allocation, scheduling, and quality assurance. Teams will design and develop a prototype system that satisfies the requirements of a «real» organization.

Prerequisites: ISM 3113 and ISM 4331
Corequisite: ISM 4334

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
Joint faculty/industry directed remote and/or on-site course experience in information systems development. (Department approval required) (S/U only)

Prerequisites: ISM 3113

ISS 2011 Interdisciplinary Social Science 3 credits
Examination of current social science issues from an interdisciplinary perspective. Topic selection will be within the broad framework of technological changes, economic conditions, political ideologies, social structures, manifestations of culture and impacts on changing social patterns.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS 2200</td>
<td>Intro to International Studies</td>
<td>3</td>
<td>Introduction to 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.</td>
</tr>
<tr>
<td>ISS 3010</td>
<td>Intro to Social Sciences</td>
<td>3</td>
<td>Interdisciplinary examination of social institutions and social issues from the perspectives of the various social sciences. Emphasis on different approaches to the analysis of issues, strategies for addressing needs relating to those issues, and relationships among the disciplines.</td>
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<tr>
<td>ISS 3930</td>
<td>Selected Topics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ISS 4910</td>
<td>Directed Independent Research</td>
<td>1-3</td>
<td>Supervised research in areas of special interest. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.</td>
</tr>
<tr>
<td>ISS 4934</td>
<td>Program Evaluation</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ISS 4935</td>
<td>Sr. Seminar in Soc. Sciences</td>
<td>3</td>
<td>Capstone experience integrating the various paradigms explored in other courses. Focus on a topic of interest.</td>
</tr>
<tr>
<td>ISS 4940</td>
<td>Interdisciplinary Practicum</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>JOU 3101</td>
<td>Newspaper Journalism</td>
<td>3</td>
<td>Provides students with an understanding of the methods and structure of a news story and an opportunity to experience newspaper reporting first hand through weekly writing assignments related to specific events on or around the University campus. The course also explores Journalism Theory as it related to ethics, press law, and investigative reporting.</td>
</tr>
<tr>
<td>LAE 3334</td>
<td>Reading &amp; Writing Content Area</td>
<td>4</td>
<td>Prepares secondary teacher trainees to integrate reading and writing into their content classrooms in order to improve learning.</td>
</tr>
<tr>
<td>LAE 4314</td>
<td>Language Arts in Child. Educ.</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LAE 4323</td>
<td>Methods of Teach Eng. Middle</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LAE 4414</td>
<td>Lit. in Childhood Education</td>
<td>3</td>
<td>Selection, evaluation and use of fiction, nonfiction and poetry for instructional, informational, and recreational purposes in Childhood Education. Addresses the literature and writing component of the liberal arts exit requirements and the following skills and dimensions: analytical thinking, writing skills, oral expression, race and ethnicity, and gender.</td>
</tr>
<tr>
<td>LAE 4416</td>
<td>Children's Literature</td>
<td>3</td>
<td>The selection, evaluation and use of fiction, nonfiction and poetry for instructional, informational, and recreational purposes in Childhood Education. Included in this course are analytical thinking, writing skills, oral expression as they are applied to the study of children's literature.</td>
</tr>
<tr>
<td>LAE 4464</td>
<td>Adolescent Literature</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>LAE 4940</td>
<td>Internship in English Ed</td>
<td>9-10</td>
<td>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)</td>
</tr>
<tr>
<td>LAH 3130</td>
<td>Colonial Latin America</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>LAH 3200</td>
<td>Modern Latin America</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>LAH 3300</td>
<td>The Americas</td>
<td>4</td>
<td>Historical perspective of the diverse region known as the Americas (33 sovereign nations). Emphasis on 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.</td>
</tr>
<tr>
<td>LAH 3430</td>
<td>History of Mexico</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>LAH 3470</td>
<td>History of the Caribbean</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>LAS 2000</td>
<td>Intro. to Latin Amer. Studies</td>
<td>3</td>
<td>Overview of Latin American social structure and factors which support or impede social change, collaboration and cultural maintenance. At least 6,000 words of graded written work are required (Gordon Rule).</td>
</tr>
<tr>
<td>LAS 3004</td>
<td>The Americas-Lat Amer &amp; Carib</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
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</tr>
<tr>
<td>LAS 3007</td>
<td>Latin American Environments</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>LAS 3022</td>
<td>Caribbean Environments</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>LAS 4932</td>
<td>Selc Topic in Caribbean Studies</td>
<td>3</td>
<td>Selected issues, scholarly works, themes or movements relating to some aspect of Caribbean culture and society.</td>
</tr>
<tr>
<td>LEI 3703</td>
<td>Foundations of Therapeutic Rec</td>
<td>3</td>
<td>An overview of therapeutic recreation and its concepts, practices, and service models and settings. Permission of the instructor is required.</td>
</tr>
<tr>
<td>LEI 4706</td>
<td>Conceptual Issues TR</td>
<td>3</td>
<td>Professional issues, accreditation, certification, third party reimbursement, and ethical concerns of the recreation therapist in practice. *Prerequisites: LEI 4713 *Corequisites: LEI 4719</td>
</tr>
<tr>
<td>LEI 4711</td>
<td>Program Devt &amp; Eval. in TR</td>
<td>3</td>
<td>Study of systematic program design and evaluation techniques for recreation therapy specialists. *Prerequisites: LEI 4713 *Corequisites: LEI 4719</td>
</tr>
<tr>
<td>LEI 4713</td>
<td>Principles and Practices in TR</td>
<td>3</td>
<td>Basic concepts, methods, processes, and techniques associated with practice of therapeutic recreation in settings offering medical, rehabilitation, and long term care services. *Prerequisites: LEI 3703</td>
</tr>
<tr>
<td>LEI 4719</td>
<td>Assessment &amp; Documentation TR</td>
<td>3</td>
<td>Study and implementation of Therapeutic Recreation assessment and documentation techniques in a variety of health care settings. *Prerequisites: LEI 4713</td>
</tr>
<tr>
<td>LEI 4724</td>
<td>Facilitation Techniques in TR</td>
<td>3</td>
<td>Study of the methods used for facilitation of innovative therapeutic recreation interventions with a variety of special populations in a variety of health care settings. *Prerequisites: LEI 4713 *Corequisites: LEI 4719</td>
</tr>
<tr>
<td>LIN 3010</td>
<td>Introduction to Linguistics</td>
<td>3</td>
<td>An introduction to the methods and findings of the core areas of linguistic research: pronunciation, word formation, grammar, and dialog; and also to selected broader concerns, such as dialects, language learning, or computer language processing. *Prerequisites: ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C</td>
</tr>
<tr>
<td>LIN 4671</td>
<td>Traditional English Grammar</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>LIN 4680</td>
<td>Structure of American English</td>
<td>3</td>
<td>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</td>
</tr>
<tr>
<td>LIT 2110</td>
<td>Intro to World Lit &amp; Culture I</td>
<td>3</td>
<td>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. Focus on various literary periods of this era with a solid foundation in both the authors/texts and the contexts of each period. At least 6,000 words of graded written work are required (Gordon Rule). *Prerequisites: ENC 1101 with a minimum grade of C</td>
</tr>
<tr>
<td>LIT 2120</td>
<td>Intro to World Lit &amp; Cultur II</td>
<td>3</td>
<td>Survey of World Literature from the seventeenth century to the present. Centers on both canonical and marginal texts in their cultural and historical contexts. At least 6,000 words of graded written work are required (Gordon Rule). *Prerequisites: ENC 1101 with a minimum grade of C</td>
</tr>
<tr>
<td>LIT 3144</td>
<td>Modern European Novel</td>
<td>3</td>
<td>Readings course on the Modern European Novel in translation as it developed from the nineteenth century to WW II.</td>
</tr>
<tr>
<td>LIT 3301</td>
<td>Cultural Studies/Popular Arts</td>
<td>3</td>
<td>Twentieth-century popular culture as represented in film, fiction, music, and television.</td>
</tr>
<tr>
<td>LIT 3400</td>
<td>Interdisciplinary Topics</td>
<td>3</td>
<td>Interdisciplinary readings course on the relationship between literature and the other creative arts, the other humanistic disciplines, and/or the sciences and technology.</td>
</tr>
<tr>
<td>LIT 3662</td>
<td>Lit of Conquest &amp; Exploration</td>
<td>3</td>
<td>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 Menendez de Aviles.</td>
</tr>
<tr>
<td>LIT 4093</td>
<td>Contemporary Literature</td>
<td>3</td>
<td>Seminar centering on examination of a variety of international literary works written after 1945 in their social, cultural, and political contexts.</td>
</tr>
<tr>
<td>LIT 4353</td>
<td>Ethnic Studies</td>
<td>3</td>
<td>Seminar examining the political, cultural, and social significance of ethnic identity within a variety of contexts. Focus on problematic and relative nature of the term &quot;ethnic&quot; to consider variable topics and issues.</td>
</tr>
<tr>
<td>LIT 4404</td>
<td>Interdisciplinary Literature</td>
<td>3</td>
<td>Seminar examining the literature of a specific discipline or across disciplines.</td>
</tr>
<tr>
<td>LIT 4493</td>
<td>Politics and Literature</td>
<td>3</td>
<td>Examining the relationship between literature and politics within a variety of historical and geographical contexts.</td>
</tr>
<tr>
<td>LIT 4853</td>
<td>Topics in Cultural Critique</td>
<td>3</td>
<td>Seminar examining critical perspectives offered and applied in literary, film, media, and culture criticism.</td>
</tr>
<tr>
<td>LIT 4930</td>
<td>Selected Topics in English</td>
<td>3</td>
<td>Topics of special or current interest. May be repeated with different topics and permission of the chair of the Division of Humanities and the Arts.</td>
</tr>
</tbody>
</table>
MAA 4211 Vector Analysis 3 credits
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, Navier-Stokes equations, applications to fluid flows.
Prerequisites: MAS 2121 with a minimum grade of C

MAA 4226 Advanced Calculus 4 credits
Fundamentals of differential and integral calculus, with rigorous development emphasis on those aspects necessary to understand interchange of limits. Topics include sequences of real numbers, limits and continuity, intermediate value property, derivatives, Mean Value Theorem, Riemann integral, sequences and series of functions, uniform convergence, interchange of limit theorems.
Prerequisites: MAC 2313 with a minimum grade of C and MHF 2191 with a minimum grade of C

MAA 4227 Foundations of Real Analysis 3 credits
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.
Prerequisites: MAA 4226 with a minimum grade of C

MAA 4402 Complex Variables 3 credits
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
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, logarithmic, and numerical relationships, systems of equations and inequalities, matrix representation of linear systems, matrix methods for solving systems of equations.
Prerequisites: MAT 1033 with a minimum grade of C or STA 2023 with a minimum grade of C

MAC 1147 PreCalculus 4 credits
Survey of the basic properties of classes of functions commonly used in applications. Topics may include polynomial, trigonometric, exponential, logarithmic, rational, exponential, and polar coordinates.
Prerequisites: MAC 1105 with a minimum grade of C

MAC 2157 Analytic Geom with Trig 3 credits
Trigonometry and analytic geometry, with applications. Topics include trigonometric functions, graphs of trig functions, identities, solving triangles, vectors, polar coordinates, coconic sections, equations of conics, eccentricity and pole equations, parametric curves. This course is designed to meet teacher certification requirements for middle grades mathematics.
Prerequisites: MAC 1105 with a minimum grade of C

MAC 2233 Elementary Calculus 3 credits
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 2312 Calculus II 4 credits
Continuation of MAC 2311. Topics include integration by substitution, inverse functions, exponential and logarithmic functions, inverse trig functions, solids and surfaces of revolution, arc length, techniques of integration, parametric curves and polar coordinates, power series. Taylor's theorem. Emphasis on conceptual understanding and modeling of physical phenomena.
Prerequisites: MAC 2311 with a minimum grade of C

MAC 2313 Calculus III 4 credits
Continuation of MAC 2312. Topics 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. Emphasis on conceptual understanding and modeling of physical phenomena.
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 2421 Calculus with Diff Equations I 4 credits
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

MAD 3107 Discrete Mathematics 3 credits
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: MAC 2312 with a minimum grade of C

MAD 4301 Graph Theory 3 credits
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.
Prerequisites: MHF 2191 with a minimum grade of C and MAS 2212 with a minimum grade of C

MAD 4401 Numerical Analysis 3 credits
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.
Prerequisites: MAC 2313 with a minimum grade of C
MAD 4504 Theory of Computation 3 credits
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: MIF 2191 with a minimum grade of C and MAD 3107 with a minimum grade of C

MAE 4310 Math Content & Processes 3 credits
Philosophy, methods, and materials for teaching elementary school mathematics. Emphasis on the use of hands on learning approach using a constructivist approach.
Prerequisites: EDF 3201 with a minimum grade of C

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 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 2062 Ethical Issues 3 credits
Study of the fundamentals of moral reasoning in a business context designed for business and non-business majors. Focus will be placed on the basic conceptual tools for ethical decision-making, recognition of situations which call for ethical decision-making, commonly used ethical theories and second level principles, and use of a decision procedure for applying ethical theories and principles in practical situations.

MAN 3025 Contemporary Mgt Concepts 3 credits
Fundamentals of effective management from an organizational behavior perspective. Emphasis on tools and skills for understanding contemporary business activity in such areas as decision-making, planning, organizing, communicating, staffing, and controlling. Examines the role leadership plays in these areas. (Junior standing required)

MAN 3063 Organizational Ethics & Values 3 credits
Roles of personal, organizational, and societal values and ethics in society. Topics include exploration of individual ethics, values and goals; the study of ethical behavior within organizations, as it influences people, products, and the work environment; the exploration of the values, ethics, and beliefs upon which the free market system of production and exchange is built; and the exploration of individual roles as well as the appropriate roles of organizations and government in society.

MAN 3301 Human Resource Management 3 credits
Provides a broad exposure to the policies, functions (such as recruitment, selection, compensation, evaluation, and development), and current issues involved in managing a firm’s employees. The strategic role of HRM will be emphasized.
Prerequisites: MAN 3025

MAN 3320 Employee Staffing 3 credits
Provides a detailed overview of the staffing activities performed by organizations. Examines selection from the process of determining what type of employees are needed by the organization, when they are needed, generating a pool of qualified candidates, selecting the “best” candidate, to making a successful offer. Also includes evaluation of an organization’s staffing policies and practices.
Prerequisites: MAN 3301

MAN 3322 Human Resource Info Systems 3 credits
Provides a broad overview of the importance and uses of HRIS in organizations to enable managers to make better use of human resources. 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
Provides the knowledge, skills, and ability for students to develop programs that train and develop employees to deal with global, technological, quality, and leadership challenges. Topics include assessing organizational training needs, clarify training objectives, selecting or developing training programs, and evaluating the outcomes of these programs. Focus will be on both current skills training and the development of employees for an ongoing role within the organization.
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.
Prerequisites: MAN 3301

MAN 3441 Conflict Management 3 credits
An introduction to various forms of interpersonal, intra-group, and inter-group conflict, and explores the causes of conflicts and techniques and skills for managing conflict. Topics include the principles and strategies of successful negotiation and positive conflict management processes, such as active listening, communication skills, integrative and distributive bargaining, role of third-party neutrals to help resolve conflict, and principled negotiation, mediation, and arbitration.
Prerequisites: MAN 3025

MAN 3504 Operations Management 3 credits
Introduction to the management systems applications, and quantitative principles and techniques for 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 3522 Total Quality Management 3 credits
Introduces students to the philosophy, techniques, and application of implementing and assessing quality in organizations. Provides students with a basic understanding of the various methods by which quality can be monitored, assessed, improved, and administered to achieve continuous process improvements and customer satisfaction. Topics include the importance of interdisciplinary teams, benchmarking, and statistical process control.
Prerequisites: MAN 3504

MAN 3803 Management of Small Business 3 credits
Introduces students to the practical realities, transition points, issues, and dilemmas facing small to mid-sized businesses. Focuses on
leadership, management, and decision-making processes necessary for long-term health and success in the small business arena.

Prerequisites: MAN 3025

MAN 4210 Leadership & Group Dynamics 3 credits
Group theory, concepts, research, and application principles. Development of communication skills necessary to lead and work effectively in groups. Classes utilize group exercises and experiential learning.

Prerequisites: MAN 3025

MAN 4280 Org Development & Change 3 credits
Studies organization development as a process of planned change to improve an organization’s problem-solving skills and its overall effectiveness within a changing and complex environment, including behavioral effects of power and authority, formal organizations, structural variation, leadership, motivation, and organizational change.

Prerequisites: MAN 3025

MAN 4330 Management of Compensation 3 credits
Study of the evolution of innovative compensation policies aimed at aligning individual and organizational performance with competitive business strategies in domestic and global markets. Relevant labor market pay practices and government policies such as ERISA and COBRA are examined. Internal organization pay policies, ESOPs, pay for performance incentive systems, and various indirect compensation benefits are covered.

Prerequisites: MAN 3301

MAN 4402 Employment Laws & Regs 3 credits
Focuses on federal and state laws and regulations that govern employees in the workplace. Topics and issues discussed include managing workforce diversity, EEO and immigration laws, employee job rights, occupational safety, health and worker’s compensation, employee drug testing, right to privacy, labor laws, and fair labor standards.

Prerequisites: MAN 3301

MAN 4530 Management of Technology 3 credits
The changing technical environment confronting managers in corporate and nonprofit organizations. Focus on 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 4802 Entrepreneur & Bus Plan Devel 3 credits
Hands-on business planning experience, with orientation to computer research resources and business planning software packages. Students develop business plans for an independent startup or acquisition, resulting in professional quality written business plans and oral business plan presentations.

Prerequisites: MAN 3025 and MAR 3023 and FIN 3403

MAN 4804 Entrepreneurial Field Studies 3 credits
Application of business and entrepreneurial concepts to field experiences through implementation of a student-designed business plan or collaboration with an entrepreneur on a specific, mutually agreed-upon project.

Prerequisites: MAN 4802 and FIN 3470 and MAN 3803

MAN 4905 Independent Study in Mgt 1 to 3 credits
Specialized independent study by students working one-on-one with a faculty member. Topics vary and are usually determined by the student’s and faculty member’s needs and interests. (Senior standing and permission of department required.)

Prerequisites: MAN 3025

MAN 4930 Seminar in Management 1 to 3 credits
Exploration of specialized topics in management selected by instructor and department chair.

MAN 4941 Management Internship 3 credits
Opportunity to enhance and apply management skills and knowledge to a relevant profit or nonprofit organization to facilitate career planning and development. (Permission of department required) (S/U only)

MAP 2302 Differential Equations 3 credits
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
Intermediate theory of linear algebra and differential equations with applications. Topics include: 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 equilibrium of linear and nonlinear systems, and Laplace transform. 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
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 queueing 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
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 path, 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 4231 Intro to Operations Research 3 credits
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
Topics include 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
Elements of the classical theory of partial differential equations. Topics include classification of PDEs and boundary value problems, Fourier series and transform, 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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAR 3023</td>
<td>Introduction to Marketing</td>
<td>3</td>
<td>The marketing of goods and services in a global economy by developing effective strategies that include political and socioeconomic environments, consumer behavior, emerging technologies, communications, ethics and social responsibility. (Junior standing required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAR 3025</td>
<td>Entrepreneurial Marketing</td>
<td>3</td>
<td>Fundamental concepts, techniques, tools, and issues involved with the start-up and operation of the marketing function of an organization. Includes case analyses and the development of a marketing plan.</td>
<td>Prerequisites: MAR 3023</td>
<td></td>
</tr>
<tr>
<td>MAR 3235</td>
<td>Direct Marketing</td>
<td>3</td>
<td>Introduction to direct response marketing and analysis that drives promotional and marketing strategies, accountability, and building foundations for customer relationship management.</td>
<td>Prerequisites: CGS 1100 and MAR 3023</td>
<td></td>
</tr>
<tr>
<td>MAR 3400</td>
<td>Professional Selling</td>
<td>3</td>
<td>Emphasizes the roles and functions of selling as an interdisciplinary business activity, including customer needs assessment, problem-solving analysis, decision making, and persuasive presentation skill development in consumer and business-to-business marketing environments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAR 3503</td>
<td>Understanding Consumers</td>
<td>3</td>
<td>Basic concepts of buyer behavior, including theories and channels of communication, attitudes, beliefs, social and psychological interaction, information processing, decision making, ethics, and social responsibility applied to developing effective marketing strategies.</td>
<td>Prerequisites: MAR 3023 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAR 3613</td>
<td>Marketing Research</td>
<td>3</td>
<td>Quantitative and qualitative research methods and techniques used in survey designs, in-depth interviews, focus groups, data collection, computerized entry and analyses, data interpretation, and presentation of findings and recommendations.</td>
<td>Prerequisites: MAR 3023 with a minimum grade of C and QMB 3200 with a minimum grade of C and CGS 1100 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAR 4156</td>
<td>International Marketing Mgt</td>
<td>3</td>
<td>Global and trade marketing concepts and strategies, cross-cultural consumer behavior and communication, social responsibility, and the legal processes and problems associated importing/exporting and establishing business operations in foreign countries.</td>
<td>Prerequisites: MAR 3023 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAR 4203</td>
<td>Logistics &amp; Channels of Dist</td>
<td>3</td>
<td>The management of traditional and emerging marketing channels emphasizing legal, economic, and ethical considerations in wholesale and retail inventory control, raw goods and finished product transportation, E-tailing, and relationship management.</td>
<td>Prerequisites: MAR 3023 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAR 4232</td>
<td>Retail Management</td>
<td>3</td>
<td>A study of retailing structures, institutions, environments, and operations, including planning, merchandising and inventory management, product displays and promotions, store layouts and site selection, and the integration of E-tailing.</td>
<td>Prerequisites: MAR 3023 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAR 4333</td>
<td>Integrated Mkt. Communications</td>
<td>3</td>
<td>Team-oriented approach examines problems of developing a persuasive marketing strategy, promotional objectives, strategies and executions, including advertising, public relations, personal selling, sales promotion, direct marketing, and corporate communications. AAF/NSAC case study.</td>
<td>Prerequisites: ADV 3000 with a minimum grade of C or MAR 3503</td>
<td></td>
</tr>
<tr>
<td>MAR 4403</td>
<td>Sales Management &amp; Control</td>
<td>3</td>
<td>Theory and practice of sales force management, coordination and integration, including sales force strategies, management responsibilities and skills, recruiting, selecting and training issues, motivational factors, and determinants of sales force performance.</td>
<td>Prerequisites: MAR 3023 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAR 4645</td>
<td>GIS/Database Marketing</td>
<td>3</td>
<td>In-depth study of the strategic and ethical use of databases in marketing communications and strategy. Topics center on creating and using customer databases and GIS/Geographic Information Systems to build and maintain customer, vendor, and supplier relationships.</td>
<td>Prerequisites: ISM 3010 and MAR 3023</td>
<td></td>
</tr>
<tr>
<td>MAR 4713</td>
<td>Hospitality/Tourism Marketing</td>
<td>3</td>
<td>Focuses on marketing management tools and analysis for the hospitality services and tourism industries with an emphasis on strategic market research, planning, development, and evaluation.</td>
<td>Prerequisites: MAR 3023 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAR 4721</td>
<td>Marketing on the Internet</td>
<td>3</td>
<td>Introduction to and analysis of the strategic and ethical use of the Internet for marketing communications and strategy in domestic and global entities. Topics center on using the Internet to maximize marketing promotions and customer experiences at all customer contact points.</td>
<td>Prerequisites: MAR 3023 and CGS 1100</td>
<td></td>
</tr>
<tr>
<td>MAR 4804</td>
<td>Market Analysis &amp; Strategy</td>
<td>3</td>
<td>An applied methods course which focuses on the identification and evaluation of market opportunities for business, not-for-profit institutions, and service organizations emphasizing information analysis and strategic market planning.</td>
<td>Prerequisites: MAR 3503 with a minimum grade of C and MAR 3613 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAR 4841</td>
<td>Services Marketing</td>
<td>3</td>
<td>The selection, development, execution, and measurement of marketing strategies in service organizations, including the strategic and tactical differences in the marketing of services from those methods used in traditional product marketing.</td>
<td>Prerequisites: MAR 3023 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAR 4905</td>
<td>Independent Study in Mkt</td>
<td>1-3</td>
<td>Individual study and research with faculty direction and supervision. (Permission of instructor and department required)</td>
<td>Prerequisites: MAR 3023</td>
<td></td>
</tr>
<tr>
<td>MAR 4930</td>
<td>Special Topics in Marketing</td>
<td>3</td>
<td>Study of special, current, or emerging topics in marketing.</td>
<td>Prerequisites: MAR 3023 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAR 4944</td>
<td>Internship in Marketing</td>
<td>3</td>
<td>Supervised work experiences in a marketing related capacity with profit or non-profit organizations. Individual work must meet the College of Business and the Department of Marketing requirements to earn course credit. (Senior standing and permission of department required) (S/U only)</td>
<td>Prerequisites: MAR 3023 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>MAS 2103</td>
<td>Elementary Linear Algebra</td>
<td>3</td>
<td>Introduction 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 on geometric properties of transformations on real spaces.</td>
<td>Prerequisites: MAC 2312 with a minimum grade of C</td>
<td></td>
</tr>
</tbody>
</table>
MAS 2121 Linear Ops & Diff Equations 4 credits
Prerequisites: MAC 2312 with a minimum grade of C-

MAS 4106 Matrix Analysis 3 credits
Topics include 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 3161 with a minimum grade of C- and MHF 2191 with a minimum grade of C-

MAS 4214 Elementary Number Theory 3 credits
Basic principles of algebraic number theory. Topics include divisibility and residues, congruences, primes, pseudoprimes and primality tests, systems of congruences and Chinese remaindering, multiplicative functions, continued fractions.
Prerequisites: MHF 2191 with a minimum grade of C-

MAS 4301 Abstract Algebra I 3 credits
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: MHF 2191 with a minimum grade of C-

MAS 4302 Abstract Algebra II 3 credits
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.
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
Individual study by a student under the direction of an instructor. Topics are selected on an individual basis, and cannot 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
Topics of current special interest. 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 instructor before registering.

MAT 4937 Senior Seminar 2 credits
Senior capstone course involving 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 MAA 4226 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.
Prerequisites: BSC 1010C
Fee Required

MCB 3020C General Microbiology 4 credits
A study of the structure, function and genetics of microorganisms, their relationships in natural and controlled environments emphasizing pathogenic bacteria and their hosts. Laboratory includes isolation, identification and culture techniques of microorganisms and their properties.
Prerequisites: CHM 2210C and BSC 1010C
Fee Required

MCB 4203C Pathogenic Microbiology 3 credits
Biologic basis of infectious disease associated with human microbial infections. Topics include host-parasite relationships, virulence mechanisms and antimicrobial agents. Laboratories cover methods of isolation, detection, enumeration and identification of human pathogenic microorganisms.
Prerequisites: MCB 3020C or MCB 2010C
Fee Required

MCB 4507C Virology Mycology Parasitology 3 credits
Lecture and laboratory course highlighting 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.
Prerequisites: MCB 3020C or MCB 2010C
Fee Required

MGF 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-

MGF 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-

MHF 2191 Mathematical Foundations 3 credits
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 definition and axioms.
Prerequisites: MAC 2312 with a minimum grade of C-

MHF 4404 History of Math 3 credits
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 numeration systems, history of number theory and congruences, and notions of infinity and infinitesimals. Mathematical ideas and practice in European, African, Mesoamerican, and Asian cultures will be considered.

**Prerequisites:** MAC 2312 with a minimum grade of C

**MLS 3038C Essentials of Clinical Lab Sci 3 credits**
Lecture and laboratory course introduces students to the principles and practices of Clinical Laboratory Science. Topics include safety, phlebotomy, automation, laboratory mathematics, laboratory information systems, quality assurance, management, education, ethics, professional roles, accreditation and regulation.

Fee Required

**MLS 3220C Biological Fluid Analysis 2 credits**
Integrated lecture-laboratory course introduces students to the theory and practices underlying the laboratory analysis of various biological fluids. Students perform microscopic and physiochemical testing and correlate laboratory and clinical data to health and disease.

**Prerequisites:** CHM 1046C and BSC 1010C

Fee Required

**MLS 4150 Case Studies Clinical Lab Sci 1 credits**
Students present case studies of current topics in clinical laboratory science. Department permission, acceptance into the Department of Clinical Laboratory Science and senior standing.

**Prerequisites:** MLS 3038C

**MLS 4191C Molecular Diagnostics 3 credits**
Molecular mechanisms of human disease. Focus is on diagnosis through cytotagene and nucleic acid molecular technology. Laboratories emphasize basic and clinical techniques of DNA-based diagnostic methods.

**Prerequisites:** PCB 3063C

Fee Required

**MLS 4308C Hematology/Hemostasis 3 credits**
Study of human blood ontogeny, kinetics, and pathophysiology. Lecture and laboratory integrate theory with application of analytical techniques used to diagnose and monitor hematological disease and disorders of hemostasis.

**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.

**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.

**Prerequisites:** PCB 3063C and PCB 4233C

Fee Required

**MLS 4625C Clinical Biochemistry 3 credits**
Relationship and application of biochemistry to the diagnosis, prognosis, and treatment of human disease. Theoretical principles and applications of techniques of proteins, enzymes, carbohydrates, lipids, electrolytes, nitrogen metabolites, inborn errors of metabolism, TDM 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 EHMCs, and senior standing.

**Prerequisites:** MLS 4627C

Fee Required

**MLS 4821C Clinical Microbiology Practicum 3 credits**
Advanced practical experience and didactic information in a clinical microbiology laboratory utilizing diagnostic techniques in the identification of pathogenic bacteria, viruses, parasites, and fungi. Department permission, acceptance into the Department of Clinical Laboratory Science and senior standing.

**Prerequisites:** MCB 4203C

Fee Required

**MLS 4822C Clinical Hematology Practicum 3 credits**
Advanced practical experience in a clinical hematology/ hemostasis laboratory includes performance of diagnostic procedures and application of knowledge with emphasis on clinical correlation. Departmental permission, acceptance into the CLS program, and senior standing required.

**Prerequisites:** MLS 4308C

Fee Required

**MLS 4823C Clinical Immunohematology Practicum 3 credits**
Advanced practical experience in a clinical immunohematology laboratory and perfusion service including compatibility testing, blood transfusion procedures and antibody detection and identification. Clinical experience includes operation and management of a transfusion service and donor center. Departmental permission, acceptance into the Department of Clinical Laboratory Science and senior standing.

**Prerequisites:** MLS 4550C

Fee Required

**MLS 4824C Clinical Enrichment 1 credits**
Exploration of career opportunities in various laboratory settings including clinical, forensic, cytotageneic, industrial, and public health. Course may be repeated to appreciate different occupational prospects. Departmental permission, acceptance into the CLS program, and senior standing required.

Fee Required

**MLS 4826C Clinical Immunology Practicum 2 credits**
Advanced practical experience in a clinical immunology laboratory including diagnostic techniques with emphasis on clinical correlation.

**Prerequisites:** MLS 4506C

Fee Required

**MLS 4910 Directed Independent Research 1 to 4 credits**
Independent research project under faculty direction in Clinical Laboratory Science is investigated. Projects include investigative skills, principles of research application, and rigorous data collection and reporting. Course may be repeated in different research projects. Permission of the instructor is required.

Fee Required

**MLS 4911L Research in Molecular Diagnos 4 credits**
Research experience 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:** MLS 4191C

Fee Required
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLS 4932</td>
<td>Special Topics in CLS</td>
<td>1 to 3</td>
<td>Topics/focus of Clinical Laboratory Science under faculty direction is investigated. A selected topic, focus or problem in the CLS discipline will be studied. Course may be repeated in different topic areas. Permission of the instructor is required.</td>
</tr>
<tr>
<td>MLS 4940C</td>
<td>Biotechnology/Molecular Practice</td>
<td>12</td>
<td>Practical experience provides application of Molecular Biology in a biotechnology laboratory, molecular diagnostic laboratory or research facility. Departmental permission required. Departmental permission required.</td>
</tr>
<tr>
<td>MMC 3602</td>
<td>Mass Comm &amp; Society</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>MMC 4123</td>
<td>Film and Television Writing</td>
<td>3</td>
<td>Introduction to writing for film and television utilizing computer programs.</td>
</tr>
<tr>
<td>MTG 3216</td>
<td>Geom with Lin Algebra</td>
<td>3</td>
<td>Study of Euclidean and non-Euclidean geometries, utilizing techniques of linear algebra. Topics include overview of synthetic geometry, vectors and matrices, linear transformations and isometries, orthogonality, vector space methods in Euclidean and projective geometry, non-Euclidean geometries, applications to computational geometry and computer graphics.</td>
</tr>
<tr>
<td>MTG 4212</td>
<td>College Geometry</td>
<td>4</td>
<td>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, nonEuclidean geometries, vectors, vector approach to Euclidean geometry, symmetry transformations and isometries.</td>
</tr>
<tr>
<td>MUE 4210</td>
<td>Music for the Child</td>
<td>3</td>
<td>Methods and materials of infusing music in the elementary classroom.</td>
</tr>
<tr>
<td>MVV 2111</td>
<td>Class Voice I</td>
<td>1</td>
<td>Class instruction in fundamentals of voice production. May be repeated up to 2 credit hours with permission of instructor.</td>
</tr>
<tr>
<td>MVV 3131</td>
<td>Class Voice II</td>
<td>1</td>
<td>Continued instruction in fundamentals of voice production. May be repeated up to 2 credit hours with permission of instructor.</td>
</tr>
<tr>
<td>NUR 3046C</td>
<td>Pop Based Care: Rural Cultural</td>
<td>3</td>
<td>Culturally congruent, holistic, environmental, and health focused approach to examination of health needs, health hazards, economics, access to care, and healing practices of rural and culturally diverse populations.</td>
</tr>
<tr>
<td>NUR 3065C</td>
<td>Hlth Assess: Basis Prof Pract</td>
<td>4</td>
<td>Holistic, health-focused approach to health assessment for culturally diverse groups of children, adults, and elders is comprehensively examined and practiced in classroom and laboratory settings.</td>
</tr>
<tr>
<td>NUR 3125</td>
<td>Physio Responses Alter Health</td>
<td>3</td>
<td>Basic concepts underlying pathological processes and physiological responses to environmental, sociocultural, genetic, lifestyle, and developmental factors are examined with emphasis on practical application from an interdisciplinary and holistic perspective.</td>
</tr>
<tr>
<td>NUR 3145</td>
<td>Chemical Herbal Nutr Therapies</td>
<td>2</td>
<td>Polypharmacy, polytherapy, and the most commonly used chemicals, herbal, and nutritional therapies.</td>
</tr>
<tr>
<td>NUR 3465C</td>
<td>Pop-Based Care: Spec Pops</td>
<td>5</td>
<td>Impact of environment on the lived experiences of clients engaging life’s normal health related transitions from birth to death.</td>
</tr>
<tr>
<td>NUR 3935</td>
<td>Nursing Elective</td>
<td>3</td>
<td>In-depth examination of a current or emerging topic in nursing. This course may be repeated for credit for different topics.</td>
</tr>
<tr>
<td>NUR 4636C</td>
<td>Community Partnered Care</td>
<td>4</td>
<td>Focus on health of communities as determined by the lived experiences, values, struggles, and interconnectedness of people that make up the community. Examination of public health and community health policies and legislative issues.</td>
</tr>
<tr>
<td>NUR 4756C</td>
<td>Pop Based Care: Vulnerable Pops</td>
<td>5</td>
<td>Impact of environment on the lived experiences of clients when confronted with real or perceived threats to health. Practice experiences are with acutely, chronically ill clients.</td>
</tr>
<tr>
<td>NUR 4767C</td>
<td>Crisis Based Care</td>
<td>5</td>
<td>Lived experiences of clients with critical injury and life threatening problems are examined from a holistic, caring perspective.</td>
</tr>
<tr>
<td>NUR 4825</td>
<td>Caring Scholar Clinician II</td>
<td>1</td>
<td>Interrelationship of nursing theory, research, and practice as a basis for understanding nursing as a discipline. Student identified learning needs, practice driven discussions, and use of active learning methods are directed toward understanding praxis as an action for transformation.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
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</tr>
<tr>
<td>NUR 4826C</td>
<td>Issues Based Care</td>
<td>5</td>
<td>Innovative approaches, through praxis, to issues and dilemmas affecting the health and well being of people within western society.</td>
</tr>
<tr>
<td>NUR 4837L</td>
<td>Nur: Challeng Prs Shape Futur</td>
<td>2</td>
<td>Critical appraisal of nursing, the practice of nursing, the professional role as a forecaster and change agent.</td>
</tr>
<tr>
<td>NUR 4905</td>
<td>Directed Independent Study</td>
<td>1 to 6</td>
<td>Individualized pursuit of a selected topic.</td>
</tr>
<tr>
<td>NUR 4948L</td>
<td>Practice Elective</td>
<td>3</td>
<td>Integrating the power of caring, communication, critical thinking, health promotion, and cultural connectedness in complex, individualized practice situations.</td>
</tr>
<tr>
<td>OCE 1001C</td>
<td>Marine Systems</td>
<td>3</td>
<td>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 may 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.</td>
</tr>
<tr>
<td>OCE 4008C</td>
<td>Oceanography</td>
<td>3</td>
<td>A systems approach to the study of the world’s oceans integrating elements of biological, chemical, geological and physical oceanography. Examination of basic oceanographic principals and processes, with a focus on marine ecosystems of Southwest Florida.</td>
</tr>
<tr>
<td>ORI 3000</td>
<td>Intro Communication as Perform</td>
<td>3</td>
<td>Course is designed to develop proficiency in the understanding and oral communication of literature and other written materials including learning the phonetic alphabet and transcription and voice, diction, and the oral interpretation of poetry, prose and dramatic readings.</td>
</tr>
<tr>
<td>OTH 3000</td>
<td>Defining Occupational Therapy</td>
<td>2</td>
<td>Learn the history, philosophy, evolution, and core values of occupational therapy across practice settings. The Occupational Performance Process Model, professional behaviors, ethical issues, and roles of occupational therapists and certified occupational therapy assistants are introduced.</td>
</tr>
<tr>
<td>OTH 3012C</td>
<td>Dynamics of Communication</td>
<td>3</td>
<td>Introduction to self-awareness, interpersonal communication, and group dynamics for effective communication with clients, families, and healthcare professionals. Communication skill and group dynamics are experienced and processed through personal reflection, experiential labs, and fieldwork experiences.</td>
</tr>
<tr>
<td>OTH 3016</td>
<td>Theoretical Approaches</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>OTH 3220C</td>
<td>Occupation Performance Issues</td>
<td>3</td>
<td>Typical and atypical physical and psychosocial development from birth through adolescence is presented. A client-centered screening process, identifying the client’s occupational roles and occupational performance issues is emphasized.</td>
</tr>
<tr>
<td>OTH 3221C</td>
<td>Indent. Occ. Perform: Adult</td>
<td>3</td>
<td>Typical and atypical human maturation from early through late adulthood is presented, along with physical and psychosocial conditions. A client-centered screening process that identifies occupational performance issues is further developed. Theoretical approaches and screening tools are identified.</td>
</tr>
<tr>
<td>OTH 3413C</td>
<td>Applied Kinesiology</td>
<td>3</td>
<td>Gain an understanding of the physiological, neurological, structural, and mechanical components underlying human movement. Develop basic assessment skills related to musculoskeletal function.</td>
</tr>
<tr>
<td>OTH 3417C</td>
<td>Gross Human Anatomy</td>
<td>4</td>
<td>Explores the regional and functional anatomy of the human body in both the lecture and laboratory format with the emphasis on its application to the practice of occupational therapy. The subject content of this course is divided into four units: lower extremity; back and upper extremity; thorax; abdomen and pelvis; and head and neck. Laboratory activities are designed to enhance the lecture topics and consists of students studying pre-dissected cadavers, prosected tissues, radiographs, bone sets, models, videotapes, and CD-ROM computer programs.</td>
</tr>
<tr>
<td>OTH 3429C</td>
<td>Neuroanatomy Hum. Nerv. Syst.</td>
<td>3</td>
<td>Structural organization of the human central nervous system, major features of brain and spinal cord, and functional relationships between these structures are identified in depth, to form the basis for clinical application. Prosected specimens and models are used.</td>
</tr>
<tr>
<td>OTH 4109C</td>
<td>Assistive Technologies</td>
<td>2</td>
<td>Explore the assessment, prescription, and modification of assistive technologies used to overcome occupational performance deficits. Learn basic environmental assessment tools and strategies. Fabrication and/or modification of assistive devices are practiced.</td>
</tr>
<tr>
<td>OTH 4224C</td>
<td>Assmt Occupat. Performance 1</td>
<td>3</td>
<td>Assessments are used to evaluate the client’s occupational performance components, across the lifespan, to include: physical, cognitive, psychosocial, physical, cognitive, perceptual, and sensory-motor. Psychometric properties of assessments, analysis and synthesis of results and ethical decision-making are emphasized.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>OTH 422C</td>
<td>Ass’tmt Occupat. Performance II</td>
<td>3</td>
<td>Students refine their evaluation and documentation skills, including: analysis and synthesis of assessment, ethical decision-making, comprehensive evaluation of a client’s occupational performance.</td>
</tr>
<tr>
<td>OTH 4230</td>
<td>Action Plan: Eval to Outcomes</td>
<td>2</td>
<td>Students develop action plans that are based on results of the screening/evaluation process related to the client’s occupational performance needs, supported by chosen theoretical approaches, and include measurable goals. Task analysis skills are developed.</td>
</tr>
<tr>
<td>OTH 423C</td>
<td>Implementation &amp; Evaluation</td>
<td>6</td>
<td>Selection and implementation of tasks and activities, and use of other therapeutic interventions appropriate to chosen theoretical framework and action plan developed. Evaluation of client outcomes, review of occupational performance process, and ethical decision-making are emphasized.</td>
</tr>
<tr>
<td>OTH 4845</td>
<td>Fieldwork Level II</td>
<td>3</td>
<td>Seven week, full-time internship in a clinical or community setting under the direct supervision of an Occupational Therapist, Registered (OTR). Includes pre-fieldwork seminars and a portfolio.</td>
</tr>
<tr>
<td>OTH 4846</td>
<td>Fieldwork Level II</td>
<td>3</td>
<td>Eight week, full-time internship in a clinical or community setting different from the first internship. Completed under the direct supervision of an Occupational Therapist, Registered (OTR).</td>
</tr>
<tr>
<td>OTH 4847</td>
<td>Fieldwork Level II</td>
<td>3</td>
<td>Nine week, full-time internship in a clinical or community setting different from the first two internships. Completed under the direct supervision of an Occupational Therapist, Registered (OTR).</td>
</tr>
<tr>
<td>OTH 4932</td>
<td>Special Topics Seminar</td>
<td>1-4</td>
<td>Designed around topics that are reflective of current health care needs related to occupational therapy practice. Topics are developed around instructor expertise with student input considered.</td>
</tr>
<tr>
<td>PCB 3023C</td>
<td>Cell Biology</td>
<td>3</td>
<td>Cellular biochemistry and physiology with in-depth study of prokaryotic and eukaryotic cellular organelles including their morphology and function. Topics include cellular mobility, growth, bioenergetics, division, communication and regulation. The curriculum is inquiry based and fully integrated with a laboratory that emphasizes active learning strategies.</td>
</tr>
<tr>
<td>PCB 3033C</td>
<td>Concepts of Ecology</td>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td>PCB 3043C</td>
<td>General Ecology</td>
<td>3</td>
<td>Basic concepts of ecology at population, community, ecosystem, and landscape levels will be studied in integrated lectures, laboratory, and field exercises.</td>
</tr>
<tr>
<td>PCB 3063C</td>
<td>Genetics</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>PCB 3253C</td>
<td>Developmental Biology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>PCB 3414C</td>
<td>Behavioral Ecology</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>PCB 3460C</td>
<td>Ecosystem Monit &amp; Resea Method</td>
<td>3</td>
<td>Overview of ecological concepts and basic methods of inventorying, monitoring, and conducting research on terrestrial, freshwater, and marine ecosystems. Emphasis on 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.</td>
</tr>
<tr>
<td>PCB 3463C</td>
<td>Marine Ecos Mon &amp; Res Method</td>
<td>3</td>
<td>Basic methods of inventorying, monitoring, and conducting research on marine ecosystems. Emphasis on 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. Permission of the instructor.</td>
</tr>
<tr>
<td>PCB 3663C</td>
<td>Human Genetics</td>
<td>3</td>
<td>Lecture and laboratory investigations of fundamental properties of inheritance using Mendelian and molecular aspects of genetics with emphasis in application to man.</td>
</tr>
<tr>
<td>PCB 3703C</td>
<td>Human Physiology</td>
<td>3</td>
<td>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</td>
</tr>
</tbody>
</table>
integrated with activities which emphasize active learning strategies and collaboration.

**Prerequisites:** PCB 2054C with a minimum grade of C and CHM 2211C with a minimum grade of C (or ZOO 3713 with a minimum grade of C or ICS 1011C with a minimum grade of C).

**Fee Required**

**PCB 4233C Immunology 3 credits**

An integrated lecture/laboratory course presenting theory and basic principles of immunology including antigen-antibody reactions, immunoglobulin structure, 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 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 3233C with a minimum grade of C

**Fee Required**

**PCB 4522C 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 4673 Evolutionary Biology 3 credits**

The application of evolutionary theory to all sub-fields of the biological sciences (e.g., medicine, ecology, molecular biology, etc.). Patterns and processes of evolution are examined, as is evidence, and the history of evolutionary theory. Application of evolutionary theory to problems is stressed, with a further emphasis on the role of phylogeny across biological discipline boundaries.

**Prerequisites:** ZOO 3713C with a minimum grade of C

**PCB 4674C Reptile & Amphibian Evolution 4 credits**

Provides an opportunity for advanced study of the biology of reptiles and amphibians in an evolutionary context. The entire spectrum of reptile and amphibian diversity is studied from the first known fossil amphibians and their ancestors through all living and extinct clades. Anatomical, physiological, and behavioral biology are also examined from an evolutionary perspective, utilizing the principles of cladistic analysis, each system is examined from its most primitive condition to the many unique derived conditions found among living and/or fossil amphibians and reptiles. Current controversies may be featured, and topics span from molecular to organismal and ecological. The course will include the use of dissection and physiological laboratory techniques to study various topics.

**Prerequisites:** ZOO 3713C with a minimum grade of C

**Fee Required**

**PCB 4783C Cell Membrane Physiology 3 credits**

Chemical and physical properties of the plasma membrane. Investigation of plasma membrane biosynthesis and functions in transport and signal transduction. The curriculum is inquiry based and fully integrated with laboratory experiences that emphasize active learning strategies.

**Prerequisites:** BCH 3023C with a minimum grade of C and PCB 3023C with a minimum grade of C

**Fee Required**

**PCB 4910 Ind. Research in Immunology 1 to 4 credits**

Independent study and research projects under faculty direction in immunology is investigated. Projects include investigative skills, principles of research application, and rigorous data collection and reporting. Course may be repeated in different research projects.

**Prerequisites:** PCB 4233 with a minimum grade of C

**Fee Required**

**PCB 4930 Special Topics in Immunology 1 to 3 credits**

Topics/focus of Immunological Science under faculty direction is investigated. A selected topic, focus or problem in Immunology. Course may be repeated in different topic areas.

**Prerequisites:** PCB 4233 with a minimum grade of C

**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**

Studies photography as a creative means of expression. It uses 35 mm technology and introduces the students to fine black and white printmaking.

**Prerequisites:** ART 1201C

**PHH 2000 Introduction to Philosophy 3 credits**

Introduction to the various key philosophical orientations, thinkers, and topics which have evolved during the history of humankind. At least 6,000 words of graded written work are required (Gordon Rule).

**Prerequisites:** ENC 1101 with a minimum grade of C

**PHI 3106 Principles of Rhetoric & Argum 3 credits**

Introduction to the formal principles of argumentative discourse, both logical and rhetorical, and application of those principles to the tasks of critical reading and constructing sound arguments.

**Prerequisites:** ENC 1101 and ENC 1102

**PHI 3223 Philosophy Human Communications 3 credits**

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 1101 and ENC 1102

**PHI 4905 Directed Independent Study 3 credits**

Individualized study under the direction of a faculty member.

**PHT 3106C Integrated Human Anat Neuro 1 3 credits**

Students are led through an in-depth study of human anatomy, focusing on the musculoskeletal and neuromuscular systems. Anatomical histology, cytology, embryology, anatomical/neuropsychological changes through the lifespan and applications to health care are investigated.

**Fee Required**

**PHT 3156C Physio Dimensions Human Actvty 3 credits**

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 in well and non-well population.

**Fee Required**

**PHT 3902 Comm-Based Exper Hlth Care II 1 credits**

Students observe health care or human service professional(s) in his/her work setting. Experience is based on individual student-identified learning objectives and self-evaluation of experiences.

**Prerequisites:** PHT 3901
PHT 4008  Topics in Physical Therapy II  1 credits
Provides an in-depth look at current issues which have a significant bearing on the delivery of physical therapy today and in the future.
Prerequisites: PHT 3007

PHT 4107C  Integrated Human Anat Neuro II  5 credits
Students are led through in-depth study of body systems. Anatomical and neurophysiological changes through the lifespan and applications to health care practice will be emphasized.
Prerequisites: PHT 3106C
Fee Required

PHT 4108C  Integrative Human Anat Neuro III  3 credits
Students are led through an in-depth study of human neuroanatomy and neurophysiology. Changes through the lifespan and applications to health care practice will be emphasized.
Prerequisites: PHT 4107C
Fee Required

PHT 4123C  Biomech Dimensions Human Mvmnt  3 credits
Students study the mechanical and neuromuscular components of human motion. Students learn both normal movement and the effects of pathological conditions on movement. Lifespan developmental changes are studied.
Prerequisites: PHT 3106C
Corequisites: PHT 4107C
Fee Required

PHT 4146  Lifespan Develop Across Domain  3 credits
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.
Fee Required

PHT 4262C  Skills PT Exam & Intervention  6 credits
Students learn basic patient examination, intervention and data collection skills necessary for patient evaluation and development of a plan of care.
Prerequisites: PHT 4123C and PHT 4108C
Fee Required

PHT 4903  Comm-Based Exper III  1 credits
Students observe a health care or human service professional(s) in his/her work setting. The experience is based on individual student-identified learning objectives and self-evaluation of experiences.
Prerequisites: PHT 3902

PHY 2048C  Genl Physics w/Lab I  4 credits
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
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
An analysis of the basic principles and procedures of the American government with emphasis on current issues and trends to cultivate an understanding of the U.S. 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
An introduction to political thought and philosophy 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. At least 6,000 words of graded written work are required (Gordon Rule).
Prerequisites: ENC 1102

POS 3033  Issues in Am. Govt. & Politics  3 credits
An examination of 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. At least 6,000 words of graded written work are required (Gordon Rule).
Prerequisites: ENC 1102 and (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: INR 3002 or CPO 3002 or POS 3112 or POS 4002

POT 3003  Political Theorists  3 credits
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. At least 6,000 words of graded written work are required (Gordon Rule).

Prerequisites: ENC 1102

PPE 4004 Psychology of Personality 3 credits
Methods and findings of personality theories and evaluation of constitutional, biosocial and determinants of personality.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2023 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 2023 with a minimum grade of C

PSY 2012 General Psychology 3 credits
A broad survey of psychology with 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 2112 may be taken concurrently with this course.
Prerequisites: PSY 2012 with a minimum grade of C and STA 2023 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 and STA 2023 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 2023 with a minimum grade of C

PSY 4911 Directed Individual Study 3 credits
Senior standing with permission of instructor. Applied practicum in community service agencies.
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 STA 2023 with a minimum grade of C

PSY 4990 Senior Seminar in Psychology 3 credits
Students will learn to consolidate, integrate and apply discipline specific knowledge to issues within Psychology and the Liberal Arts. Senior standing is expected. Students must complete at least 9 credit hours of 4000-level classes from the list of Required Courses for the Psychology Major before registering.

Prerequisites: PSY 2012 with a minimum grade of C and STA 2023 with a minimum grade of C and STA 2122 with a minimum grade of C and PSY 3044 with a minimum grade of C and PSY 3212 with a minimum grade of C

PUP 4002 Public Policy 3 credits
An examination 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. At least 6,000 words of graded written work are required (Gordon Rule).
Prerequisites: ENC 1102 and (POS 2041 with a minimum grade of C or POS 2112 with a minimum grade of C)

PUR 4000 Public Relations 3 credits
Case study analysis and discussion approach to managing the relation of a company or organization with both its consumer and non-consumer publics, including the media, community, government, investors, distributors, and employees.
Prerequisites: MAR 3023 or ADV 3000

QMB 3200 Economic & Business Stats II 3 credits
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

QMB 3600 Intro to Management Science 3 credits
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

RED 4310 Early Literacy Learning 3 credits
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 4350 Literacy Content & Processes 3 credits
The second course that examines literacy from an integrated perspective. The intermediate elementary and middle school child is the focus for the study that includes assessment and instructional planning for developmental reading, writing, listening, speaking, and the support skills for the language arts with an emphasis on content area literacy.
Prerequisites: EDF 3201 with a minimum grade of C

RED 4511 Lit in Intermed & Mid Grades 3 credits
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 and theories of reading disabilities, develop ways to promote literacy development across the curriculum with an emphasis on content area reading.

REE 3103 Valuation of Real Property 3 credits
Introduction to the appraisal process. Acquaints the student with the appraisal language and demonstrates the application of a variety of valuation techniques. Topics include 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 or FIN 3403
<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
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<tr>
<td>REE 3204</td>
<td>Advanced Real Estate Finance</td>
<td>3</td>
<td>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</td>
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</tr>
<tr>
<td>REE 3303</td>
<td>Real Estate Investment Decision Making</td>
<td>3</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>REL 2306</td>
<td>Contemporary World Religions</td>
<td>3</td>
<td>Exploration of the unity and diversity of religious traditions in a global context in order to understand the mutual interactions between religions and cultures. Emphasis on the role of religion in human values systems. Prerequisites: ENC 1101 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>REL 3111</td>
<td>Religion in Film</td>
<td>3</td>
<td>Examination of religious themes, images, symbols, and characters in various feature and short films. At least 6,000 words of graded written work are required (Gordon Rule).</td>
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</tr>
<tr>
<td>RMI 3011</td>
<td>Risk Management Insurance</td>
<td>3</td>
<td>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, 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</td>
<td></td>
</tr>
<tr>
<td>RTV 2000</td>
<td>Introduction to Broadcasting</td>
<td>3</td>
<td>Survey of broadcasting history, evaluation, organization, and function. Includes economic and cultural influences on society and legal, educational, and artistic aspects.</td>
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<tr>
<td>RTV 3200</td>
<td>Fundamentals of TV Production</td>
<td>3</td>
<td>A basic course in the techniques of directing and producing TV programs.</td>
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<tr>
<td>RTV 4467</td>
<td>Television Practicum</td>
<td>3</td>
<td>General staff work at the University-affiliated TV station with possibility of participating in the production and direction of programs and projects as skills warrant.</td>
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<tr>
<td>RTV 4700</td>
<td>Media Law and Ethics</td>
<td>3</td>
<td>A study of electronic media from the perspective of government regulation and the political process with special emphasis on how regulatory policy is determined. Ethical issues are considered in case studies.</td>
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<tr>
<td>SCE 4310</td>
<td>Science Methods</td>
<td>3</td>
<td>Focuses on methods of planning, assessment and instruction for effective science and health education. Prerequisites: EDF 3201</td>
<td></td>
</tr>
<tr>
<td>SCE 4320</td>
<td>Teach Methods Mid Grades Sci</td>
<td>3</td>
<td>Survey techniques and materials unique to science, grades 5-9. Not designed for high school certification purposes.</td>
<td></td>
</tr>
<tr>
<td>SCE 4940</td>
<td>Internship: Science Education</td>
<td>9</td>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>SLS 1501</td>
<td>Effective Learning</td>
<td>3</td>
<td>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.</td>
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</tr>
<tr>
<td>SOP 3742</td>
<td>Psychology of Women</td>
<td>3</td>
<td>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 2023 with a minimum grade of C</td>
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<tr>
<td>SOP 3772</td>
<td>Human Sexuality</td>
<td>3</td>
<td>Survey of the major themes and recent findings in the area of human sexuality. Emphasis will be on the major biological, psychological, and social aspects of human sexuality. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2023 with a minimum grade of C</td>
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<tr>
<td>SOP 4004</td>
<td>Social Psychology</td>
<td>3</td>
<td>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 2023 with a minimum grade of C</td>
<td></td>
</tr>
<tr>
<td>SOP 4714C</td>
<td>Environmental Psychology</td>
<td>3</td>
<td>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 2023 with a minimum grade of C</td>
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</tr>
<tr>
<td>SPA 3612</td>
<td>Basic American Sign Language</td>
<td>3</td>
<td>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. Corequisites: SPA 3612L</td>
<td></td>
</tr>
<tr>
<td>SPA 3612L</td>
<td>Basic American Sign Lang. Lab</td>
<td>1</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>SPA 4000</td>
<td>Commun Disorders in Pub Schls</td>
<td>3</td>
<td>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.</td>
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<tr>
<td>SPA 4613</td>
<td>Intern American Sign Language</td>
<td>3</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
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

SPA 4614  Adv American Sign Language  3 credits
A continuation of the study of American Sign Language at the advanced
level. Added emphasis on idioms, body language and facial
expressions.
Prerequisites: SPA 4613 and SPA 4613L
Corequisites: SPA 4614L

SPA 4614L  Adv American Sign Language Lab  1 credits
An advanced laboratory course designed to accompany Advanced
American Sign Language (ASL) and to provide practice of the material
presented through live demonstration as well as audio/video tapes.
Corequisites: SPA 4614

SPC 1595  Intercollegiate Speech Debate  1 credits
Competitive forensics participation for students with limited experience. 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. May be repeated for a maximum of 4 credit hours.

SPC 2023  Public Speaking  3 credits
Instruction and practice in effective public speaking. Includes practical
experience in speech composition, delivery, and critique.

SPC 3210  Theories of Human Communication  3 credits
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
Examines nonverbal communication theory and behavior including the areas of kinesics, proxemics, haptics, object language, paralanguage,
and chronemics.

SPC 3360  Interviewing  3 credits
Teaches the principles of interviewing both from the interviewer and interviewee perspectives, including how to structure an interview, question development, and understanding the interviewing process. Practice in a variety of types of interviews including employment, survey, performance appraisal, and persuasive interviews.

SPC 3513  Argumentation and Debate  3 credits
Study of the theory and practice of argumentation and debate as applied

SPC 3593  Intercollegiate Speech Debate  1 credits
Competitive forensics participation for students with experience. 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. May be repeated for a maximum of 4 credit hours.

SPC 3602  Advanced Public Speaking  3 credits
Development of public speaking abilities to become proficient in both
the construction and delivery of a speech. Students will be required to
deliver speeches both to their classmates as well as in the community.
Prerequisites: SPC 1025 or SPC 2023

SPC 3721  Intercultural/Intercultural Comm  3 credits
Examines interracial and intercultural communication theory and
behavior. Explores the effect of race, gender, exceptionality, age,
regionality, occupation and education.

SPC 4900  Directed Reading/Ind. Study  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.
Corequisites: SPN 1120 with a passing grade and SPN 1120L with a passing grade
Corequisites: SPN 1121

SPN 1121L  Beginning Spanish Lab II  1 credits
This is the laboratory which 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 1121

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
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 2240</td>
<td>Conversation</td>
<td>3</td>
<td>Development of basic conversational skills. The class is not open to native or near-native speakers of Spanish.</td>
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</tr>
<tr>
<td>SPN 2241</td>
<td>Conversation II</td>
<td>3</td>
<td>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 and SPN 2240 with a minimum grade of C</td>
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</tr>
<tr>
<td>SPN 3270</td>
<td>Study Abroad</td>
<td>1-6</td>
<td>An intensive study-travel program in a Spanish-speaking country is the focus of this course. Prerequisites: SPN 1121 with a passing grade</td>
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</tr>
<tr>
<td>SPN 3300</td>
<td>Composition</td>
<td>3</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>SPN 3350</td>
<td>Spanish for Native Speakers</td>
<td>3</td>
<td>Intensive Spanish grammar, syntax, and phonetics for native speakers who have had little or no formal training in the language. Permission of instructor required.</td>
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</tr>
<tr>
<td>SPN 3400</td>
<td>Conversation &amp; Composition I</td>
<td>3</td>
<td>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</td>
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<tr>
<td>SPN 3401</td>
<td>Conversation &amp; Composition II</td>
<td>3</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>SPN 3411</td>
<td>Advanced Oral Expression</td>
<td>3</td>
<td>Oral skills, using literary text from Spain and Latin America as sources of discussions, oral reports, speeches, and conversation. It includes diction exercises, phonetic drills, and extensive recordings. Prerequisites: Instructor’s Authorization. Prerequisites: SPN 2201 with a minimum grade of C or SPN 2240 with a minimum grade of C</td>
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<tr>
<td>SPN 3500</td>
<td>Survey of Span Cult &amp; Civ I</td>
<td>3</td>
<td>Introduction to the people, institutions, 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. Prerequisites: Instructor’s Authorization. Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C</td>
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<tr>
<td>SPN 3520</td>
<td>Latin Amer Cult &amp; Civ I</td>
<td>3</td>
<td>Introduction to the people, institutions, cultures, and civilizations 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. Prerequisites: Instructor’s Authorization. Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C</td>
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<tr>
<td>SPN 3710</td>
<td>The Spanish Language</td>
<td>3</td>
<td>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 2240 with a passing grade</td>
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<tr>
<td>SPN 4410</td>
<td>Advanced Conversation</td>
<td>3</td>
<td>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</td>
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</tr>
<tr>
<td>SPN 4470</td>
<td>Advanced Senior Study Abroad</td>
<td>1-6</td>
<td>Foreign residence and advanced study, research, and/or work, internship. Credits earned must be reapproved and will be evaluated on an individual case basis in order to validate transfer of credits. Permission of the Instructor is required.</td>
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</tr>
<tr>
<td>SPN 4537</td>
<td>Spec Top in Afro-Hispanic Cult</td>
<td>3</td>
<td>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</td>
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<tr>
<td>SPN 4538</td>
<td>Cult Exp of Indig People in LA</td>
<td>3</td>
<td>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 and research papers are accepted in both languages. Open to fourth year majors, and non-majors. This 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</td>
<td></td>
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<tr>
<td>SPN 4910</td>
<td>Directed Independent Research</td>
<td>3</td>
<td>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</td>
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</tr>
<tr>
<td>SPN 4920</td>
<td>Spanish Symposium</td>
<td>3</td>
<td>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.</td>
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</tr>
<tr>
<td>SPN 4940</td>
<td>Intern Practicum</td>
<td>3</td>
<td>Practicum application in professional settings of knowledge is offered in this course. The hours may vary and levels vary within an institution. Internship Practicum/Clinical Practice hours are not automatically transferable. Prerequisites: SPN 4410 with a passing grade</td>
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</tbody>
</table>
SPT 3100 Masterpieces 3 credits
Selected readings in English translations of major works of Spanish literature are offered in this course. The class 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.
Prerequisites: SPN 2201 with a passing grade

SPT 3520 Hispanic Cinema 3 credits
Survey of major modern films and directors from Spain, Latin America, and the U.S. Lectures, discussions, and assignments in English.

SPT 3523 Women Writers of Latin America 3 credits
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 major. Lectures in English.

SPT 4800 Translation Skills I 3 credits
Designed to develop specialized translation skills. It may also cover literacy, scientific, commercial, legal, and general topics. Prerequisite: Instructor's Authorization.

SPT 4801 Professional Translation 3 credits
Techniques and resources for professional translation. Prerequisite: Instructor's Authorization.

SPT 4813 Simultaneous Translation 3 credits
Students are provided training in translation through oral and non-structuralized writing exercises. Prerequisite: Instructor's authorization, placement test.
Prerequisites: SPN 1120 with a passing grade and SPN 1121 with a passing grade and SPN 2200 with a passing grade and SPN 2201 with a passing grade and SPN 2240 with a passing grade and SPN 2241 with a passing grade and SPN 3410 with a passing grade

SPW 3030 Intro to Span & Latin Amer Lit 3 credits
Prose fiction, drama, poetry, and essay are the main foci of this course. It also focuses on techniques of literary analysis. Prerequisite: Instructor's Authorization.
Prerequisites: SPN 2201 with a minimum grade of C

SPW 3100 Masterpieces of Spain 3 credits
Selected literary masterpieces of Spain form Roman times to the present, including poetry, theater, prose, and fiction. Lectures in Spanish only.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C

SPW 3202 Latin American Literature 3 credits
Works of outstanding Latin American authors from Columbus through the 20th century. Readings of some pre-Columbian texts, chronicles, colonial, 19th and 20th century texts. Advanced reading/writing knowledge of Spanish. Lectures in Spanish only.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C

SPW 3320 Modern Hisp Theater Workshop I 3 credits
Introduction to acting and oral practice and Spanish: short scenes will be performed in class; participation in a theater production of a sketch/ play in Spanish.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C

SPW 3423 Masterpieces of Span Gold Age 3 credits
Major works of Spain's Renaissance and Baroque period (Isabella & Ferdinand through the Habsburg dynasty, 1471-1700). Advanced reading, writing skills, considerable fluency required. Lectures, texts, discussions, and papers in Spanish.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C

SPW 3480 Topics in 20th Cent Span Lit 3 credits
Study of selected works by authors from the 1898 thru the Restoration of King Juan Carlos. Advanced reading, writing skills, considerable fluency required. Lectures, texts, discussions, and papers in Spanish.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C

SPW 3781 Hispanic Women Writers 3 credits
Study of representative women writers from Spain, Latin America, and the U.S. Advanced reading, writing skills, considerable fluency required. Lectures, texts, discussions, and papers in Spanish.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C

SPW 4282 Contemporary Latin Am Fiction 3 credits
Contemporary masters of short and long fiction works in Latin America. Advanced reading, writing skills, considerable fluency required. Lectures, texts, discussions, and papers in Spanish.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C

SPW 4606 Cervantes' Don Quixote 3 credits
Study of Cervantes' masterpiece in the original, its importance as the first modern novel, and as a literary production inserted in Counter-Reformation, Baroque Spain. Advanced reading, writing skills, considerable fluency required. Lectures, texts, discussions, and papers in Spanish.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C

SPW 4900 Directed Study 1 to 3 credits
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. For majors in their senior year. Prerequisite: Instructor's Authorization.

SPW 4930 Selected Topics 1 to 3 credits
The study of selected issues, scholarly works, themes or movements relating to some aspect of Spanish culture and society. For majors in their senior year. Prerequisite: 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 4343 **Social Sciences & Humanities 3 credits**
Concepts associated with social sciences and humanities. Students will be able to integrate related subjects (e.g., law, humanities, religion, mathematics, and technology) in a comprehensive curriculum. Integrated teaching strategies, methods, and concepts that are appropriate for use with students in grades pre-K through grade 12. **Prerequisites:** EDF 3201 with a minimum grade of C

SSE 4940 **Internship in Soc. Science Ed 9or10 credits**
One full semester of internship in a public or private school. In special programs where the internship 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) and regression. Emphasis will be on developing conceptual understanding, model selection, and interpretation skills. **Prerequisites:** (MAT 1033 with a minimum grade of C or MAC 1105 with a minimum grade of C or MGF 1106 with a minimum grade of C or MAC 1147 with a minimum grade of C or MAC 2233 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). 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 applied 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**
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 3162 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 4442

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 densities including normal, gamma, \( \Gamma \) (Greek letter Chi), and Weibull, and transformations of random variables.

SYA 3010 **Sociological Theory 3 credits**
A survey sociological theory from its beginning in the 19th century to the contemporary period. 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 3300 **Social Research Methods 3 credits**
Introduction to research methodologies in the social sciences providing 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**
An introduction 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**
Research projects are carried out by one or more students under the supervision of a faculty mentor. Students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

SYA 4430 **Use of Computers in Sociology 3 credits**
Introduction to computers as a tool in research, including 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 3300 with a minimum grade of C

SYA 4503 **Sociology through Film 3 credits**
Presentations of sociological phenomena are explored through the use of film including discussions of implicit and explicit messaging, potential positive and negative effects of film on various aspects of social and cultural behavior.

SYA 4654 **Program Development 3 credits**
Current issues in program evaluation including 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 Pracicum 3 credits**
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 out 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 3410 **Urban Sociology 3 credits**
Study of 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**
Examination of the socio-cultural, political, historical and economic dynamics of rural communities and societies throughout the world including in depth cross-cultural analyses of select countries. Implicit in this course is an interdisciplinary approach to the study of rural communities and societies.

SYD 3625 **So Flia Socio-cultural Systems 3 credits**
An interdisciplinary analysis of South Florida, focusing upon social, economic, political and cultural factors which impact the socio-cultural systems. Knowledge and tools for analysis are drawn from demography, cultural ecology, inter-group relations, and conflict resolution.
SYD 3630 Latin Amer Social Structures 3 credits
An overview of Latin American social structure and factors which support or impede social change, collaboration and cultural maintenance. At least 6,000 words of graded written work are required (Gordon Rule).
Prerequisites: SYG 2000 with a minimum grade of C

SYD 3631 Caribbean Social Structures 3 credits
An overview of Latin American social structure and factors which support or impede social change, collaboration and cultural maintenance. At least 6,000 words of graded written work are required (Gordon Rule).

SYD 3700 Ethnic & Minority Relations 3 credits
A comparative study of interracial relations, social tensions, attitudes, and modes of adjustment in various areas of the world.
Prerequisites: SYG 2000 with a minimum grade of C

SYD 3730 The African-American Experience 3 credits
An examination of historical and social factors which have and continue to impact all peoples of African descent in the Americas including 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 ethics which are enforced 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
A study of 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
The 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
Examination of the theories, principles and techniques of analysis of major contemporary strategies of community development including the 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
Research projects are carried out by one or more students under the supervision of a faculty mentor. 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.

SYG 2010 Social Problems 3 credits
A general introduction to the sociological study of problems including 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
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. 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-American Studies 3 credits
An overview of African-American social structure and factors which support or impede social change, collaboration and cultural maintenance. At least 6,000 words of graded written work are required (Gordon Rule).

SYG 2250 Multicultural Issues 3 credits
A survey of many of the cultural groups throughout the world examining the inter-ethnic collaborations and conflicts, cultural conflict and self-rejection experiences of people around the world. Facilitation of 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. At least 6,000 words of graded written work are required (Gordon Rule).

SYG 2310 Intro to Human Relations 3 credits
An examination the dynamics involved in human interactions, the impediments to positive interactions and effective strategies for achieving positive human relations. A component concentrates on the increased self-awareness of the students.

SYG 3325 Social Issues in Society 3 credits
An examination of the historical and contemporary social issues interconnectedness of many of the issues. Illustrated in the course will be examples of interdisciplinary strategies to address the issues.

SYG 3930 Special Topics 3 credits
Topics of current or special interest.

SYG 4900 Directed Reading 3 credits
Under the guidance and supervision of an instructor, students develop a program of reading and possibly research.
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 3250  Sociology of Education  3 credits**
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**
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**
Examination of 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*

**SYP 4731  Aging, Self and Society  3 credits**
The relationship between the aging, self and communal subcultures including consideration of the place of images of aging and the life course in self-definition, intergenerational contact, and institutionalization. 
*Prerequisites: SYG 2000 with a passing grade*

**SYP 4741  Soc. Org. of Death & Dying  3 credits**
An interdisciplinary perspective examining death and dying. Cross-cultural differences are discussed. 
*Prerequisites: SYG 2000 with a passing grade*

**TAX 3012  Bus Income & Property Trans  3 credits**
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 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**
Examines the determination of taxable income for individual taxpayers. Topics 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 Theater  3 credits**
A survey of history, literature, forms, styles, and philosophies of theater from a humanist approach.

**THE 2100  Intro to Theater History  3 credits**
Survey of theater history and drama from Greeks to present.

**THE 2300  Survey of Dramatic Literature  3 credits**
Survey of dramatic literature from ancient times to the present.

**THE 2925  Play Production  1 credits**
Workshop to enhance specific professional skills.

**THE 3090  Theatrical Prod & Perf Lab I  1 credits**
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 credits**
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 credits**
Individualized study in all areas of theatrical production and performance through apprenticeship on departmental productions during a semester. Consent of the instructor.

**THE 4244  Musical Theater History  3 credits**
A survey of the popular musical theater from the beginnings to the 1940's, including the development of light opera, the operetta, origins of the musical comedy.

**THE 4245  Musical Theater History II  3 credits**
A survey of musical theater 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 Theater  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 theater. Permission of instructor required.

**THE 4930  Special Topics in Theater  1 to 3 credits**
Lecture, seminar, or studio sessions covering selected topics of interest in theater. May be repeated with change of content for up to 9 hours. Permission of instructor required.

**THE 4959  Senior Project in Theater  1 to 4 credits**
Final project presented in public performance demonstrating expertise in declared area of specialization in theater 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 Theater  3 credits**
Introduction to skills and crafts of technical theater. Knowledge of materials, techniques, tools and supplies basic to the execution of environment. Fee Required

**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 credits**
Beginning theory and practice in makeup for the stage. Fee Required

**TPA 2290  Technical Theater Lab  1 credits**
Lab for technical theater. Should be taken concurrently TPA 2210. 
Corequisites: TPA 2210
Fee Required

**TPA 3000  Creative Design for Theater  3 credits**
Introduces the fundamental aspects of design for theater 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: THE 2020 and THE 2300 and TPA 2290 and TPP 2100 and TPP 3111 and TPA 2220 and (TPA 2248 or TPA 3230)

TPA 4940 Internship in Tech Theater 1 to 6 credits
Resident internship in an approved professional theater, shop or enrichment center. Junior/Senior status, limited to theater 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 2111 Acting II 3 credits
Scene study and basic characterization.

TPP 2120 Creative Improvisation 3 credits
Introductory course in acting; examining fundamental interpersonal relationships between the actor's physical, vocal, and psychological potential in creating a clear and simple dramatic statement.

TPP 2190 Rehearsal and Performance 1 credits
Production workshop for various areas of theater performance, including acting, directing, technical production, design, and theater management.

TPP 2260 Acting for the Camera 3 credits
Principles and techniques of various performance methods in acting for television and motion pictures.

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 4153 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 Theater 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 4923 Musical Theater 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 theater, shop or enrichment center. Limited to Junior and Senior Theater emphasis participants. Instructor approval.
Prerequisites: TPP 3112

TPP 4945 Summer Repertory Theater 3 credits
Practical Experience in repertory theater with direct skills application in all areas of theater production. Consent of instructor. May be repeated with a change of content up to a maximum of 9 credits.

TSL 4344 Methods, Cur, and Instr Effect 3 credits
Teaching methods, strategies and curriculum development activities that enhance and facilitate learning of diverse students and maximizes the opportunities to meet state standards. It will also provide information relevant to the development of ESOL curriculum and various options for second language learners that will facilitate the access to the language arts curriculum and academic learning.
Prerequisites: EDF 3201 with a minimum grade of C
Corequisites: EDE 4942, EEC 4942, EEX 4942

WOH 1023 World Civilization 1500-1815 3 credits
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. At least 6,000 words of graded written work are required (Gordon Rule).

WOH 1030 World Civilization since 1815 3 credits
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. At least 6,000 words of graded written work are required (Gordon Rule).

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 focus on issues relating to women which have emerged in the recent years. At least 6,000 words of graded written work are required (Gordon Rule).

WST 3275 Women in the Developing World 3 credits
Survey of the status of women in Asia, Africa, Latin and Caribbean America, compared to that in the United States, Canada, West Europe, Marxism-Leninist countries.

WST 4262 Lit. of Women of Color in U.S. 3 credits
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 the vertebrates are examined in evolutionary and ecological contexts 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 4436C  Evolution of the Mammals  4 credits
Provides an opportunity for advanced study of mammalian biology in its evolutionary context. The entire spectrum of mammalian diversity is studied from the first known fossil mammals through all living and extinct clades. Mammalian anatomy, physiology, and behavior are also examined from an evolutionary perspective; utilizing the principles of cladistic analysis, each system is examined from its most primitive mammalian condition to the many unique derived conditions found among living and/or fossil mammals. Current controversies may be featured, and topics from molecular to organismal and ecological. The course will include the use of dissection and physiological laboratory techniques to study various topics.
Prerequisites: ZOO 3713C with a minimum grade of C

ZOO 4472C  Ornithology  3 credits
Evolution, structural and functional adaptations, behavior and ecology of birds. It includes a global overview with emphasis on Florida. Lab emphasizes anatomy, behavior, identification, and ecology. Field trips include study in Florida ecosystems.
Prerequisites: BSC 1010C with a minimum grade of C
Fee Required

ZOO 4743C  Neuroscience  3 credits
An in-depth study of the human nervous system. Dissection and demonstration of the various parts of the human brain will be the central focus of the course. The curriculum involves 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 in tissue organization both for structural and functional purposes.
Prerequisites: ZOO 3713C with a minimum grade of C or BSC 1086C with a minimum grade of C
Fee Required
Graduate

Admissions
Academic Policies and Procedures
Financial Assistance
Academic Programs
  College of Business
  College of Education
  College of Health Professions
  College of Professional Studies
Graduate Courses

Information that applies to both undergraduate and graduate education is included in the General Information section of this catalog.
Graduate Admissions

Florida Gulf Coast University encourages applications from all qualified applicants regardless of race, sex, religion, culture, age, disability, or ethnic background. The Office of Admissions 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. Tours leave from the Office of Admissions, in the Student Services Building, and last about an hour. Reservations must be made at least 48 hours in advance. Group tours or special requests can be accommodated. Call toll free 1-888-889-1095 or (941) 590-7890 to schedule a guided campus tour.

Applying for Admission

General requirements and procedures regarding admission to graduate programs are provided below. Applicants are urged to start the admission process early, approximately six months prior to the start of the intended term of enrollment. Please refer to the particular college and program to receive specific admission requirements.

- Contact the college and program you are interested in attending to receive specific admission criteria and supplemental documentation needed for application review.
- Submit the following documentation to the Office of Admissions:
  - A graduate application is submitted to the Office of Admissions. Graduate application packages may be obtained in person or by mail from the Office of Admissions, or downloaded from the FGCU web site (www.fgcu.edu).
  - 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. No fee is required for returning FGCU students.
  - Two copies of official transcripts from all institutions previously attended.
  - Test scores required for the particular college and program.

Once the documentation is submitted to the Office of Admissions the Coordinator of Graduate Admissions processes the information and forwards the application to the college and program for review and consideration. An applicant will receive notification by mail from the college/program graduate admission committee.

General Admission Requirements

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, other supporting documentation, where required, and resource availability within individual programs.

Transcripts and Other Documents

Two copies of official transcripts, bearing the seal and signature of the registrar, must be sent directly from each previous institution attended to the Office of Admissions. Photocopies and facsimiles are not accepted. Once received, these documents become part of a permanent FGCU file. After admission, all transcripts and credentials are evaluated by graduate faculty advisors for FGCU equivalency and articulation.

Standardized Admission Tests

Each graduate degree program has unique requirements for standardized admission tests. Refer to the program description for the appropriate tests or contact the coordinator of graduate admissions. Official test scores must be sent directly to the Office of Admissions.

International Student Admission

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 Admissions at least six months prior to the specific entry term. International admission packages are available in the Office of Admissions or can be mailed to prospective students. Additional information is available on the university web site (www.fgcu.edu).
- 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
according 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 550 on the written TOEFL. Some programs, including the MS in Health Science, require a TOEFL score greater than the minimum (see program requirements). 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 ENC 1101 and ENC 1102 (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 transmittal of 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.

International students may, in certain cases, enroll as non degree-seeking students and are subject to the same university polices and procedures that apply to all students, such as admission, enrollment, immunization, etc. Additionally, international students must comply with all U.S. Immigration regulations, which may determine the student’s eligibility for enrollment, residency status, limitations on credit hours or semesters of study, and length of presence in the U.S.

**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 Admissions. Admission in the new term is not automatic, and an applicant requesting a new entry date must meet the admission requirements in effect for the new term. Entry dates for some programs are limited to specific 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.

**Non Degree-Seeking Status**

Non degree-seeking 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. An individual seeking admission into a graduate program may enroll as a non degree-seeking student during the period in which his or her application is being processed (subject to individual program limitations).

Non degree-seeking students are subject to the same academic policies as 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 as a degree-seeking student. Non degree-seeking students are not eligible to receive financial aid. Non degree-seeking students must have proof of immunization (see Immunization Requirement).

**Graduate Enrollment Limitations**

Individuals enrolling as non degree-seeking students are limited to a total of 9 semester hours of coursework. Students seeking admission to the College of Education graduate programs may take up to 12 credit hours.

**Teacher Certification Status**

Students with undergraduate degrees who are returning to gain teacher certification and 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 prerequisite requirements are met. There is no limit to the number of credits students may earn in this category, however, the College of Education limits to 12 the number of credits earned while non degree-seeking which can be applied toward a graduate degree. Furthermore, some programs within the College of Education limit to 12 the total hours a non degree student may take for any purpose. Please see program advisors for details.

**Transient Student Status**

Transient students are students 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 their home institution.
Students with Disabilities
A student who is requesting special consideration for admission due to a disability should note this on the admission application. The student must provide appropriate documentation (less than three years old) of a disability and identify how the disability prohibits him/her from meeting minimum admission standards. The graduate program admission committee will review this petition for admission. The admission decision will be made on an individual basis from documentation provided by the student.

Former Student Returning (FSR)
A former student returning is any former FGCU degree-seeking student 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 requirement (a) be in good standing and eligible to return to the last institution attended, including FGCU; and (b) be admissible by the program.

Appealing Admission Decisions
Applicants wishing to appeal should write a letter to the program admission committee indicating the desire to appeal and reasons for the appeal. The admission committee will then review the information and recommend and/or provide a response to the appeal.

Change of Major or College
A student who wishes to change major or college, after having been admitted to a graduate program, must file a new graduate application with the Office of Admissions. The coordinator for graduate admissions forwards the application to the appropriate college for an admission decision. New transcripts or test scores are not required; however, any additional program requirements (such as recommendation letters) must be met.

Second Master's Degree
Individuals seeking a second master’s degree must complete a separate application for that program and fulfill the normal degree requirements for the second degree.

Post Admission Information
The Registration and Records section of this catalog contains information on class registration, transcripts, grades, etc.

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 Registration and Records. Refer to the Registration and Records section of this catalog for more details on immunization.

Graduate Academic Policies and Procedures

Academic Advising
Students who are completing the application process or have been admitted to a graduate program are matched with faculty and/or staff program advisors. Please refer to the relevant program description in this catalog or contact the coordinator of graduate admissions for additional information.

Academic Grievance Policy
See the Student Guidebook and the Ombudsman section of this catalog.

Academic Standards of Behavior
FGCU is committed to a policy of honesty in academic activities. Conduct that breaches this policy, including cheating, plagiarism, and falsification of university records, shall result in academic and/or disciplinary action. The Code of Conduct, published in the Student Guidebook, is a part of the terms and conditions of admission and enrollment and applies to all undergraduate students, graduate students, and student organizations.

Academic Standing/Academic Progress
Colleges, schools, and departments have established regulations governing academic standing and academic progress at the graduate level. It is the student’s responsibility to become familiar with unit regulations and program requirements.

Application for Graduation
An Application to Graduate form must be submitted to the Office of Registration and Records in the term of expected graduation by the deadline noted in the academic calendar. By submitting the form, a student initiates the process of verifying degree requirements and ensures that commencement information is sent to the student. If an application for graduation is denied, a new application must be submitted by the deadline in the new term.

It is the student’s responsibility to clear all incomplete (I) grades and to provide official transcripts of all transferred coursework needed for graduation prior to the application deadline. A student taking an incomplete (I) in any course during the semester in which they have applied to graduate will be denied graduation for that semester. Grade changes and transfer work received after the degree statement has been posted to the transcript will not be incorporated into the degree.
Commencement

Commencement ceremonies are held twice a year, in May and December. The May commencement is for graduates who have completed or plan to complete all degree requirements in the spring term. The December ceremony is for graduates who have completed or plan to complete all degree requirements in the summer or fall terms. Students who submit graduation applications by the published deadline will receive commencement information.

Students who wish to walk in a commencement exercise other than the one designated for their term of completion must submit a petition giving appropriate reasons. The petition must be submitted through the Office of Registration and Records and will be forwarded to the appropriate college dean for a decision.

Choice of Catalog

To graduate, 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 the matriculation term and the student must remain in continuous enrollment. Matriculation is defined as being admitted to and enrolling in a degree program. 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 a student 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.

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>
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<tr>
<td>B+</td>
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<tr>
<td>F</td>
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<tr>
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<td>Incomplete</td>
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<tr>
<td>NR</td>
<td>Not Reported by instructor</td>
<td>0.0</td>
</tr>
<tr>
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<td>W</td>
<td>Withdrawal without academic penalty</td>
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</tr>
<tr>
<td>WF</td>
<td>Withdrawal with academic penalty</td>
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</tr>
<tr>
<td>X</td>
<td>Audit (no academic credit)</td>
<td>0.0</td>
</tr>
<tr>
<td>Z</td>
<td>Thesis (continuing registration)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

It is the option of the instructor to use all, some, or none of the plus and/or minus grades in assigning student grades in a course, as long as the grading system is communicated to students at the beginning of the course. Numerical ranges corresponding to letter grades are established for each course according to the professional judgment of the instructor.

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. Students should refer to the college or school for the specific grading policy of their chosen program.

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.

Incomplete (I) grade. A student who is passing a course but who 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. A grade of I is not computed in a student’s GPA.

An incomplete (I) grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or 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.

To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the in-
structor. 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 Registration and Records and should be submitted by the instructor with the final grade roster.

The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned or graduation whichever comes first; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of 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 incomplete (I) grade.

**Transfer coursework.** FGCU will transfer graduate courses with a grade of B or higher by equating them to specific FGCU courses. Coursework will only be transferred from regionally accredited institutions. Equivalent FGCU course numbers will be entered on the student's official academic transcript. Transfer credits are not computed into a student's FGCU grade point average. Please refer to the specific graduate program to determine the number of transfer credit hours that will be accepted and other transfer requirements.

**Final grade reports.** Grades are available via Gullline (http://studentweb.fgcu.edu). The university does not mail final grade reports. Students needing written verification of grades should submit a written request to the Office of Registration and Records.

**Change of grade.** A request for a change of grade will be considered only during the term immediately following the term in which the grade was 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 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, X, I, S, U, and NR grades. Grades received at other institutions are NOT averaged with grades received at FGCU for the purpose of meeting university GPA 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 coursework taken at FGCU. The cumulative GPA is calculated on all coursework attempted at FGCU. A 3.0 on a 4.0 scale is required for a master's degree. Individual programs may adopt minimum GPA (cumulative and/or semester) and probation policies. Students are advised to consult with their programs for additional information.

**Graduation Requirements**

The following are minimum requirements for the master's degree:

- Apply for graduation by the deadline indicated in the university calendar.
- Earn a minimum of 30 credit hours with a minimum of a 3.0 GPA on a 4.0 scale.
- At least 20 hours of the coursework for the degree must be non-thesis.
- Meet the university residency requirement of at least 25 percent of coursework for the degree being earned at FGCU.
- Complete all program requirements, as determined by the appropriate college.

Consult with program coordinators for specific details regarding graduation requirements.
Graduate 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 is responsible for helping students secure the necessary funds to pursue their educational goals. 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.

Confidentiality of Student Information

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. Written consent from the student is required for release of information to a third party.

Need-Based Financial Aid

Need-based financial 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:

Grants are gift aid, and they do not need to be repaid.

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 of 8.25 percent 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.

Employment opportunities place students in part-time jobs with FGCU.

• Federal Work Study employment provides part-time jobs to eligible students who are 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 for Need-Based Aid

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 Need-Based Aid

Free Application for Federal Student Aid (FAFSA). All first-time applicants must complete the 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 online at the Internet address (www.fafsa.ed.gov). The paper FAFSA form is available through any financial aid 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 web site (www.fafsa.ed.gov). A student wishing to use Renewal FAFSA on the web will need a pin number (PIN) which
may be secured by following the link from the above web address to “Request an PIN.”

Non Need-Based Financial Aid
Federal Unsubsidized Stafford Loans may be available to graduate and undergraduate students who are enrolled at least half time but do not demonstrate financial need. Loan limits for dependent students: freshmen, $2,625; sophomores, $3,500; juniors/seniors, $5,500. Independent and graduate students are eligible for an additional loan amount of $4,000 for the first two 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 of 8.25 percent for the life of the loan. Students are responsible for interest payments while enrolled in their degree program. Students begin repayment six 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.

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.

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 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 70 percent of the total credit hours attempted including credit hours for courses from which the student withdrew without refund.

Time frame. The time required to complete a degree cannot exceed 150 percent of the published program length.

Refund and Repayment Policies
Refunds. If a recipient of Title IV aid withdraws during a payment period (or a period of enrollment), the institution must calculate the amount of Title IV aid the student did not earn. Unearned Title IV funds must be returned to the Title IV programs. In addition, the student will be responsible for any institutional charges that result from the return of the Title IV funds.

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.

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.

Graduate Assistantships
Graduate assistantships may be available through individual departments. Contact the appropriate department chair.
College of Business

Graduate Programs

941-590-7302

http://www.fgcu.edu/cob/

Vision

The College of Business will help set new standards of excellence with its academic programs, faculty accomplishments, and student success, while continuously reflecting the dynamic environment of modern business opportunities. The college’s model of partnership with its external business constituents will be a national benchmark that will constantly bring powerful new knowledge into our undergraduate and graduate learning. The college will be an international leader in innovative ways of integrating technology and global awareness into the business education experience.

Mission

The Florida Gulf Coast University College of Business is dedicated to providing technologically progressive 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 scholarship within a ‘second circle’ international partnership model that bridges the university and the domestic and international community in a technologically advanced and rapidly changing global economy.

Goals

The following goals give direction to this mission, and recognize that scholarship and service support the primary focus on teaching and learning.

Goal 1: Ensure graduates attain competency in the following core areas:

• Technological proficiency: Graduates will be able to use technology to facilitate life-long learning, to enhance leadership development and to add value to stakeholders, customers, and employers.

• Communication skills: In their leadership positions, graduates will be able to give and exchange information within meaningful contexts and with appropriate delivery and interpersonal skills.

• Teamwork and interpersonal skills: Graduates will be able to work with others in diverse and cross-functional environments and to lead as the need arises.

• Systems orientation: Graduates will understand the inter-related nature of the various functional areas of organizations and the information needs and flows of organizations. They will also be able to lead and to adapt to changes in the internal and external environments.

• Creative and analytical thinking: Graduates will be able to link data, knowledge, and insight to make quality strategic decisions on a timely basis.

• Appreciation of the diverse environment of business: Graduates will have a global perspective of the diverse demographics and environment of organizations and of the issues and challenges encountered by profit and not-for-profit entities, and entrepreneurial enterprises.

• Ethical framework: In their leadership roles, graduates will understand that organizations operate within a global environment with a responsibility to their stakeholders to consider the organizations’ impact on legal, ethical, social, and environmental issues.

Goal 2: Create and foster academic programs and business partnerships that are regionally responsive to the economic development needs of Southwest Florida and strengthened through state, national, and global outreach where appropriate.

Goal 3: Encourage faculty to engage in a wide array of scholarship, including applied scholarship that contributes to the economic development of Southwest Florida.

Goal 4: Actively practice assessment and continuous improvement leading to high quality programs and methods of instruction.

Administrative Staff and Faculty

Richard Pegnetter, PhD, Dean
Regional economic development, negotiations and conflict resolution

Hudson Rogers, DBA, Associate Dean
Marketing
International marketing, business ethics, consumer behavior
Carol Burnett, MBA, Assistant Dean
Tom Harrington, PhD, Director, AACSB Accreditation
Decision sciences
Applied statistics and quantitative methods analysis, strategic alignment and logistics systems analysis
Lee Duffus, PhD, Director, Executive MBA Program
Marketing
Strategic marketing analysis, international marketing
Karen Eastwood, PhD, Coordinator, MBA Program
Management
International management, cross-cultural behavior, organizational development
Douglas Steele, MS, Director, Center for Leadership and Innovation
Camilo Azevarete, MA, Associate Director, Institute for Conflict Resolution
Neil Parker, MDiv, Undergraduate Academic Advisor
Department of Accounting and Finance
Joe Rue, PhD, CPA, Department Chair
Accounting
Financial reporting, off-balance sheet financing
Howard Finch, PhD, Alico Chair in Financial Management and Planning
Finance
Investments, portfolio management, financial decision analysis, asset valuation
Christine Andrews, DBA, CPA
Accounting
E-commerce, environmental management systems, litigation against auditors
Dan Borgia, PhD
Finance
Corporate finance, entrepreneurship, financial services, financial education
Deanna Burgess, PhD, CPA
Accounting
Financial accounting, auditing, fraud and consumer issues
Brad Hobbs, PhD
Finance
Financial institutions, pedagogy and curriculum issues in economics and finance, philosophical foundations of market systems, property rights
Carl Pacini, PhD, JD, CPA
Accounting and law
Accountant liability, fraud, accounting regulation
Judyth Swingen, PhD, CPA
Accounting
Income tax, international accounting and taxation, cost/managerial accounting, tax policy
Steve Thompson, PhD, CPA
Accounting
Corporate, partnership, and individual taxation; mergers and acquisitions; distance learning pedagogy
Shelton Weeks, PhD
Finance and Real Estate
Investments, corporate finance, financial institutions, pedagogical issues

Information systems analysis and design
John Murray, PhD
Computer science
Computer architecture, analog and digital electronics, computation and neural systems, interdisciplinary studies
Kazuo Nakatani, PhD
Computer information systems
Object-oriented systems analysis, database management systems, distance education
Mark Pendergast, PhD
Computer information systems
Data communications, systems design, group support systems, knowledge management
Cheryl A. Wietek, MS
Computer science
Computer architecture, operating systems, storage systems, software engineering
Judy Wynkoop, PhD
Computer information systems
Data communications, software development processes, team performance

Department of Management and Marketing
Gerald Schoenfeld, PhD, Department Chair
Management
Performance evaluation, multimedia training effectiveness
Stuart Van Auken, PhD, Alico Chair in Market Analysis and Development
Marketing
Marketing strategy, marketing research, consumer behavior, marketing education
Charles Fornaciari, PhD
Management
Corporate strategic change, spirituality in organizations, technology in educational organizations
Barry Langford, DBA
Marketing
E-marketing, marketing research, customer contacts and promotion
Charles Mathews, PhD
Management
Business and society, leadership and virtues, character development, organizational theory
Monika Renard, PhD
Management
Human resource management, compensation, HRIS, conflict management
Arthur Rubens, DrPH
Management
Management, health administration, research evaluation
Gerald Segal, PhD
Management
Entrepreneurship, small business management, spirituality in work
Ludmilla Wells, PhD
Marketing
Integrated marketing communications, consumer behavior, international advertising
Programs of Study (Graduate)

- Master of Business Administration (MBA)
- Executive MBA
- Master of Science (MS) Accounting and Taxation
- Master of Science (MS) Computer Information Systems

Accreditation

The College of Business is in candidacy status with AACSB – The International Association for Management Education.

Admission to the College of Business Graduate Programs

Applicants must meet the following criteria for admission to the College of Business graduate programs:

- Earned undergraduate degree from a regionally accredited institution of higher learning.
- Official copies of academic transcripts and Graduate Management Admission Test (GMAT) scores.
- One of the following:
  - Minimum 3.0 GPA in upper division coursework (60 credit hours), or
  - Score of 500 or higher on the GMAT.
- Total points of 1050 (GPA x 200 + GMAT) with a GMAT score of at least 400.
- International students must have a satisfactory score on the TOEFL exam (minimum 213 computerized or 550 written).

Students applying for admission to the Executive MBA, Master of Science in Accounting and Taxation, or Master of Science in Computer Information Systems should refer to the program section of this catalog for additional requirements.

Applications are accepted for admission to the College of Business graduate programs for fall and spring semesters. Prior to admission to a graduate program, students may complete a maximum of nine credit hours of graduate level courses on a non degree-seeking basis. For additional information, please contact the College of Business, Office of Student Affairs at (941) 590-7302.

Advising

The assistant dean provides academic advising for all graduate students and is responsible for answering administrative questions, providing course approval, reviewing program requirements, evaluating academic transcripts and articulating transfer courses, preparing degree audits, and certifying graduation. In addition, a faculty career advisor will be assigned to each student. Students are expected to take primary responsibility to meet with their academic advisor and career advisor on a regular basis to tailor their program of study to meet their individual needs and to ensure completion of all requirements for graduation.

Course Loads and Time Limitation

The following guidelines have been established to assist students with choosing acceptable course loads and completion of the graduate programs in a timely manner:

- Full-time students are expected to enroll for 12 credit hours per semester, although 9 hours is officially full time.
- Part-time students are encouraged to enroll for 6 credit hours per semester.
- College of Business graduate degree requirements must be completed within seven years from the time a student is officially admitted to the program.

Grading Policy

The College of Business has established the following grading policy for graduate programs:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Above Average</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Above Average</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Below Average</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Below Average</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Below Average</td>
<td>2.0</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 professor</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>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>
<tr>
<td>Z</td>
<td>Thesis/Dissertation Continuation</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Student grades are available on Gulfline (http://studentweb.fgcu.edu).

Incomplete Grades

The grade of I (signifying incomplete performance of course material in the allotted time) is assigned only upon demonstration of satisfactory performance in the course and some exceptional situation which makes it impossible to complete the specific course requirements within the normal academic period.

An incomplete grade may be awarded at the discretion of the professor in consultation with the student. To initiate consideration for an incomplete grade, the student must contact the professor and complete an Incomplete Grade Agreement form prior to the end of the semester. The agree-
ment should include a description of the work to be completed, the date by which the work is to be submitted, and the signatures of the student and professor showing approval. Until removed, the grade is not computed in the grade point average. The incomplete must be completed by the end of the first non-summer semester in which the student is enrolled after the incomplete was given. Failure to comply will result in a grade of F for the course.

**Academic Standing**

College of Business graduate students are required to maintain a minimum 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 may result in academic suspension from the program. In addition, a graduate student who receives three grades of C or lower is automatically suspended from the program.

**Transfer of Credits**

Students may transfer a maximum of six credit hours of graduate level coursework from a regionally accredited institution. All transfer courses must have been completed within the past five years with a grade of B or higher. The evaluation of academic transcripts and articulation of transfer courses must be approved by the appropriate academic department. Refer to the relevant program section of this catalog for course waiver guidelines.

**Graduate Assistance Fee Waivers**

A limited number of graduate assistance fee waivers are available in the College of Business each semester. Graduate students awarded a waiver may be asked to provide research assistance to the professors of an academic department or other support services to the college in exchange for partial tuition waiver. For application and additional information, students should contact the College of Business, Office of Student Affairs at (941) 590-7302.

**Graduate Business Association**

The Graduate Business Association (GBA) is the official body representing graduate students in the College of Business. Its primary mission is the development of collegiality among alumni, current graduate business students, and the faculty of the university. A second significant mission is to provide ongoing professional growth opportunities for students, alumni, and community benefit. The third mission is to be proactive in the community – to encourage and enhance local business, business opportunities, and governmental activities. All graduate students are encouraged to participate.

**Programs and Curricula**

**Master of Business Administration**

The Master of Business Administration (MBA) program 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 coursework required for the degree, students learn fundamental 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.

**Course waiver.** The program is divided into 24 credit hours of foundation courses, 21 credit hours of required core courses, 9 credit hours of concentration courses. Up to a maximum of 24 credit hours of foundation courses may be waived by equivalent undergraduate or graduate courses completed at a regionally accredited institution within the last five years with a grade of C or higher. Without waivers, the program length is 54 credit hours.

**Computer proficiency.** Before the end of the first semester, all students must demonstrate proficiency in computer information tools. It is recommended that students register for CGS 5938 Fundamentals Information Systems Tools (1 – 3 credit hours) to assess those skills. This course will be offered as individual modules through distance education. *These hours will not count towards the MBA degree.*

**Coursework: MBA**

**Foundation courses (24 hours):**

- ACG 6025 Accounting Fundamentals for Mgrs (3)
- FIN 5405 Foundations of Business Finance (3)
- MAN 6055 Contemporary Management Concepts (3)
- MAR 6815 Marketing Management (3)
- ECO 5005 Foundations of Economics (3)
- QMB 6305 Statistical Methods for Management (3)
- ISM 6021 Management Information Systems (3)
- QMB 6603 Quantitative Methods in Business (3)

**Core courses (21 hours):**

- ACG 6075 Managerial Accounting (3)
- FIN 6406 Financial Management (3)
- MAN 6266 The Challenge of Leadership (3)
- MAN 6607 Global Organizational Issues (3)
- MAN 6501 Operations Management (3)
- MAR 6807 Adv Marketing Analysis & Strategy (3)
- GEB 6895 Business Strategy (capstone) (3)
Plus one of the following concentrations (9 hours):

**Finance concentration**
FIN 6246  Money & Capital Markets (3)
FIN 6515  Analysis of Investments (3)
Plus 3 hours of approved electives in finance.

**General Management concentration**
MAN 6289  Org Development & Change (3)
MAN 6305  Human Resource Management (3)
Plus 3 hours of approved electives in management.

**Interdisciplinary concentration**
Students may select 9 hours of electives from two or more disciplines in business. See college academic advisor for approval.

**Marketing**
MAR 6646  Adv Marketing Research (3)
Plus 6 hours of approved electives in marketing.

*The MBA program with an Interdisciplinary concentration is available by distance education. Please see college academic advisor for additional information.

### Executive MBA

The Executive MBA is a twenty-one month, fourteen-course program tailored for the experienced professional. This MBA degree program has a leadership and 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.

**Additional 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 to the College of Business general admission requirements, applicants to the Executive MBA program must:

- Provide a resume or biographical information.
- Provide letters of reference and endorsement.
- Participate in an interview with the program director.

Recognizing the diverse nature and professional history of applicants, final determination of admission will be depen-
MS Accounting and Taxation

The Master of Science in Accounting and Taxation 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 life-long 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.

The accounting and taxation program consists of 30 graduate credit hours. Of the 30 hours, 18 must be completed in the field of accounting and taxation. The remaining 12 hours must be completed in graduate business courses other than accounting and taxation, with at least 6 hours in the same field.

Additional admission requirements. In addition to the College of Business general admission requirements, applicants to the master’s program in accounting and taxation must meet the following criteria:

- Earned 18 credit hours of upper division accounting courses, and
- 27 credit hours of general business courses, with at least 12 credit hours at the upper division.

Coursework: MS Accounting and Taxation

Accounting and tax core courses (9-15 hours)*:

Accounting track
Students select a minimum of two accounting (ACG) courses and at least one tax (TAX) course from the following list of core courses. One course must be an international course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 6135</td>
<td></td>
</tr>
<tr>
<td>ACG 6255</td>
<td></td>
</tr>
<tr>
<td>ACG 6405</td>
<td></td>
</tr>
<tr>
<td>TAX 6045</td>
<td></td>
</tr>
<tr>
<td>TAX 6525</td>
<td></td>
</tr>
</tbody>
</table>

Tax track
Students select two tax (TAX) courses and at least one accounting (ACG) course from the following list of core courses. One course must be an international course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 5655</td>
<td></td>
</tr>
<tr>
<td>ACG 6205</td>
<td></td>
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<tr>
<td>ACG 6346</td>
<td></td>
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<tr>
<td>ACG 6905</td>
<td></td>
</tr>
<tr>
<td>ACG 6935</td>
<td></td>
</tr>
<tr>
<td>TAX 6015</td>
<td></td>
</tr>
<tr>
<td>TAX 6025</td>
<td></td>
</tr>
<tr>
<td>TAX 6405</td>
<td></td>
</tr>
<tr>
<td>TAX 6877</td>
<td></td>
</tr>
</tbody>
</table>

Accounting and tax elective courses (3-9 hours)*:

After the selection of three or more core courses, the balance of the required 18 credit hours must be selected from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 3010</td>
<td></td>
</tr>
<tr>
<td>ISM 3230</td>
<td></td>
</tr>
<tr>
<td>ISM 3232</td>
<td></td>
</tr>
<tr>
<td>ISM 3113</td>
<td></td>
</tr>
<tr>
<td>ISM 3212</td>
<td></td>
</tr>
<tr>
<td>ISM 3220</td>
<td></td>
</tr>
</tbody>
</table>

Business elective courses (12 hours):

Students must complete 12 credit hours of approved graduate level business courses outside the areas of accounting and taxation. At least two, but not more than three courses must be from the same area. See college academic advisor for approval.

* Accounting and tax core and accounting and tax elective courses must total at least 18 hours.

MS Computer Information Systems

The Master of Science in Computer Information Systems program prepares graduates for leadership positions in the information technology field. The program emphasizes the 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.

Course waiver. The computer information systems program is divided into 9 credit hours of business foundation courses, 18 credit hours of required information systems core courses, and 12 credit hours of approved elective courses. Up to a maximum of 9 credit hours of foundation courses may be waived by equivalent undergraduate or graduate courses completed at a regionally accredited institution within the last five years with a grade of C or higher. Without waivers, the program length is 39 credit hours.

Additional admission requirements. In addition to the College of Business general admission requirements, applicants to the master’s program in CIS must complete the following prerequisite courses or equivalent:

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<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ISM 3010</td>
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<td>ISM 3230</td>
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Computer proficiency. Before the end of the first semester, all students must demonstrate proficiency in computer information tools. It is recommended that students register for CGS 5938 Fundamentals Information Systems Tools (1 – 3 credit hours) to assess those skills. This course will be offered as individual modules through distance education. These hours will not count towards the MS degree.

Coursework: MS Computer Information Systems

Business foundation courses (9 hours):
ACG 6025 Accounting Fundamentals for Mgrs (3)
MAN 6055 Contemporary Management Concepts (3)
QMB 6305 Statistical Methods for Management (3)

Information systems core courses (18 hours):
ISM 5316 Project Management (3)
ISM 5357 Enterprise Computing Strategy (3)
ISM 6121 Information Requirements Analysis (3)
ISM 6127 Database Concepts & Administration (3)
ISM 6231 Network Development & Mgt (3)
ISM 6239 Advanced Application Development (3)

Elective courses (12 hours):
Select four courses from the following, two of which must be outside the area of CIS:
ECO 5005 Foundations of Economics (3)
MAN 6289 Org Development & Change (3)
MAN 6501 Operations Management (3)
MAR 6815 Marketing Management (3)
MAR 6726 Marketing on the Internet (3)
QMB 6603 Quantitative Methods in Business (3)
ISM 5405 Decision Support Systems Applications (3)
ISM 5910 Directed Independent Studies (3)
ISM 5930 Topics in Computer Info Systems (3)
ISM 6122 Information Systems Design (3)
ISM 6337 Tech Documentation for IS Prof (3)
ISM 6484 E-Business Infrastructure (3)
ISM 6946 Practicum in Computer Info Systems (3)
College of Education

Graduate Programs

941-590-7800

http://coe.fgcu.edu

Vision

The College of Education exists to ensure that all students are successful. It supports their growth into educated practitioners with global perspectives who are capable of succeeding in their professional lives in the 21st century. Students are at the heart of our work and give work its purpose. We are dedicated to providing high quality educator preparation programs for meaningful careers in schools and agencies. Based upon a comprehensive liberal arts foundation, undergraduate and graduate programs provide a community-based approach to the integration of theory and practice. Through their extensive partnerships with schools, districts, and agencies, faculty engage students in the everyday work of practitioners. The College of Education is also a community of learners where students, faculty, and staff are engaged as partners in a quality education journey.

Mission

The College of Education’s mission 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. To ensure that this ecology of excellence is achieved, the College of Education is committed to:

- Developing professionals who have a knowledge base that promotes best practices of interdependent teaching and learning, encompassing depth and breadth in theoretical and practical knowledge.
- Creating an ethic of care that engages students in promoting democratic values, decisions leading to equity, and learning environments that affirm individual differences.
- Engaging in collaborative partnerships where students apply knowledge and skills in their own areas of specialization and interact with other professionals, leading to critical thinking and decision-making in which individuals are empowered to make instructional and evaluative decisions that promote lifelong learning for students.
- Establishing a climate that supports the integral use of tools of technology in all learning and teaching experiences.
- Advocating the principle of social justice based on individual physical, psychological, and social development needs within the context of a pluralistic society.
- High standards of performance in the attainment of skills that validates the education profession and strengthens our communities.

Administrative Staff and Faculty

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.

Lawrence W. Byrnes, PhD, Dean
Systemic reform in public and teacher education; international education of teachers and school administrators; comparative educational history; citizenship education

Madelyn Isaacs, PhD, Associate Dean
Counseling
Confidentiality issues; inclusion; career development; collaborative consultation; comprehensive student development

Cynthia Lott, EdD, Internship Director
Preservice teacher education; staff development and school improvement; special education

Edward Beckett, MA, Advisor/Counselor
Sherree Houston, MA, Advisor/Counselor

Deborah Dahlmanns, BA, Executive Director, Public Schools Enrichment Partnership

Kay Halverson, EdD, Director, Family Resource Center
Early childhood education

Diane Schmidt, MA, Project Director, Suncoast Area Center for Educational Enhancement
Math and science education

Division of Education Studies
J. Michael Tyler, PhD, Division Head
Counseling
Group work, technology in counseling, LGBT issues
Margaret Bogan, PhD
Science and secondary education
Environmental education, curriculum leadership, secondary education

Cecil Carter, EdD
Educational leadership
Curriculum, school law, education policy

Victoria Jean Dimidjian, PhD
Early childhood and counselor education
Lifespan development, intervention in school and community, gender, East-West mind/body health

C. William Engel, EdD
Mathematics education and educational technology
Technology applications in teaching and learning
Joyce Honeychurch, PhD
Social sciences and secondary education
Literacy education, history of education

Gilbert R. Huthcraft, EdD
Educational Research
Assessment and statistics

Roy Mumme, MED
Social and philosophical foundations of education
Tropological/rhetorical nature of discourse, sociocultural issues in interscholastic and collegiate athletics

Dennis Patanicek, PhD
Secondary education
Teacher education, school university partnerships, urban education, foundations of education, middle schools

Russell Sabella, PhD
Counseling
Technology in counseling, sexual harassment risk, comprehensive counseling in schools, solution focused brief counseling; peer helping

Tom Valesky, EdD
Educational leadership
School finance, school-based decision making, inclusion

Patricia Wachholz, EdD
Language arts and secondary education
Middle school literacy

Division of Teacher Education
Marcie Greene, EdD, Division Head
Special education
Inclusion, families and disabilities, collaborative consultation

Lois Christensen, EdD
Curriculum and instruction
Expeditionary learning

Debra Giambo, PhD
ESOL
Literacy, special education

Maria Gonzales, MED
Curriculum and instruction
Creative and expressive arts in education

Linda Houck, PhD
Reading
Early literacy, learning disabilities, professional development schools

Eunsook Hyun, PhD
Early childhood education
Developmentally and culturally appropriate practice (DCAP), critical pedagogy, curriculum theorizing, gender studies

Tara Jeffs, PhD
Special education
Assistive technology

Brenda Lazarus, PhD
Special education
Teacher education, inclusionary practices

Sally Mayberry, EdD
Math, science and elementary education

Charleen Olliff, PhD
Reading and elementary education
Emergent and content area literacy, effective teaching practices

Carolyn Spillman, PhD
Language arts and elementary education
Child development, language acquisition, children's literature, birth through adolescence

Elia Vazquez-Montilla, PhD
ESOL and elementary education
Early childhood special education

Programs of Study (Graduate Level)

- Master of Arts (MA)/Master of Education (MED) in Counseling (Mental Health Counseling or School Counseling)
- Master of Arts (MA)/Master of Education (MED) in Curriculum and Instruction (Educational Technology Concentration)
- Master of Education (MED) in Educational Leadership
- Master of Arts (MA)/Master of Education (MED) in Elementary Education
- Master of Arts in Teaching (MAT), Secondary Education (Biology, English, Mathematics, Social Sciences)
- Master of Education (MED) in Reading
- Master of Arts (MA)/Master of Education (MED) in Special Education

Accreditation/Certification

Programs leading to teacher are approved by the Department of Education. The College of Education has begun the process of gaining accreditation with the National Council for Accreditation of Teacher Education.

The counselor education program has been designed in accordance with standards of the Council for Accreditation of Counseling and Related Educational Programs.

Certifications and Endorsements

The College of Education offers courses and/or sequences of courses that can be used toward initial certification or endorsements in a variety of teaching specialty areas including ESOL, early childhood, elementary and special education, reading and the secondary education areas of biology, English, mathematics and social sciences. See a College of Education advisor for more information.

Admission to the College of Education

The following are minimum requirements for admission into a graduate program in the College of Education:
• Baccalaureate degree or equivalent from a regionally accredited university.

• Any one of the following: 1) a grade point average (GPA) of 3.0 or higher on a 4.0 scale for the last 60 semester hours attempted accruing to the undergraduate degree; or 2) a combined score of 1000 or higher on the quantitative and verbal sections of the GRE exam; or 3) a 50 or higher on the MAT; or 4) a graduate degree from a regionally accredited institution.

Note: All applicants must submit GPA and graduate admission (GRE or MAT) test scores regardless of which criteria are met for admissions. Some programs may have additional admissions criteria (refer to program information). Students may be required to take specific undergraduate course(s) if they do not have the necessary prerequisites for the graduate level course or program.

• Submission of three favorable recommendations from professionals in the field.

• Students who are entering an initial education certification program without prior teacher certification or eligibility must also have passed all CLAST subsections for admission. Applicants may substitute a score of 1000 or higher on the GRE for CLAST.

The College of Education limits the transfer of coursework into its graduate programs. To be considered, courses must have been completed with a minimum grade of B and no more than seven years prior to the date entry into the graduate program and no more than ten years prior to graduation from the graduate program. Decisions concerning the transfer of coursework are made at the time of admission. An approved plan of study will be developed in coordination with program advisors and/or faculty.

If the number of applicants to a program exceeds the capacity, preference will be given to students who, after review of the entire graduate application, demonstrate the strongest potential for success in the chosen field.

Students who have not achieved minimum test scores or the minimum GPA but who meet all other requirements may, under special circumstances, be considered for admission into a program.

Non Degree-Seeking Status

A student with an earned baccalaureate degree who is enrolling in College of Education classes on a non degree-seeking basis is classified as a “teacher certification” student. A “teacher certification” student may take courses in any college at the graduate or undergraduate level on a space available basis providing course and program restrictions are met.

The College of Education has set the following limit on coursework that can be earned in non degree-seeking status and applied to a graduate degree: 12 credit hours or three courses, whichever is less. Some graduate programs may restrict non degree hours to a maximum of 12, regardless of whether the hours will be applied toward a degree or are taken for another purpose.

Advising

Degree-seeking students in graduate programs are advised by program faculty. Students are assigned advisors upon admission to programs. Once admitted, students are oriented by faculty in their individual programs. Students typically complete a plan of study with an advisor during the first semester of enrollment after admission to the degree program. Once completed, these plans of study are submitted for approval.

Students enrolled in graduate courses on a non degree-seeking basis may seek advice from the college’s advising staff at (941) 590-7759 or (941) 590-7790.

Requirements for the Master’s Degree — College of Education

• Students must satisfactorily complete the minimum number of credit hours specified by the graduate degree program. A grade of B or higher must be earned in all College of Education graduate courses used as prerequisites and students must have an overall GPA of 3.0 or higher in all work attempted.

• Students must complete and pass a culminating demonstration of learning and competence at the end of the program. These may include comprehensive examinations, portfolios, special practicum projects, or research projects.

Technology Statement

The College of Education does not treat the variety of technologies used in the education process as a separate subject or content. Instead, technology is merely one additional means of facilitating the educational process within the college and within the communities our programs serve. Because of this philosophy, we expect all learners to become proficient with education related technologies.

Technological proficiency is expected as a prerequisite skill, similar to the expectation that all learners can write, use appropriate grammar, access library resources, etc. The university provides a variety of opportunities for increasing technological proficiency, including courses, short-courses, workshops, self study guides, and tutoring.

Students who do not own or have access to a minimal computer system (as described below) will be expected to utilize on-campus computing resources to complete many course requirements.
Minimum recommended hardware:

- Pentium-class multimedia computer running at 200 Mhz or higher with Windows 95 or higher; OR Macintosh Power-PC computer running at 200 Mhz or higher Mac OS 8.0 or higher.
- 32 Mb memory.
- Monitor and video system capable of showing 65 thousand colors (16-bit color).
- Sound card and speakers.
- Internet connection of at least 33.6 bps.

Minimum recommended software:

- Microsoft Office 97 or 98 Standard or higher.
- Inspiration.
- Internet Browser version 4.0 or higher (Netscape or Internet Explorer). (Required plug-ins will be made available as needed.)

Technology is an essential and integral aspect of each course, and some courses may have software requirements beyond those listed above. Additional details regarding this statement are available at http://coe.fgcu.edu/technology.

Field Experience and Internships

Field and final internship experiences are available to degree-seeking students in the College of Education’s graduate programs. These experiences include (a) observing and teaching in early childhood, elementary, or secondary classrooms, or in classrooms where students have special educational needs; (b) assuming the role of counselor in a school or community agency; or (c) completing an educational leadership practicum in a school.

Field experiences and final internship sites are selected from the five counties served by FGCU (Charlotte, Collier, Glades, Hendry, and Lee). School placements are coordinated 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 site’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. Mental health or community counseling field experiences and internships are assigned based on equivalent criteria.

Applications for field experiences, practica, and internships are available through the College of Education office and student’s advisors and are governed by program rules and prerequisites. It is the student’s responsibility to keep current about relevant requirements and deadlines.

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 applications are separate from College of Education courses or degrees. Certification and licensure requirements include passing state administered competency exams. Some programs require that these exams be completed prior to graduation. 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.

Eligibility for Internships and Certification

Students who have arrest or conviction records may be ineligible for internships or certification in the State of Florida. Please check with an academic advisor regarding this issue as early as possible.

Programs and Curricula

MA/MEd Counseling
(Mental Health Counseling)

The master’s program in Counseling with a concentration in Mental Health Counseling prepares students for licensure as mental health counselors. Graduates in mental health counseling are prepared to work in a variety of community, social service, and private settings. Program goals are reflective of national standards and include the development of professional competence, respect for clients, self-awareness, individual growth, professional identity, an effective professional philosophy, and a research orientation. In addition, unique to the FGCU experience are goals including accountability, advocacy, technological literacy, professional leadership, and field-based learning. This program provides a broad theoretical base for practice as well as an appreciation of how social and economic factors impact individuals, families, communities, and social institutions (e.g., schools, agencies, self-help organizations). Likewise, the program promotes acquisition of appropriate counseling, appraisal and assessment, consultation, student management, and referral skills for use in helping interventions.

All programs currently offered in counseling are designed as part-time programs with students completing two courses plus a field experience in the typical semester. Students may be non-degree seeking for the first semester of attendance while they complete the admissions process. However, under normal circumstances, students must be fully admitted prior to the beginning of the second semester.
All students interested in pursuing the program specialty area of Mental Health Counseling earn an MA degree. Students entering this program begin their studies in the fall semester.

**Additional admissions criteria.** Students seeking admission to the MA Counseling program will be required to submit a written statement and may be requested to attend a personal interview. Please contact the program for specific information.

Students pursuing the master’s program in counseling take common coursework in human development, legal and ethical issues of the profession, career development, appraisal methods, practicum and research and program evaluation. Additional specialized courses focusing on either school counseling or mental health counseling are offered in areas such as counseling theories, group work, and professional development. A unique feature of the FGCU counselor education program is that all students are engaged in some field-based activities every semester they are enrolled in the program. This emphasis on applications in real-world settings provides students with the necessary opportunity to develop applied skills while also increasing their knowledge.

**Required coursework (61 hours):**

- MHS 6021 Introduction to Community Mental Health (3)
- MHS 6055 Human Development I (3)
- MHS 6887 Field Experience I (1)
- MHS 6800 Practicum in Counseling (2)
- MHS 6780 Legal & Ethical Issues for the Counseling Profession (3)
- MHS 6805 Advanced Practicum in Counseling (3)
- MHS 6404 Introduction to Counseling Theory and Technique (3)
- MHS 6056 Human Development II (3)
- MHS 6800 Practicum in Counseling (2)
- MHS 6780 Legal & Ethical Issues in the Counseling Profession (3)
- MHS 6805 Advanced Practicum in Counseling (3)
- MHS 6500 Intro to Group Dynamics (3)
- MHS 6340 Career Development (3)
- MHS 6881 Clinical Internship I (1)
- MHS 6200 Appraisal Procedures (3)
- MHS 6070 Mental Disorders (3)
- MHS 6882 Clinical Internship II (1)
- MHS 6740 Research & Program Evaluation (3)
- MHS 6405 Advanced Counseling Theory (3)
- MHS 6883 Clinical Internship III (1)
- MHS 6450 Issues in Addictions and Abuse (3)
- MHS 6510 Advanced Theory of Group (3)
- MHS 6884 Clinical Internship IV (1)
- MHS 6721 Seminar in Professional Development: Mental Health (1)
- MHS 6885 Internship in Mental Health Counseling (6)
- MHS 6621 Organizations, Administration, and Supervision (3)
- MHS 6886 Clinical Internship V (2)

**MA/MEd Counseling (School Counseling)**

The master’s program in Counseling with a concentration in School Counseling prepares students for certification as school counselors. Graduates in school counseling are prepared to work in PreK-12 settings. Program goals are reflective of national standards and include the development of professional competence, respect for clients, self-awareness, individual growth, professional identity, an effective professional philosophy, and a research orientation. In addition, unique to the FGCU experience are goals including accountability, advocacy, technological literacy, professional leadership and field-based learning. This program provides a broad theoretical base for practice as well as an appreciation of how social and economic factors impact individuals, families, communities, and social institutions (e.g. schools, agencies, self-help organizations). Likewise, the program promotes acquisition of appropriate counseling, appraisal and assessment, consultation, student management, and referral skills for use in helping interventions.

Students interested in pursuing the program specialty area of School Counseling (Plan 1) earn an MEd degree. These students begin their studies in the spring semester. The exception to these policies is students interested in becoming school counselors who are not already certified teachers (Plan 2-initial certification); these students will earn an MA degree. These students will begin in the fall semester with two courses, and then join a school counseling cohort in the following spring.

All programs currently offered in counseling are designed as part-time programs with students completing two courses plus a field experience in the typical semester. Students may be non-degree seeking for the first semester of attendance while they complete the admissions process. However, under normal circumstances, students must be fully admitted prior to the beginning of the second semester.

**Additional admissions criteria.** Students seeking admission to the MA/MEd Counseling program will be required to submit a written statement and may be requested to attend a personal interview. Plan 2 students must also pass the CLAST. Please contact the program for specific information.

**Prerequisites.** Plan 1 is designed for school counselors who are eligible for a teaching certificate. Plan 2 (initial certification) includes additional coursework and is designed for individuals without prior teaching certification.

Students pursuing the master’s program in counseling take common coursework in human development, legal and ethical issues of the profession, career development, appraisal methods, practicum and research and program evaluation. Additional specialized courses focusing on either school counseling or mental health counseling are offered in areas such as counseling theories, group work, and professional development. A unique feature of the FGCU counselor edu-
cation program is that all students are engaged in some field-based activities every semester they are enrolled in the program. This emphasis on applications in real-world settings provides students with the necessary opportunity to develop applied skills while also increasing their knowledge. Students without prior training as schoolteachers who wish to become certified school counseling professionals must complete additional courses in classroom management and curriculum and instruction.

**Plan 1 - MEd School Counseling (48 hours):**
- MHS 6010 Introduction to School Counseling (3)
- MHS 6051 Human Development for School Counselors (3)
- MHS 6800 Practicum in Counseling (2)
- MHS 6780 Legal & Ethical Issues in the Counseling Profession (3)
- MHS 6805 Advanced Practicum in Counseling (3)
- MHS 6400 Counseling Theory for School Counselors (3)
- MHS 6340 Career Development (3)
- MHS 6881 Internship I (1)
- MHS 6200 Appraisal Procedures in Schools (3)
- MHS 6601 Consultation & Collaboration Problem Solving (3)
- MHS 6832 Internship II (1)
- MHS 6740 Research & Program Evaluation (3)
- MHS 6605 Special Needs Counseling & Consultation (3)
- MHS 6833 Internship III (1)
- MHS 6401 Advanced School Counseling Methods (3)
- MHS 6500 Group Work for School Professionals (3)
- MHS 6834 Internship IV (1)
- MHS 6720 Seminar in Professional Development (2)
- MHS 6835 Internship in School Counseling (4)

**Plan 2 – MA School Counseling without prior teacher certification or eligibility (54 hours):**
The following two courses are taken in the semester prior to joining the cohort.
- EDF 6259 Classroom Management & Organization (3)
- EDG 4620 Curriculum and Instruction (3)
All other requirements for School Counseling listed above in Plan 1.

**MA/MEd Curriculum and Instruction (Educational Technology)**

The MA/MEd Curriculum and Instruction, Educational Technology Concentration, degree program is designed to provide students with a theoretical foundation and the practical skills required for developing curriculum and instructional materials using technology. They prepare for work in special areas of concentration and for a variety of settings, from pre-school through adult education. The program, consistent with its high technology, cutting edge content, is delivered entirely on line. It enables students to (a) provide leadership in applying information technology to a variety of educational systems and settings; (b) provide in-service education and basic technical support to teachers and instructors who wish to use technology in curriculum and instruction; (c) assist in curriculum development that integrates technology as a tool for learning; and (d) design and implement courses in computer applications, literacy, and programming.

The MEd program is specifically designed for those who already possess Florida teacher certification, while the MA program is designed for those who are neither currently seeking nor intending to seek Florida certification.

**Coursework:**

**MA/MEd Curriculum and Instruction**

**Program core (17 hours):**
- EDF 6215 Learning Principles Applied to Instruction (4)
- EDF 6432 Foundations of Measurement (3)
- EDF 6481 Foundations of Educational Research (3)
- EDF 6606 Socio-Economic Foundations of American Education (4)
- EDG 6627 Foundations of Curriculum and Instruction (3)

**Additional coursework for the educational technology concentration (21 hours):**
- CGS 6210 Microcomputer Hardware Systems for Education (3)
- EDF 6284 Problems in Instructional Design for Microcomputers (3)
- EME 6936 Computers in Learning: The Mindtools Approach (3)

Repeat the following variable title courses for a total of 12 hours. Each course must be taken at least once:
- EME 6930 Programming Languages for Education (variable title) (3)
- EME 6936 Application of Computers as Educational Tools (variable title) (3)

**MEd Educational Leadership**

**MEd leading to Level I Educational Leadership Certification.** The graduate program in educational leadership consists of 39 hours of coursework that is designed to prepare students for leadership positions in educational settings as well as to improve the performance of current leaders in educational leadership positions. Program content focuses on the function of educational leaders and stresses the relationship between tested practice and applied theory. The program prepares students for “Level I” Educational Leadership certification by the Florida Department of Education. In addition, there is a modified program and a program for students who do not seek Educational Leadership certification. Final program completion is assessed through portfolio assessment for all students.
Modified Program leading to Level I Educational Leadership Certification. Students who already have a master’s degree may elect to take a modified program for Level 1 Educational Leadership Certification. This program does not lead to a master’s degree. The modified program is composed of the nine core course requirement, which includes the Practicum in Educational Leadership. The modified program does not require the two elective courses in educational leadership. Students who are interested in pursuing the modified program must still submit all admissions materials and meet all admissions standards for the program and the College. Students may take up to 9 credit hours in non-degree-seeking status prior to being admitted to the program; therefore, students should plan to take the Graduate Record Examination (GRE) or the Miller Analogy Test (MAT) prior to completing 9 credit hours.

MEd Program for students not seeking certification. Individuals who do not seek Level I certification may take 12 elective credits from other program areas approved by their advisor in place of the 6 hour specialization requirement and the 6 hours of elective credit in educational leadership.

Coursework: MEd Educational Leadership

Program core (27 hours):
EDA 6061 Principles of Educational Leadership (3)
EDA 6192 Organizational Development (3)
EDA 6232 School Law (3)
EDA 6242 School Finance (3)
EDF 6481 Foundations of Educational Research (3)
EDG 6627 Foundations of Curriculum and Instruction (3)
EDS 6050 Human Resources Development (3)
EME 6425 Technology for School Leaders (3)
EDA 6945 Practicum in Educational Leadership (3)

Plus the following coursework specific to the chosen educational leadership concentration (6 hours):

Elementary School
EDE 6205 School Curriculum: Elementary (3)
EDG 6693 Problems in Curriculum & Instruction: Elementary (3)

High School
EDG 6695 Problems in Curriculum & Instruction: Secondary (3)
ESE 6215 School Curriculum: Secondary (3)

Middle School
EDG 6694 Problems in Curriculum & Instruction: Middle School (3)
EDM 6235 School Curriculum: Middle (3)

Special Education
EEX 6025 Foundations of Special Education (3)
EEX 6511 Administration of Exceptional Student Programs (3)

Additional coursework for the educational leadership degree:
Select 6 hours from the following:
EDA 6106 Administrative Analysis & Change (3)
EDA 6195 Policy Development (3)
EDA 6262 Planning Educational Facilities (3)
EDA 6503 The Principalship (3)
EDA 6910 Directed Research (1-19)
EDA 6931 Case Studies in Educational Leadership (3)
EDG 6285 School Curriculum Improvement (3)
EDG 6931 Selected Topics in Education (3)
EDG 6947 Internship (1-9)
EDS 6131 Clinical Supervision (3)
EDS 6239 Problems in Personnel Development (3)

MA/MEd Elementary Education

The MEd Elementary Education degree program is designed to provide focused graduate study in an area of specialization for teachers currently certified to teach in the elementary grades. Three concentrations (areas of specialization) are available: (a) elementary curriculum; and (b) literacy in a diverse society, which leads to endorsement in teaching English Speakers of Other Languages (ESOL); and (c) early childhood education, which covers age 3 to grade 3 endorsement for some certified elementary teachers. A special sequence of courses, leading to a MEd in Elementary Education, has been assembled for teachers in the early part of their careers. Contact the College of Education for more information.

The MA in Elementary Education (initial certification) enables students with a BS/BA in another field without elementary certification to 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.

Additional admissions criteria. Applicants to the MA (initial certification) program must pass all sections of the CLAST.

Coursework: MA/MEd Elementary Education

Program core (6 hours):
EDF 6481 Foundations of Educational Research (3)
EDG 6935 Seminar in Curriculum Research (3)

Plus the following coursework specific to the chosen elementary education concentration (28-31 hours):

Elementary Curriculum (28 hours)
One of the following:
EDA 6215 Learning Principles Applied to Instruction (4)
EDA 6125 Child Development (4)
One of the following:

LAE 6415 Literature and the Learner (3)
LAE 5316 Trends in Literature Diverse Society (3)
Plus 21 hours of coursework from the following:
EDE 6906 Independent Study: Elementary/Early Childhood Education (1-6)
EDG 6931 Selected Topics in Education (3)
LAE 6616 Trends in Language Arts Instruction (3)
LAE 6301 Language Learning in Childhood (3)
LAE 6315 Teaching Writing in the Elementary Classroom (3)
MAE 6115 Current Trends in Elementary Mathematics Education (3)
RED 6116 Current Trends in Elementary Reading Instruction (3)
RED 6516 Corrective Reading in the Classroom (3)
RED 6540 Classroom Diagnosis of Reading Problems (3)
RED 6544 Remediation of Comprehension Problems (3)
RED 6545 Remediation of Reading and Writing Vocabulary Problems (3)
SCE 6616 Trends in Science Instruction (3)
SSE 6617 Trends in Social Studies Instruction (3)
THE 6720 Drama in the Elementary School (3)

**Literacy in a Diverse Society (31 hours)**

EDF 6215 Learning Principles Applied to Instruction (4)
LAE 5316 Trends in Literature Diverse Society (3)
EDG 6931 Selected Topics in Education (Global Perspectives) (3)
EEX 6248 Instructional Approaches for Exceptional Populations (3)
LAE 6301 Language Learning in Childhood (3)
LAE 6616 Trends in Language Arts Instruction (3)
RED 6544 Remediation of Comprehension Problems (3)
RED 6545 Remediation of Reading and Writing Vocabulary Problems (3)
TSL 5371 Methods of Teaching English as a Second Language (3)
TSL 5525 Cross-Cultural Issues in ESL (3)

**Early Childhood Education (28 hours)**

One of the following:
EDF 6215 Learning Principles Applied to Instruction (4)
EDF 6125 Child Development (4)
Plus 15 hours of program specialization from the following areas of study:

- Child/family/teacher relations or home/school/community interactions or working with families
- Program in early childhood
- Workshop in early childhood
- Intellectual growth
- Selected studies under advisement

**MEd Reading**

The Master of Education (MEd) in Reading program provides opportunities for advanced study beyond the bachelor's degree with specialization in theoretical approaches to reading instruction, application of theory to practice, and use of specific materials and methods of reading instruction based on current research studies. Applicants must have met initial teacher certification requirements for admission into the program. Reading instruction is the focus of this degree and includes all areas of effective communication, such as writing, reading, speaking, listening, and viewing. Students in this program will earn reading specialization endorsement from the Florida Department of Education.

EDF 6481 Foundations of Research (3)
EDF 6215 Learning Principles (4)
RED 6166 Current Trends in Reading Instruction (3)
LAE 6415 Literature and the Learner (3)
RED 6544 Remediation of Comprehension Problems in Reading (3)
RED 6540 Classroom Diagnosis of Reading Problems (3)

The following courses will be completed during the last two terms of the program:
EDF 6939 Seminar in Action Research (3)
RED 6846 Practicum (3)
MHS 6600 Collaboration and Consultation (1)
EDF 6465 Program Evaluation (1)
TSL 6527 Language and Culture (1)

**MAT Secondary Education**

The Master of Arts in Teaching (MAT) program provides opportunities for individuals with baccalaureate degrees in biology, English, history, mathematics, social sciences, or related fields to gain initial secondary certification along with a graduate degree in education. In the program, entitled BEST (Bringing Excellence to Secondary Teaching), students complete 40 hours of graduate level work that include on-going school-based experiences that tie theory to practice.

Students who are enrolled in FGCU undergraduate programs in biology, English, history, mathematics, or social sciences and who plan to enter the MAT program upon completion of the baccalaureate degree should contact a College of Arts and Sciences advisor to ensure that required Florida Department of Education content standards in the relevant subject area are included in the undergraduate program of study. Students whose undergraduate degree programs have not prepared them to meet all such content standards may be required to complete additional undergraduate coursework prior to enrolling in the MAT program. An advisor evaluates undergraduate transcripts to determine if all content objectives are met. Please contact a College of Education advisor for more information about specific degree requirements.
Additional admissions criteria. Applicants to the MAT program must pass all sections of the CLAST and must pass the subject area Florida Teacher Certification Examination.

**Biology**

The BEST program in biology is designed for persons whose prior education in the biological sciences or a closely related field contains sufficient content study in biology to meet Florida Department of Education subject area standards. Students whose records indicate deficits in one or more subject area standards will be required to enroll in courses under advisement prior to enrolling in the master’s degree. The program includes the following 40 credit hours of graduate coursework:

- EDF 6600 Foundations of Secondary Education (3)
- TSL 6252 Cultural and Linguistic Diversity (3)
- EDF 5136 Adolescence (3)
- EDG 6705 Teaching and Learning for Special Populations (3)
- LAE 6337 Reading & Writing in the Content Area (2)
- ESE 6259 Classroom Management & Organization (3)
- ESE 6340 Teaching and Learning in the Secondary School (3)
- SCE 6945 Internship in Science (6)
- SCE 6336 Science Methods: Middle School (3)
- SCE 6337 Science Methods: High School (3)
- EME 6936 Special Topics in Computer Applications: Integrating Technology in Secondary School (3)
- EDF 6486 Inquiry Skills and Methods (3)
- EDF 6230 Assessment (3)

**Mathematics**

The BEST program in mathematics prepares students with educational backgrounds that include a traditional mathematics sequence along with breadth in technology, number theory, history of mathematics, and geometry. Students whose records indicate deficits in one or more subject area standards will be required to enroll in courses under advisement prior to enrolling in the master’s degree. The program includes the following 40 credit hours of graduate coursework:

- EDF 6600 Foundations of Secondary Education (3)
- TSL 6252 Cultural and Linguistic Diversity (3)
- EDF 5136 Adolescence (3)
- EDG 6705 Teaching and Learning for Special Populations (3)
- LAE 6337 Reading & Writing in the Content Area (2)
- ESE 6259 Classroom Management & Organization (3)
- ESE 6340 Teaching and Learning in the Secondary School (3)
- MAE 6945 Internship in Mathematics (6)
- MAE 6336 Math Methods: Middle School (3)
- MAE 6337 Math Methods: High School (3)
- EME 6936 Special Topics in Computer Applications: Integrating Technology in Secondary School (3)
- EDF 6486 Inquiry Skills and Methods (4)

**Social Sciences**

The BEST program in social sciences prepares students with undergraduate backgrounds that include breadth in economics, geography, political science, and social sciences and depth in history to teach grades 6-12. Students whose records indicate deficits in one or more subject area standards will be required to enroll in courses under advisement prior to enrolling in the master’s degree. The program includes the following 40 credit hours of graduate coursework:

- EDF 6600 Foundations of Secondary Education (3)
- TSL 6252 Cultural and Linguistic Diversity (3)
- EDF 5136 Adolescence (3)
- EDG 6705 Teaching and Learning for Special Populations (3)
- LAE 6337 Reading & Writing in the Content Area (3)
- ESE 6259 Classroom Management & Organization (3)
- ESE 6340 Teaching and Learning in the Secondary School (3)
- SSE 6945 Internship in Social Science (6)
- SSE 6326 Social Science Methods: Middle School (3)
- SSE 6327 Social Science Methods: High School (3)
EME 6936  Special Topics in Computer Applications: Integrating Technology in Secondary School (3)
EDF 6486  Inquiry Skills and Methods (4)

MA/MEd Special Education

The MA/MEd Special Education degree program prepares students for work in public and private schools and in state, federal, or community settings at the master’s level. Specific areas of study include behavior disorders, developmental disabilities/mental retardation, specific learning disabilities, and varying exceptionalities. The master’s programs emphasize consultative, supervisory, and multidisciplinary skills intended for students who wish to assume innovative leadership roles in public or private schools and community settings. Students complete an exit portfolio demonstrating competencies as their culminating experience for the master’s degree.

Teachers currently certified in special education are awarded the MEd degree. Students may receive an MA degree without completing the requirements for teaching certification. These are normally students whose work involves those with special needs but who will not teach in public schools.

All students take a core of courses designed to develop competencies in five broad areas—instruction, assessment, collaboration, inquiry, and ethics. Students also enroll in courses specific to the area of expertise that they wish to develop. After admission to the program, a program of study is developed which incorporates both core requirements and courses specific to their area of interest.

Program core (27 hours):
- EDF 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  Transitional Programming for Adolescent & Young Adult Exceptional Students (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 Education (3)
- EEX 6943  Practicum in Exceptional Student Education (3)

And the following coursework specific to the chosen special education concentration (9 hours):

Behavior Disorders
- EED 6215  Advanced Theories and Practices in Behavior Disorders (3)
  Plus 6 hours of approved elective coursework.

Developmental Disabilities/Mental Retardation
- EMR 6052  Advanced Theories and Practices in Mental Retardation (3)
  Plus 6 hours of approved elective coursework.

Specific Learning Disabilities
- ELD 6015  Advanced Theories and Practices in Specific Learning Disabilities (3)
  Plus 6 hours of approved elective coursework.

Varying Exceptionalities
- 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)

ESOL Endorsement

Courses in this sequence are directed to (a) certified teachers seeking to add ESOL (English to Speakers of Other Languages) state certification/endorsement to their existing certification, (b) graduate students seeking elective credit, and (c) graduate students in elementary education seeking a Literacy in a Diverse Society concentration. Often these courses are offered using distance delivery methods.

- TSL 5371  Methods of Teaching English to Speakers of Other Languages (3)
- TSL 5474  Testing & Evaluation for ESOL Teachers (3)
- TSL 5525  Cross Cultural Communication and Understanding for Teachers (3)
- TSL 5142  Curriculum and Materials Development in ESOL Programs (3)
- LIN 5010  Applied Linguistics and Second Language Acquisition (3)
College of Health Professions

Graduate Programs

http://www.fgcu.edu/chp

941-590-7450

Vision

The College of Health Professions is committed to providing high quality student-focused education that prepares students to meet critical needs of a dynamically changing health care delivery system. Students in the college are challenged to develop critical thinking skills, clinical practice competence, leadership abilities, and interdisciplinary team knowledge and competencies. Courses, using both traditional and innovative teaching strategies, provide the theoretical basis for the student's total learning experience.

Through numerous clinical practice affiliations with varied community-based health, education, and human service agencies, students are provided with enriching experiences that enable them to work with diverse individuals of all ages. Careers in the health professions for the 21st century are filled with opportunity and growth.

Mission

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.

Goals

The College of Health Professions:

- Prepares students to assume vital roles as health professionals delivering care in a dynamic, interdisciplinary, and global environment.
- Promotes the values of ethical and compassionate care and commitment to lifelong professional development.
- Supports student and faculty in scholarly activities that advance the college mission.
- Promotes active involvement of faculty and students in service to the community and the profession.
- Fosters the career advancement of health professionals.

Administrative Staff and Faculty

Cecilia Rokusek, EdD, Dean
Community nutrition, clinical dietetics, leadership, administration

Department of Environmental Health, Molecular and Clinical Sciences

Henry O. Ogiedege, PhD, Interim Chair
Photodynamic and photochemical inactivation of viruses and bacteria in blood and blood components, apolipoprotein E and Alzheimer's disease risk stratification

David W. Brown, PhD
Molecular biology, biochemistry, clinical laboratory science

Cara L. Calvo, MS
Clinical laboratory science educator, clinical hematology and coagulation specialist, international clinical laboratory design and practices scholar

Julie Hammerling, MSH
Clinical laboratory science, microbiology/immunology, health service administration

Clifford M. Renk, PhD
Microbiology and immunology, microbial monitoring, interaction of nutrition, drugs and stress on immunity

Jo Ann Wilson, PhD
Clinical biochemistry, human/medical genetics, medical/laboratory regulation/administration/OI/QA, biology of aging and effect of aging and gender on clinical diagnostic testing outcomes

Department of Health Sciences

Michelle A. Angeletti, PhD, Interim Chair
Policy and administration of health care, mental health, and social welfare

Linda Buettner, PhD
Gerontology and recreation therapy

Paul A. Burkett, MS
Cardiac rehabilitation, cardiovascular risk modification, exercise physiology, graded exercise (stress) testing, and behavior modification

Joan Glacken, EdD
Health professions education educator, clinical laboratory scientist, distance learning educator

Haley St. Hill, EdD
Health/higer education and administration, clinical laboratory science, microbiology and immunology
Department of Occupational Therapy
Loredana Campanile, MSc, Chair
Vocational rehabilitation, pulmonary rehabilitation, home health, fieldwork education, occupation and wellness
C. Collette Krupp, BS
Acute care, trauma and ICU OT, pediatric public schools, chronic pain management, arthritis
Susan Lang, MPH
Mental health, geriatrics, and health administration
Karen Mock, MS
Child development, pediatric occupational therapy, occupational therapy in the public school setting, fieldwork education
Douglas N. Morris, MOT
Functional kinesiology, assistive technology, wellness programs for the elderly
Susan Sholle-Martin, MS
Arts and healing, community-based psychosocial rehabilitation, advocacy and person-centered care, group dynamics and communication

Department of Physical Therapy
Ellen K. Williamson, MS, Chair
Pediatrics, professional development, exercise, educational measurement
Sharon L. Bevins, PhD
Pediatrics, women's health, environmental health
Thomas Bevins, MS
Orthopedics/biomechanics, research methodology, educational measurement
Asif Daya, MS
Neuroscience
Pamala Feehan, MS
Orthopedics, mentoring, work capacity
Lynda W. Jack, MS
Clinical education
Judith Ann Martin, BS
Massage therapy, geriatric rehabilitation

School of Nursing
Carol E. Davis, PhD, Director
Maternal newborn nursing, executive nursing, qualitative research
Rebecca Ali, BSN
Adult critical care
Juli Daniels, MSN
Cardiovascular, critical care nursing
Peg Gray-Vickery, DNS
Gerontological clinical nurse specialist
Rosalyn Gross, MS
Family nurse practitioner
Denise Heinemann, DrPH
Community health nursing, ethical and legal aspects of health care, community partnerships for public health programming and evaluation
Barbara Kruse, PhD
Oncology, hospice, end of life issues, adult nurse practitioner

Karen E. Miles, EdD, Nursing Endowed Chair
Maternal child nursing, nursing administration
Elizabeth Murray, MSN
Nursing ethics, human rights, critical care/trauma nursing
Anne M. Nolan, PhD
Primary health care, educational administration
Regina Payne, EdD
Community health nursing, psychiatric nursing, community-based curriculum, wound care, skin tears in the elderly
Kimberly Ploch, MN
Nurse midwife
Marydelle Polk, PhD
Family nurse practitioner, pathophysiology
Mitzi Schardt, MSN
Women, community and family health and wellness, family nurse practitioner

Programs of Study (Graduate Level)
- Master of Science (MS) in Health Science
- Master of Science (MS) in Physical Therapy (post-baccalaureate)
- Master of Science in Nursing (MSN)
- Gerontology Certificate (post-baccalaureate)
- Health Services Administration Certificate (post-baccalaureate)

Admission to Graduate Programs
Guidelines for admission into CHP graduate programs are included with the program descriptions. The following application deadlines are for enrollment in the term indicated:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Nursing (Primary Health Care)</td>
<td>June 1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Nursing (Perioperative Nursing)</td>
<td>Nov 1</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>Feb 15</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*No specific application deadlines. Applications are reviewed through the year on a space-available basis.
DEPARTMENT OF HEALTH SCIENCES

MS Health Science

The interdisciplinary Master of Science in Health Science program is designed to provide advanced opportunities for baccalaureate graduates. Graduates are prepared to serve as health care leaders in advanced professional roles within the diverse current and dynamic health services delivery system. In addition, graduates acquire skills and expertise in planning, developing, and implementing innovative and quality health care services.

This program includes a common program core, one required concentration core, and either a capstone project, internship, or a thesis. Students have the option of strengthening the concentration with electives or completing a second concentration. Total program length is 42-45 hours.

The Gerontology Concentration is 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 Concentration is for those who aspire to faculty or administrative positions in colleges, universities, and other settings. This concentration is designed for baccalaureate graduates who have completed the basic preparation and hold a license, certification, or registration as applicable in one of the health professions.

The Health Services Administration Concentration is for those who wish to manage or department head positions in health care facilities or government agencies, or who are interested in the management of private practices or managed care facilities.

Admission to the program. The College of Health Professions has a selective admissions policy. Admission requirements include, but are not limited to, the following:

- Submission of an FGCU graduate application.
- Submission of College of Health Professions supplemental application form and portfolio.
- Baccalaureate degree or equivalent from a regionally accredited institution of higher learning.
- License, certification, and/or registration in a health profession is required for the health professions education concentration and the health professions practice concentration.
- Minimum score of 600 on TOEFL for international students who speak English as a second language.
- One of the following: (1) 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; or (2) 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; or (3) A graduate degree from a regionally accredited institution. All applicants must present GRE, GMAT, or MAT scores.
- A graduate degree from a regionally accredited institution.

Advising and grading policies. Academic advising is an integral part of the college learning experience. Please refer to the department guidebook for information regarding advising and grading policies.

Coursework: MS Health Science

Program Core (15-18 hours)*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHS 5508</td>
<td>Statistical Analysis for the Health Professions</td>
</tr>
<tr>
<td>IHS 6112</td>
<td>Legal &amp; Ethical Aspects of Health Care (3)</td>
</tr>
<tr>
<td>IHS 6500</td>
<td>Research in the Health Professions (3)</td>
</tr>
<tr>
<td>IHS 6939</td>
<td>Health Policy Capstone Seminar (3)</td>
</tr>
<tr>
<td>Plus one of the following:</td>
<td></td>
</tr>
<tr>
<td>HSC 6911</td>
<td>Health Professions Capstone Project (3)</td>
</tr>
<tr>
<td>HSC 6975</td>
<td>Health Professions Thesis (6)</td>
</tr>
<tr>
<td>HSA 6942</td>
<td>Internship in Health Services Administration (3)</td>
</tr>
<tr>
<td>HSC 6943</td>
<td>Internship in Health Professions Education (3)</td>
</tr>
<tr>
<td>GEY 6942</td>
<td>Internship in Gerontology (3)</td>
</tr>
</tbody>
</table>

*Total hours in program core reflect selection of internship, thesis, or capstone project.

Concentration Requirements (27 hours)

Gerontology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEY 5005</td>
<td>Orientation to Gerontology (3)</td>
</tr>
<tr>
<td>GEY 5325</td>
<td>Programs &amp; Services for Older Adults (3)</td>
</tr>
<tr>
<td>GEY 6613</td>
<td>The Science of Aging (3)</td>
</tr>
<tr>
<td>GEY 6645</td>
<td>Psychosocial Aspects of Aging (3)</td>
</tr>
<tr>
<td>GEY 6xxx</td>
<td>Assessment of the Older Adult (3)</td>
</tr>
<tr>
<td>Plus 12 hours from the following: **</td>
<td></td>
</tr>
<tr>
<td>GEY 5255</td>
<td>Aging and Adaptation (3)</td>
</tr>
<tr>
<td>GEY 5630</td>
<td>Economics of Aging (3)</td>
</tr>
<tr>
<td>GEY 5934</td>
<td>Topics in Gerontology (3)</td>
</tr>
<tr>
<td>GEY 6324</td>
<td>Advanced Practice Gero. Therapeutic Recreation I (3)</td>
</tr>
<tr>
<td>GEY 6326</td>
<td>Advanced Practice Gero. Therapeutic Recreation II (3)</td>
</tr>
<tr>
<td>GEY 6626</td>
<td>Ethnogerontology: Diversity in Aging (3)</td>
</tr>
<tr>
<td>GEY 6903</td>
<td>Directed Study in Gerontology (3)</td>
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<tr>
<td>GEY 6942</td>
<td>Gerontology Internship (3)</td>
</tr>
<tr>
<td>HSA 5126</td>
<td>Concepts &amp; Prin of Managed Care (3)</td>
</tr>
<tr>
<td>HSA 5225</td>
<td>Long Term Care Administration (3)</td>
</tr>
<tr>
<td>HSC 5009</td>
<td>Accreditation in Health Professions (3)</td>
</tr>
</tbody>
</table>
Certificate in Gerontology

The program leading to a Certificate in Gerontology is designed to prepare individuals who seek education, training, and certification in gerontology. The program provides an interdisciplinary approach to gerontology and is designed for baccalaureate degree graduates who desire specialization in line with their interest, needs and career application. The interdisciplinary nature of the program also embraces different backgrounds and interests and is suited for graduates from any undergraduate major including those in social and human services, and health professions. The program requires the completion of 18 credit hours of courses, 12 of which are required courses. Required courses address the realities of aging including perspectives on the biological, physiological, and psychosocial aspects of aging, policies, programs and services for older adults. Additional areas of elective study include ethnogerontology, aging and adaptation, public policy and aging, elder abuse, neglect and exploitation, death and dying, and bereavement. An internship is offered as an elective. Completion of 12 credit hours is required prior to beginning the internship. This certificate program is available on a part-time or full-time basis, on the FGCU campus and/or via distance learning. Full-time students can expect to complete the program within one calendar year.

Admission to the program. The gerontology certificate program admission requirements include:

- Submission of a FGCU Non-Degree Enrollment application (post-baccalaureate) to the Office of Admissions.
- Submission of a completed application for the Gerontology Certificate program.
- Graduation from a baccalaureate level program from an accredited college or university documented by official transcripts.
- Minimum score of 600 on TOEFL for international students who speak English as a second language.

Applicants 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.

Program requirements. A program faculty advisor is available to assist students. A Certificate in Gerontology is conferred upon completion of the program. Required coursework:

- GEY 5005 Orientation to Gerontology (3)
- GEY 5325 Programs/Services for Older Adults (3)
- GEY 6613 The Science of Aging (3)
- GEY 6645 Psychosocial Aspects of Aging (3)

HSC 6972 Grant Writing for Health Professions (3)
Or other courses with approval of the program advisor.

**Health Professions Education**

- HSC 5260 Teaching Methods for the Health Professions (3)
- HSC 5268 Health Professions Faculty Roles & Responsibilities (3)
- HSC 6258 Curriculum Development in Health Professions Education (3)
- HSC 6715 Educational Measurement & Evaluation in the Health Professions (3)
- HSC 6xxx Client Education in the Health Professions (3)

Plus 12 hours from the following: **

- HSC 5009 Accreditation in Health Professions (3)
- HSC 5269 Continuing Education for the Health Professions (3)
- HSC 6905 Directed Study in Health Professions Education (3)
- HSC 6935*** Topics Health Professions Education (3)
- HSC 6972 Grant Writing for Health Professions (3)
- EDF 6215 Learning Principles Applied to Instruction (4)

Or other courses with approval of the program advisor.

**Health Services Administration**

- HSA 5115 Health Services Management and Operations (3)
- HSA 6179 Models of Financial Management in Health Care (3)
- HSA 6187 Human Resource Management for Health Care Managers (3)
- HSA 6198 Informatics and Health Management Information Systems (3)
- HSA 6433 Health Policies and Economic Issues in Health Services Organizations (3)
- HSA 6525 Managerial Epidemiology (3)
- HSA 6385 Planning, Evaluation, and Quality Management (3)

Plus 6 hours from the following:

- HSA 5112 Comparative Health Services Delivery Systems (3)
- HSA 5126 Concepts & Principles Managed Care (3)
- HSA 5225 Long Term Care Administration (3)
- HSA 6149 Planning & Mktg Health Services (3)
- HSA 6905 Directed Study in Health Services Administration (3)
- HSA 6930*** Topics in Health Services Admin (3)
- HSA 6933 Entrepreneurship in Health Services Administration (3)
- HSC 6972 Grant Writing for Health Professions (3)

Or other courses with approval of the program advisor.

**Students can select 12 hours of concentration electives or complete a second concentration core.

***Course can be repeated under different topics.**
Plus 6 hours from the following:

- GEY 5255 Aging and Adaptation (3)
- GEY 5630 Economics of Aging (3)
- GEY 5934 Topics in Gerontology (3)
- GEY 6626 Ethnogerontology: Diversity in Aging (3)
- GEY 6942 Gerontology Internship (3)
- HSA 5225 Long Term Care Administration (3)
- GEY 5934 Topics in Gerontology (3)

**Certificate in Health Services Administration**

The program leading to a Certificate in Health Services Administration is designed to prepare individuals who seek specialized education and certification in health services administration. The flexibility of the program offers baccalaureate degree graduates the opportunity to acquire expertise and specialization in line with their interest, needs and career applications in health services administration. The program embraces different backgrounds and interests and is appropriate for individuals who wish to gain further inter-disciplinary education in health services administration. It is suited for graduates from:

- Any undergraduate major particularly those in business administration, finance, health administration, nursing, and other allied health professions;
- Master’s of Business Administration (MBA) or other master’s level degree programs in nursing and other health professions; and
- Physicians, dentists and other professional clinicians.

This certificate program is available on a part-time or full-time basis via distance learning. Full-time students can expect to complete the program within one calendar year.

**Admission requirements** include:

- Submission of a FGCU Non-Degree Enrollment application (post baccalaureate) to the Office of Admissions.
- Submission of a completed application for the Health Services Administration Certificate program.
- Graduation from a baccalaureate level program or a graduate degree from an accredited college or university documented by official transcripts.
- Minimum score of 600 on TOEFL for international students who speak English as a second language.

Applicants may apply for either spring or fall admission.

**Program requirements.** A program faculty advisor is available to assist students. A Certificate in Health Services Administration is conferred upon successful completion of the program. Required coursework:

- HSA 5115 Health Services Management and Operations (3)
- HSA 5126 Concepts & Principles of Managed Care (3)
- HSA 6179 Models of Financial Management and Operations (3)
- HSA 6433 Health Policies and Economic Issues in Health Services Organizations (3)
- HSC 5103 US Models of Health Care Practice (3)

Plus 6 hours from the following:

- GEY 5325 Programs & Services for Older Adults (3)
- HSA 5112 Comparative Health Services Delivery Systems (3)
- HSA 5225 Long Term Care Administration (3)
- HSA 6149 Planning & Mktg Health Services (3)
- HSA 6198 Informatics and Health Management Information Systems (3)
- HSA 6930 Topics in Health Services Admin (3)
- HSA 6933 Entrepreneurship in Health Services Administration (3)
- HSA 6942 Health Services Administration Internship (3)
- IHS 6112 Legal & Ethical Aspect of Health Care (3)

Other electives may also be selected with approval of the faculty advisor.

**DEPARTMENT 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 delivery of physical therapy services to the patient. (A Guide to Physical Therapist Practice, Volume I: A Description of Patient Management, BOD03-95-20-52, p. 1)

The Department of Physical Therapy offers a post-baccalaureate, entry-level Master of Science in Physical Therapy. The seven-semester program includes 75 hours of graduate coursework.

The 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. This program utilizes a variety of instructional methodologies including independent distributive learning with 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. Portions of the curriculum will require full-time enrollment with a full-time
clinical residency scheduled during the final semester. The Physical Therapy Program at Florida Gulf Coast University is technology based and requires that all students in the program own, rent or have unlimited off-campus access to a computer. The Department of Physical Therapy can provide guidance for configuration and software recommendations.

**Admission to the program.** Students are admitted to the M.S. in Physical Therapy Program in the Fall of each year. College and departmental supplemental application information and forms are available from the Department of Physical Therapy. For priority consideration, all application materials must be received by February 15th of the year in which entry is sought. Application materials received after February 15th will be considered on a space available basis. Admissions decisions are made based on materials and coursework completed at the time of the application.

The Department of Physical Therapy conducts a competitive admissions process. The following are the minimum requirements for admission to the entry-level physical therapy program. (Please note that meeting the minimum requirements for admission does not guarantee admission to the MS Physical Therapy program.) All applicants must have:

- A baccalaureate degree from a regionally accredited college or university. Applicants may complete a baccalaureate degree in any field. The following undergraduate majors at FGCU may be the most congruent with the required physical therapy prerequisite courses: (a) BS in Health Science; (b) BS in Clinical Laboratory Science, pre-professional concentration with physical therapy option; or (c) BS in Liberal Studies, biology major, with pre-physics therapy elective options
- Completed all prerequisite courses with a grade of C or better (a grade of C- or less is not acceptable)
- Achieved a GPA calculated for all prerequisite courses (for courses completed at the time of application) of at least 3.20 (on a 0 to 4 scale)
- Achieved a GPA for all upper division coursework (for courses completed at the time of application) of at least 3.00 (on a 0 to 4 scale)
- One of the following combinations of scores:
  - A minimum score of 500 on the Analytical portion of the Graduate Record Examination (GRE) and a minimum total Quantitative-Verbal GRE score of 1000, with a minimum score of 400 on both the Quantitative and Verbal portions of the GRE, or
  - A minimum score of 500 on the Analytical portion of the Graduate Record Examination (GRE) and a minimum score of 50 on the Miller Analogies Test (MAT).
- Receive a score of 32 or greater (out of a possible 40) on the FGCU Physical Therapy Portfolio Assessment form. The portfolio must include validation of two physical therapist shadowing experiences of five hours each.
- Receive a score of 32 or greater (out of a possible 40) on the FGCU Physical Therapy Group Interview Assessment form.

**Program requirements.** A program faculty advisor assists students during the program to develop a program of study and meets regularly to facilitate students progress through the curriculum.

**Program accreditation.** The MS 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.

**Coursework: MS Physical Therapy**

**Common Prerequisites**

The following common prerequisites are required for admission into entry-level physical therapy programs at member institutions of the State University System of Florida.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2010C</td>
<td>General Biology I w/ Lab (4)</td>
</tr>
<tr>
<td>and BSC x085*</td>
<td>Anatomy &amp; Physio I w/ Lab (3)</td>
</tr>
<tr>
<td>and BSC x086*</td>
<td>Anatomy &amp; Physio II w/ Lab (3)</td>
</tr>
<tr>
<td>or BSC 2010C</td>
<td>BSC 1010C and BSC 1085C and BSC 1086C</td>
</tr>
<tr>
<td>and BSC 2011C**</td>
<td>General Biology I w/ Lab (4)</td>
</tr>
<tr>
<td>and XXX 2xxx</td>
<td>General Biology II w/ Lab (4)</td>
</tr>
<tr>
<td>CHM x045C</td>
<td>Human Physiology (3)</td>
</tr>
<tr>
<td>and CHM x046C</td>
<td>General Chemistry I w/lab (4)</td>
</tr>
<tr>
<td>or PHY s053C***</td>
<td>CHM 1045C</td>
</tr>
<tr>
<td>and PHY x054C</td>
<td>General Chemistry II w/lab (4)</td>
</tr>
<tr>
<td>or PSY x012</td>
<td>College Physics I w/Lab (4)</td>
</tr>
<tr>
<td>or PSY x013 Introductory or General Psychology (3)</td>
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</tr>
<tr>
<td>DEP xxxx</td>
<td>College Physics II w/Lab (4)</td>
</tr>
<tr>
<td>and PSY 2053C</td>
<td>DEP 2004</td>
</tr>
<tr>
<td>and STA xxxx</td>
<td>Introductory Statistic (3)</td>
</tr>
<tr>
<td><em>BSC X093 and BSC X094 may substitute for BSC X085 and BSC X086</em></td>
<td></td>
</tr>
</tbody>
</table>
**ZOO X010C may substitute for BSC 2011C
*** PHY 2004C and PHY 2005C may substitute for PHY X053C and PHY X054C

NOTE: Courses listed in italics above are suggested FGCU courses that fulfill common prerequisite requirements.

**Program Requirements**

- **PHT 6109C** Movement Science Foundations I (10)
- **PHT 6393C** Movement Science Foundations II (5)
- **PHT xxxx** Movement Science Foundations III (4)
- **PHT 6394** Physical Therapy Practice I (3)
- **PHT xxxx** Physical Therapy Practice II (4)
- **PHT xxxx** Physical Therapy Practice III (4)
- **PHT xxxx** Physical Therapy Practice IV (6)
- **PHT xxxx** Physical Therapy Practice V (5)
- **PHT 6008** Professional Development Seminar I - Explorations in Physical Therapy (2)
- **PHT xxxx** Professional Development Seminar II - Communication, Teaching/Learning and Sociocultural Influences Throughout the Lifespan (4)
- **PHT xxxx** Professional Development Seminar III - Management, Leadership, and Entrepreneurship in Health Care (2)
- **PHT xxxx** Professional Development Seminar IV - Legal and Ethical Considerations in Health Care Policy and Practice (3)
- **PHT xxxx** Professional Development Seminar V - Preparation for Entering & Growing in the Profession (1)
- **PHT 6606** Application of Physical Therapy Principles - Critical Inquiry (4)
- **PHT xxxx** Application of Physical Therapy Principles - Applied Critical Inquiry (1)
- **PHT xxxx** Application of Physical Therapy Principles - Clinical Experience (2)
- **PHT xxxx** Application of Physical Therapy Principles - Clinical Residency (8)

**Plus one of the following:**

- **PHT xxxx** Application of Physical Therapy Principles I - Independent Study (4)
- **PHT xxxx** Application of Physical Therapy Principles I - Research Thesis (4)

**Plus one of the following:**

- **PHT xxxx** Application of Physical Therapy Principles II - Independent Study (3)
- **PHT xxxx** Application of Physical Therapy Principles II - Research Thesis (3)

**Plus one of the following:**

- **PHT xxxx** Application of Physical Therapy Principles III - Independent Study (3)
- **PHT xxxx** Application of Physical Therapy Principles III - Research Thesis (3)

*Course is under development. Please contact the Department of Physical Therapy for more information.

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**SCHOOL OF NURSING**

**Master of Science in Nursing**

The Master of Science in Nursing program prepares advanced practice nurses for career opportunities in a variety of evolving global health care environments. The ability to create innovative roles as well as consolidate existing roles is a hallmark of graduates. Extensive practice experiences enable student-initiated opportunities that promote development of diverse knowledge, values, and competencies essential for advanced practice. Students choose a focal area of study in Primary Health Care or Perioperative Nursing.

The **Primary Health Care (PHC) focal area** prepares graduates to actively identify and manage health care needs of clients and to forge unique health care partnerships. This focal area requires 40 credit hours and can be completed in four semesters of full-time study or part-time equivalent. Specialty areas within Primary Health Care include nurse educator and nurse practitioner.

The **PHC Nurse Educator specialty area** provides a solid foundation of theory and practice in primary health care, as well as additional study in foundations of educational theory, principles, and measurement. Graduates function as expert clinicians, as faculty members in nursing education programs, and as nurse educators in a variety of primary health care settings. Nurse educator graduates are eligible to seek national certification as clinical specialist in community health nursing.

The **PHC Nurse Practitioner specialty area** provides knowledge values and competencies directed toward universal distribution of essential health services with emphasis on vulnerable (high risk) groups. Concerned with access, availability, and service delivery, the PHC Nurse Practitioner delivers necessary and indispensable care through community participation, intersectorial collaboration, and remediation of causes of health inequities to ensure subscription of right of all citizens to health care. PHC Nurse Practitioner graduates practice in low income and rural underserved areas with diverse populations, such as: homeless shelters, migrant health centers, family health centers, public schools, long term care facilities, home health agencies, and independent practice settings. PHC Nurse Practitioner graduates are eligible to seek national certification as family nurse practitioners (FNP).

The **Perioperative Nursing (Nurse Anesthesia) focal area** prepares graduates for the full scope of nurse anesthesia practice. Graduates perform complete preoperative assessments, administer and manage all aspects of anesthesia in multiple settings, direct postoperative care, manage complications, and participate in perianesthetic and support functions. This 54-credit-hour, 27-month, full-time program is offered through an innovative partnership between FGCU, Norman R. Wolford School of Nurse Anesthesia, Naples.
Community Hospital Health Care System, and Collier Anesthesia, P. A. The program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs, and graduates are required to take the Council on Certification of Nurse Anesthetists’ (CCNA) certification examination for licensure upon program completion.

Admission to the program. The School of Nursing has a selective, competitive admission process and all qualified applicants may not be admitted into the program. Admission requirements include:
1) Submission of FGCU graduate application.
2) Submission of College of Health Professions supplemental application.
3) Submission of current resume and statement of career goals.
4) Cumulative GPA of 3.0 or higher on a 4.0 scale.
5) Graduate Record Exam (GRE), taken within last 5 years, with minimum combined score of 1000 on verbal and quantitative sections.
6) Satisfactory completion of undergraduate or graduate statistics course.
7) Satisfactory completion of undergraduate health assessment course.
8) Satisfactory completion of two undergraduate chemistry courses, one with a laboratory component (Perioperative focal area only).
9) Current and unrestricted registration as a registered nurse with eligibility for Florida RN licensure.
10) Minimum one year practice experience as a registered nurse. (Must be in critical care setting for Perioperative focal area.)
11) Bachelor’s degree or equivalent.

Advising. Academic advising is an integral part of School of Nursing learning experience. An assigned or selected School of Nursing faculty advisor assists students in preparing an academic plan.

Coursework: Master of Science in Nursing

Nursing Core
NGR 6195 Global Trends & Practice Perspectives (3)
NGR 6002C Health Appraisal and Interpretations (3)
NGR 6740 Concepts & Roles of Advanced Practice (3)
NGR 6811 Scholarly Inquiry for Evidence Based Practice (3)

Focal Area Requirements
Primary Health Care Cognate
NGR 6141 Physiological Alterations to Health (3)
NGR 67311 Entrepreneurship (2)
NGR 6712 Foundations of Nursing Education (3)
NGR 6240C Primary Health Care I (5)
NGR 6741C Primary Health Care II (6)

Nurse Practitioner Specialty Area:
NGR 6192 Advanced Therapeutics (3)
NGR 6252C Primary Health Care III (6)

Nurse Educator Specialty Area:
HSC 62581 Curriculum Development in Health Prof Edu (3)
NGR 6941L1 Nurse as Educator Practicum (3)
Plus one of the following:
HSC 67151 Educational Measurement & Evaluation (3)
EDF 64321 Foundations of Measurement (3)

Perioperative Nursing Cognate
NGR 6146 Scientific Foundations I (6)
NGR 6091 Theoretical Foundations I (3)
NGR 6010 Perioperative Technology (1)
NGR 6011 Chemistry & Physics I (2)
NGR 6012 Chemistry & Physics II (1)
NGR 5940C Practicum I (1)
NGR 6147 Scientific Foundations II (5)
NGR 6092 Theoretical Foundations II (3)
NGR 6093 Theoretical Foundations III (2)
NGR 5941C Practicum II (1)
NGR 6148 Scientific Foundations III (5)
NGR 5942C Practicum III (1)
NGR 6094 Theoretical Foundations IV (2)
NGR 5943C *Practicum IV (1)
NGR 5944C *Practicum V (1)
NGR 6097 Theoretical Foundations V (2)
NGR 5945C Practicum VI (1)
NGR 6098 Synthesis Seminar (3)
NGR 5947C Internship (1)

1Interdisciplinary course
2Continuing education course
College of Professional Studies

Graduate Programs

941-590-7820

http://cps.fgcu.edu/

Vision

The College of Professional Studies at Florida Gulf Coast University offers baccalaureate degree programs in specialized career and professional fields. The school also offers programs and projects that meet the lifelong professional development needs of practitioners. The faculty recognize the changing climate in the professional disciplines, where learning must be linked to community and regional needs, and recognize diversity in culture and environment.

Mission

The College of Professional Studies is committed to the training and development of broad-based innovative professionals in the various professional disciplines. Recognizing the rapidly changing environment in which professional services are delivered, the college’s curricula are developed within the context of practical—lifelong public service and professional development which links theory, technology, and professional practice. All programs in the college link the learning experiences of the students to the needs of the community-based agencies and the clients that they serve.

Goals

• Preparing professionals to be responsive to the changing needs and challenges facing public and social agencies and service-oriented industries.
• Developing an understanding of the multicultural context in which, private, public and human services are delivered.
• Developing multidisciplinary strategies that are client based.
• Developing frameworks and standards that incorporate the ethical implications of the use of discretionary authority.
• Developing the ability to use multiple approaches to problem solving.
• Developing the tools for life-long growth and professional development.
• Developing an awareness of the political and social context in which public and social services are delivered.
• Integrating multiple technologies into the learning environment.
• Developing comprehensive field-based experiences that are linked to individual, business, and community growth and development.

Administrative Staff and Faculty

John McGaha, PhD; Dean,
Juvenile justice treatment strategies, community-based corrections, international studies, drug and alcohol abuse

Andrea Benscoter, AA, Computer Support Specialist
Peggy Bradley, MEd, Director, Distance Learning & Extension Services

Joanne Hartke, MS, Director, Institute of Government
Jeffrie Jininan, BA, Academic Advisor

Division of Justice Studies

Pamella Seay, JD, Chair
US Constitutional Law, comparative justice, Chinese criminal law, international law

Tony Barringer, EdD
Corrections, juvenile delinquency, juvenile justice, issues dealing with minority relations and criminal justice

Duane Dobbert, PhD
Forensic psychology/forensic science, institutional and community corrections, sexual assault/domestic violence, criminal justice agency administration

Tom Jordan, PhD
Law enforcement, community policing, program evaluation, crime prevention, criminal justice ethics, justice education

Mary Ann Zager, PhD
Female crime, juvenile delinquency, juvenile justice, research methodology, risk/needs assessment

Division of Public Affairs

Robert W. Walsh, PhD, Chair
Program evaluation, energy policy, housing policy, rural community development

Jim Chambers, PhD
Administration of justice, personnel law, criminal law and issues

Geraldo Flowers, PhD
Outcome measurement, performance management, project management and strategic planning

Roger Green, PhD
Public policy, administrative ethics, environmental policy, substance abuse policy

Division of Social Work

Patricia A. Washington, PhD, Chair
Popular culture icons (rappers) & at-risk youth, mental health and criminal justice, applied research, needs assessment, program evaluation, social work history
Amanda Goff, MSW
Domestic violence, continuing education for social workers and health/mental health professionals, international social work, social policy

Gary Lounsberry, PhD
Health/mental health, homelessness, migrant workers, supervision/administration, applications of technology in social work

Myra Marcus, DSW
Gerontology, women and mental health group work

Gary Mayfield, PhD
Gerontology/geriatrics, community social work organizations/institutions, research methods/statistics

Daysi D. Mejia, DSW
Mental health with an international focus, service delivery to people with HIV, mental health and substance abuse in the military

Programs of Study (Graduate Level)

- Master of Public Administration (MPA)
- Master of Social Work (MSW)

Programs and Curricula

Master of Public Administration

The MPA program is an interdisciplinary, professional degree program that prepares students for administrative positions in the public and not-for-profit sectors. It is designed for students who have significant in-service experience as well as for students who have little or no prior work experience in public or not-for-profit organizations. The MPA core curriculum provides theoretical background and practical application in the study of public policy, organizations, personnel administration, budgeting, research methods, data analysis, and program planning and evaluation. Evening and weekend classes accommodate the scheduling needs of working students.

A choice of concentration areas allows students to develop expertise in the following areas: administration of justice, environmental policy, and management. A generalist concentration in public administration is also available. Elective courses are selected based on concentration objectives and requirements, in addition to the student’s specific career goals.

Admission to the Program. Applicants for admission to the MPA program are expected to meet or exceed the following requirements:

(1) A baccalaureate degree from an accredited institution of higher learning;
(2) Completion of the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) within the last five years;
(3) Any one of the following: a) a grade point average (GPA) of 3.0 or higher on a 4.0 scale for the last 60 semester hours attempted at the upper-division undergraduate level; or b) a combined score of 1000 or higher on the quantitative and verbal sections of the GRE exam; or c) a 45 or higher on the MAT;
(4) Completion of 15 hours of undergraduate coursework in the social sciences or business, including 3 hours in quantitative skills;
(5) 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).

Required application materials consist of the following:

(1) A complete FGCU Graduate Application;
(2) One official transcript from each baccalaureate and/or graduate institution attended;
(3) One official copy of test scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the last five years;
(4) A complete Division of Public Affairs Supplemental Application Form;
(5) Three completed reference rating forms/letters of recommendation from persons qualified to judge the applicant’s academic and professional potential;
(6) An Immunization History Form (except for Distance Students who will not be on campus either for classes or for research during their period of study);
(7) A Letter of Application/Statement of Career Goals, no more than two pages in length, that briefly discusses any or all of the following: the influences that led you to the selection of FGCU’s MPA Program, career goals, relevant work and/or academic experience, and volunteer activity in the community.

Special Note for Prospective Distance MPA Applicants. Effective fall Semester 2001, students who have less than one year of full-time professional work experience in the public or not-for-profit sectors will be required to complete the MPA program’s core courses (with the exception of PAD 6961, Capstone Project) in conducted classes either wholly or substantially on the FGCU campus. These students also must complete a 3-credit MPA internship (PAD 6940). The MPA Admissions Committee will determine whether or not an applicant’s work experience satisfies this requirement.

Students enrolled in the MPA program through a distance learning partnership with another institution will be exempt from this requirement, provided that the partner institution maintains an effective internship and job placement service for students enrolled through its partnership with FGCU.

Advising. Following admission to the program, all MPA students are assigned a faculty advisor. The MPA faculty advisor assists students with individual academic program planning, selection of areas of concentration, and choice of electives. The student’s MPA faculty advisor may also work
jointly with other faculty in and outside the Division of Public Affairs on courses related to the student's concentration area. Students who wish to have a particular faculty member serve as their regular advisor may make this request with the division chair.

**Courses via Distance Education.** The Division of Public Affairs offers many courses in an Internet-based format enabling students to complete their degree requirements via distance learning. Courses incorporate Internet technology such as listservs, web boards and chat rooms, in some cases supplemented by optional discussion sessions held on the FGCU campus. Students may register for one or more courses per semester, selecting from the distance courses scheduled each term. Eligibility requirements include adequate home computer system and Internet service capacities for completing Internet-based coursework.

**Coursework: MPA**

**Core courses (25 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 6060</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6101</td>
<td>Organizational Theory &amp; Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6207</td>
<td>Public Budgeting</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6301</td>
<td>Seminar in Program Planning &amp; Evaluation</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</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 6961</td>
<td>Capstone Project</td>
<td>1</td>
</tr>
</tbody>
</table>

Course Prerequisites:

1PAD 6060
2PAD 6701 and PAD 6708
3Completion of all other core courses

**Elective coursework from the following (6 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 5041</td>
<td>Administrative Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5352</td>
<td>Emerging Issues in Environ Policy</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5356</td>
<td>Environmental Policy &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5620</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5933</td>
<td>Proposal Writing and Grant Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6204</td>
<td>Public Finance</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6427</td>
<td>Labor-Management Relations in the Public Sector</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6605</td>
<td>Administrative Law</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6807</td>
<td>Urban Politics and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6812</td>
<td>State &amp; Local Government Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6826</td>
<td>Intergovernmental Relations</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6836</td>
<td>Comparative Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6908</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td>PAD 6934</td>
<td>Special Topics</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6940</td>
<td>Internship* *(3)</td>
<td></td>
</tr>
</tbody>
</table>

*Courses outside the Division of Public Affairs may be substituted, on a case-by-case basis, with approval of the student’s MPA faculty advisor.

**The following coursework specific to the chosen MPA concentration (12 hours):**

**General Public Administration**

A general study of public administration, focusing principally on intergovernmental relations, comparative public administration, administrative analysis and the problems endemic to federal, state, and local government administration.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 6826</td>
<td>Intergovernmental Relations</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6836</td>
<td>Comparative Public Administration</td>
<td>3</td>
</tr>
</tbody>
</table>

Either PAD 5041 Administrative Ethics (3) or PAD 6605 Administrative Law (3)
Either PAD 6807 Urban Politics and Administration (3) or PAD 6812 State & Local Government Administration (3)

**Management**

A study of select economic and business factors that complement public administration and elective courses.

Required course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 6204</td>
<td>Public Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus 9 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6055</td>
<td>Contemporary Management Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6266</td>
<td>The Challenge of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6305</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6411</td>
<td>Labor-Management Relations</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6448</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6607</td>
<td>Global Organization Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

**Environmental Policy**

A study of the environmental issues, problems, and policy that complement public administration core and elective courses.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 5620</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5356</td>
<td>Environmental Policy &amp; Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus 6 hours of approved additional coursework at the 5000 level or above.

**Administration of Justice**

A study of the select issues and factors in criminal justice that complement public administration core and elective courses.

Required courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCJ 6406</td>
<td>Criminal Justice Management &amp; Policy: Law Enforcement &amp; Courts</td>
<td>3</td>
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<tr>
<td>CCJ 6455</td>
<td>Criminal Justice Management &amp; Policy: Juvenile Justice &amp; Correctional Systems</td>
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Plus 6 hours from the following

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<tr>
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<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>CCJ 5635</td>
<td>Comparative CJ Systems</td>
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<tr>
<td>CCJ 6106</td>
<td>Research Legal Methods Pub Policy</td>
<td>3</td>
</tr>
</tbody>
</table>
CCJ 6260  Corp and Environmental Crime (3)
CCJ 6485  Criminal Justice Policy (3)
CCJ 6501  Juvenile Justice Policy (3)
CCJ 6605  Dynamics of Delinquent & Crim (3)
CCJ 6910  Directed Independent Study (3)
CCJ 6935  Special Topics in Criminal Justice Systems (3)
CCJ 6936  Justice Policy Reform (3)
PAD 5041  Administrative Ethics (3)
PAD 6605  Administrative Law (3)

*Following completion of 15 credit hours toward the MPA degree, students are required to declare an area of concentration from the offerings described above. If no concentration area is declared, the General Public Administration concentration is assigned.

**Master of Social Work**

The Master of Social Work program (MSW) in accord with the mission of FGCU and the values and ethics of the social work profession is firmly grounded on a generalist as well as an integrated practice foundation. This MSW program seeks to prepare individuals with a solid foundation in liberal arts and social sciences to become competent, reflective, proactive clinical community practitioners. These graduates will be prepared to work with individuals, families, small groups, communities, and organizations actualizing potentialities, promoting social welfare and social justice in Southwest Florida, surrounding areas, and internationally.

The MSW is a full-time graduate program, which consists of 60 semester hours of coursework and field practice. This is a clinical program with generalist underpinnings in the foundation year. The advanced concentration year is broadly based clinical and empowerment oriented to support the learning needs of a clinical community practitioner. There is only one concentration, clinical community practice, that emphasizes group work, community organizing, and political activity with an option for emphasis in administration.

**Admission Requirements.** Applicants for admission to the MSW program are expected to meet or exceed the following requirements:

- Earned bachelor's degree from a regionally accredited college or university
- Evidence of broad course work in the liberal arts
  - 6 hours General Science (must include Human Biology)
  - 6 hours English Composition
  - 6 hours Humanities
  - 6 hours Social Sciences
  - 6 hours Quantitative Math (e.g., include computer)
- Successful completion of a course in statistics
- One year's experience paid or volunteer in a social service agency (in a service capacity) or its equivalent as determined by the Graduate Admissions Committee

- One research methods course
- Cumulative GPA 3.0 on a 4.0 scale
- Three professional references
- A written personal statement (to be evaluated by the Graduate Admissions Committee for commitment to social work values, social justice, diversity, writing skills, etc.)
- Interviews may required
- Completion of the GRE or MAT within the last five years
- Completion of MSW Application Package
- An international applicant for whom English is a second language is required to submit a score of 550 or higher on the Test of English as a Foreign Language (TOEFL)

These materials must be submitted by March 1 in order for the applicant to be considered for admission for the fall semester. Students will be admitted to the two year MSW program during the fall semester of each year. Non-BSW students begin classes in the fall semester; advanced standing students begin classes spring semester. All admitted students are required to attend an orientation held during the fall immediately prior to classes beginning.

**Advising.** Following admission to the program, all MSW students are assigned a faculty advisor. The MSW faculty advisor assists students to plan a course of study and helps them to become competent clinical community practitioners. The advisor also acts to facilitate communication between student and their classroom as well as their field instructors. Students will be assigned to an advisor based upon their areas of interests.

**Courses via Distance Education.** The Division of Social Work offers some courses in an Internet-based format or in a distributive learning format. Courses incorporate Internet technology such as listserves, web boards and chat rooms. Eligibility requirements include adequate home computer system and Internet service capacities for completing Internet-based coursework.

**Foundation Year Courses (30 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SOW6305</td>
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<tr>
<td>SOW6626</td>
<td>Human Diversity &amp; Oppression</td>
<td>2</td>
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<tr>
<td>SOW6105</td>
<td>Human Behavior in the Social</td>
<td>3</td>
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<tr>
<td></td>
<td>Environment I</td>
<td></td>
</tr>
<tr>
<td>SOW6235</td>
<td>Social Welfare &amp; History</td>
<td>3</td>
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<tr>
<td>SOW6532</td>
<td>Field Education I</td>
<td>4</td>
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<tr>
<td>SOW6306</td>
<td>Integrated Social Work Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SOW6405</td>
<td>Social Work Research Methods I</td>
<td>3</td>
</tr>
<tr>
<td>SOW6106</td>
<td>Human Behavior in the Social</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Environment II</td>
<td></td>
</tr>
<tr>
<td>SOW6236</td>
<td>Social Policy and Programs</td>
<td>3</td>
</tr>
<tr>
<td>SOW6533</td>
<td>Field Education II</td>
<td>4</td>
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</table>

**Advanced Concentration Year Courses (30 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW6362</td>
<td>Clinical Community Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>III: Individuals &amp; Families</td>
<td></td>
</tr>
</tbody>
</table>
SOW6344 Clinical Community Social Work Practice III: Groups (3)
SOW6124 Ecological Assessment of Psychopathology (3)
SOW6383 Administration I or other Elective (2)
SOW6535 Field Education III (4)
SOW6xxx Optional Elective (2)
SOW6369 Advanced Clinical Community Social Work Practice IV: Integrative Seminar (3)
SOW6180 Clinical Community Social Work Practice IV: Community Organizing (3)
SOW6386 Administration II or other Elective (2)
SOW6435 Social Work Research II: Program Practice Evaluation (3)
SOW6537 Field Education IV (4)

**Elective Coursework*, **

*Clinical*
SOW6641 Social Work Practice with Older Persons (2)
SOW6931 Social Work Practice in Mental Health (2)
SOW6605 Social Work Practice in Health Care (2)
SOW6654 Social Work Practice in the Interest of Children (2)

*General/Administrative*
SOW6181 Grassroots Community Organizing (2)
SOW6391 Social Work Practice with Task Groups (2)
SOW6384 Supervision and Training (2)
Others will be designated

*Two electives are required. Up to five may be taken as students may take up to 6 elective credits above the 60 credits required for graduation.*

**For an emphasis in administration students must take Administration I and II plus an administrative elective.
### Graduate Courses

#### Availability of Courses

The university does not offer all of the courses listed in the catalog each year. The Schedule of Classes should be consulted to determine which courses are offered each semester.

#### Definition of Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG</td>
<td>Accounting: General</td>
</tr>
<tr>
<td>ADV</td>
<td>Advertising</td>
</tr>
<tr>
<td>AEB</td>
<td>Agriculture Economics and Bus.</td>
</tr>
<tr>
<td>AFA</td>
<td>African-American Studies</td>
</tr>
<tr>
<td>AFH</td>
<td>African History</td>
</tr>
<tr>
<td>AFS</td>
<td>African Studies</td>
</tr>
<tr>
<td>AMH</td>
<td>American History</td>
</tr>
<tr>
<td>AML</td>
<td>American Literature</td>
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<td>AMS</td>
<td>American Studies</td>
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<tr>
<td>ANT</td>
<td>Anthropology</td>
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<tr>
<td>ARE</td>
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<td>ASN</td>
<td>Asian Studies</td>
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<tr>
<td>AST</td>
<td>Astronomy</td>
</tr>
<tr>
<td>BCH</td>
<td>Biochemistry (Biophysics)</td>
</tr>
<tr>
<td>BSC</td>
<td>Biological Science</td>
</tr>
<tr>
<td>BUL</td>
<td>Business Law</td>
</tr>
<tr>
<td>CAP</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>CBH</td>
<td>Comparative Psy &amp; Anim. Beh.</td>
</tr>
<tr>
<td>CCJ</td>
<td>Criminal Justice</td>
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<tr>
<td>CDA</td>
<td>Computer Design/Arch.</td>
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<td>CEN</td>
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<td>Clinical Psychology</td>
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<td>Communication</td>
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<td>COT</td>
<td>Computer Theory</td>
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<td>Comparative Policy Studies</td>
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<td>Dance Activities</td>
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<td>ECP</td>
<td>Economic Problems &amp; Policy</td>
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<td>Economic Systems &amp; Development</td>
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<td>EDF</td>
<td>Education: Found. &amp; Policy</td>
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<td>Education: General</td>
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<td>EDS</td>
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<td>Education: Early Childhood</td>
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<td>EED</td>
<td>Education: Emotional Disorders</td>
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<td>EEX</td>
<td>Education: Excp. Child Core</td>
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<td>EGC</td>
<td>Education: Guid. &amp; Counseling</td>
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<td>EME</td>
<td>Education: Technology &amp; Media</td>
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<tr>
<td>EMR</td>
<td>Education: Mental Retardation</td>
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<tr>
<td>ENC</td>
<td>English Composition</td>
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<td>English as a Second Language</td>
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<td>MHS</td>
<td>Ed Counseling Mental Hth Svcs</td>
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<td>Math Topology &amp; Geometry</td>
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<td>Psychology</td>
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201
ALPHABETICAL LISTING OF COURSES BY PREFIX

ACG 6205 Acct 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 bankruptcy, partnerships, branch operations, leveraged buyouts and takeovers are covered.
Prerequisites: ACG 3113

ACG 6255 International Accounting 3 credits
Introduces students to financial statements prepared by non-US based businesses. Topics 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
Advanced study of issues facing accountants in industry. Topics 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
Builds on systems and accounting knowledge gained in undergraduate programs. (Prerequisite may be waived with permission of instructor.)
Prerequisites: ACG 3401

ACG 6905 Directed Study in Accounting 1 to 3 credits
Individual study and research under faculty direction. Topics vary and are usually selected on an individual basis. Detailed project and/or paper must be completed. (Permission of instructor and department required)

ACG 6935 Special Topics in Accounting 1 to 4 credits
A comprehensive survey of selected contemporary issues and topics in accounting at the graduate level. Individual investigation and reporting emphasized in seminar fashion.

ACG 6940 Accounting Internship 3 credits
An experiential learning experience that allows for practical application of knowledge acquired in the classroom. (Permission of department required)
Prerequisites: ACG 3103 and ACG 3401

AML 6017 American Literature to 1860 3 credits

BUL 5830 Business Law I 3 credits
A study of those 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

ACG 6025 Accting Fundamentals for Mgrs 3 credits
A study of 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. Topics include accounting systems, data needs of different users of accounting information, accrual vs. cash flow measures of performance, cost systems, and decision analysis tools. (Course does not meet Florida CPA requirements.)

ACG 6075 Managerial Accounting 3 credits
An examination of the role of accounting information in managing economic organizations. Emphasis on the efficient allocation and consumption of resources and the need for managers to recognize and respond to challenges and opportunities in a high-tech, global market economy.
Prerequisites: ACG 6025

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

Alphabetical Listing of Courses by Prefix

ACG 5655 Independent Audit II 3 credits
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. In addition, reviews and compilations, international auditing issues, and governmental auditing will be covered.
Prerequisites: ACG 4632

ACG 6025 Accting Fundamentals for Mgrs 3 credits
A study of 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. Topics include accounting systems, data needs of different users of accounting information, accrual vs. cash flow measures of performance, cost systems, and decision analysis tools. (Course does not meet Florida CPA requirements.)

ACG 6075 Managerial Accounting 3 credits
An examination of the role of accounting information in managing economic organizations. Emphasis on the efficient allocation and consumption of resources and the need for managers to recognize and respond to challenges and opportunities in a high-tech, global market economy.
Prerequisites: ACG 6025

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

Alphabetical Listing of Courses by Prefix

ACG 5655 Independent Audit II 3 credits
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. In addition, reviews and compilations, international auditing issues, and governmental auditing will be covered.
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Prerequisites: ACG 6025

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
CCJ 5635 Comparative Crim Just Systems  3 credits
Examination of various criminal justice systems in specific nations, cultures, or societies. Explores law enforcement, corrections, and the judiciary in comparative context; provides an overview of the historical, societal, and cultural influences in the development of justice systems studied.

CCJ 6106 Rsch Legal Methods Pub Policy  3 credits
In-depth overview and analysis of legal methods in the American legal system, primarily the criminal justice system. Through instruction in legal research on the Internet, the students will become familiar with various aspects of public policy throughout the world in the creation and application of law.

CCJ 6200 Corp & Environmental Crime  3 credits
Analysis of US corporations, EPA, and violations by these entities. The course also attempts to arrive at solutions.

CCJ 6406 CJ Mgmt Plcy: 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 Crim Just Mgt Plcy: J J & Cor  3 credits
Advanced overview and analysis of policy, theory and research pertinent to the management of agencies in the juvenile justice system and corrections. Contemporary issues will be explored as well as historical development.

CCJ 6605 Dynamics of Delinquent & Crim  3 credits
Analysis of social constructs, determinants of social pathologies, crime and delinquent behaviors.

CCJ 6910 Directed Research Projects  1 to 6 credits
Student will participate in an independent directed course of study in a specialized area of interest, as determined with the 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 administration of criminal/juvenile justice systems.

CCJ 6936 Justice Policy Reform  3 credits
Focus on the analysis and formulation of policies that emanate from the national, state and local administrations as they pertain to the broad field of criminal justice.

CGS 5466 Prog Overview for Info Profess  3 credits
Introduces programming in a high level language in a business context. Topics include software system complexity, 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.

CGS 5938 Fundamental Info Systems Tools  1 to 3 credits
Offered as independent self-paced tutorials under the supervision of faculty. Students will study on their own using traditional and/or online course materials and will take proficiency exams in one or more areas, depending on hours registered. Course includes an overview of computer hardware, software productivity tools, the roles of information systems in business organizations, and hands-on use of word processing, presentation graphics, electronic mail, Internet browsing and searching tools, and spreadsheet tools. Fee Required

CGS 6210 Microcomp Hardware Sys for Ed  3 credits
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.

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(s) 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 6005

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 I  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 profitability and growth. 
Prerequisites: ECO 6005

ECP 6930 Special Topics  1 to 3 credits
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 5005

EDA 6061 Principles of Ed Leadership  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 foci. Students will develop change strategies and will apply them to selected situations.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 6192</td>
<td>Organizational Development</td>
<td>3</td>
<td>Addresses leadership theory, change, and planning systems. Course focuses on historical and current best practices in leadership and change theory.</td>
</tr>
<tr>
<td>EDA 6195</td>
<td>Policy Development</td>
<td>3</td>
<td>Contemporary research on diffusion of innovations, political power in policy decision making. Role of establishing educational policies.</td>
</tr>
<tr>
<td>EDA 6242</td>
<td>School Finance</td>
<td>3</td>
<td>Financial support of education by local, state, federal sources, with emphasis on Florida; introduction to educational budgeting.</td>
</tr>
<tr>
<td>EDA 6262</td>
<td>Planning Educ Facilities</td>
<td>3</td>
<td>Problems in the planning, construction, and use of educational facilities. Visitation and/or evaluation of selected schools.</td>
</tr>
<tr>
<td>EDA 6503</td>
<td>The Principalship</td>
<td>3</td>
<td>Organization and administration of the school. Emphasis on the competencies necessary for leadership and management by the principal as the administrator and instructional leader.</td>
</tr>
<tr>
<td>EDA 6910</td>
<td>Directed Research</td>
<td>1-9</td>
<td>Supervised research. Prerequisites: EDA 6061 with a minimum grade of B</td>
</tr>
<tr>
<td>EDA 6931</td>
<td>Case Studies Educational Ldshp</td>
<td>3</td>
<td>Helps prospective administrators understand administrative problems, propose feasible solutions, and evaluate courses of action. Develops skill in decision making.</td>
</tr>
<tr>
<td>EDA 6945</td>
<td>Practicum Educational Ldshp</td>
<td>3</td>
<td>Field experiences in school systems for identifying and analyzing educational problems and their solutions. Open only to students admitted to the Program in Educational Leadership who have successfully completed at least 30 semester hours of their coursework. Permission of faculty in Educational Leadership required.</td>
</tr>
<tr>
<td>EDE 6205</td>
<td>School Curriculum: Elem</td>
<td>3</td>
<td>Organization, curriculum, and instruction of the elementary school with emphasis on the nature of the students served. Open to all education graduate students. Prerequisites: EDG 6627 with a minimum grade of B</td>
</tr>
<tr>
<td>EDE 6305</td>
<td>Creative Teaching</td>
<td>3</td>
<td>Creative processes and principles in the teaching of the art and content subjects to elementary school pupils.</td>
</tr>
<tr>
<td>EDE 6906</td>
<td>IndStud: Elem/EarlyChildEdu</td>
<td>1-6</td>
<td>Independent study in which students must have a contract.</td>
</tr>
<tr>
<td>EDE 6932</td>
<td>Special Topics in Teaching</td>
<td>3</td>
<td>Teachers in K-12 will refine and gain greater expertise in clinical teaching, peer support, and supervision of interns and beginning teachers and apply state standards for students and teachers.</td>
</tr>
<tr>
<td>EDF 5136</td>
<td>Adolescence</td>
<td>3 or 4</td>
<td>Educational, intellectual, personality, physical, social, and environmental factors in adolescence and their importance for professionals who work with adolescents.</td>
</tr>
<tr>
<td>EDF 6125</td>
<td>Child Development</td>
<td>4</td>
<td>Educational, emotional, hereditary, intellectual, social, and physical factors influencing child growth and development.</td>
</tr>
<tr>
<td>EDF 6215</td>
<td>Learning Principles</td>
<td>4</td>
<td>Focuses on theories of learning and their application to instruction.</td>
</tr>
<tr>
<td>EDF 6230</td>
<td>Assessment</td>
<td>3</td>
<td>Designed to prepare teachers to assess instructional effectiveness and student learning in secondary school classrooms. Admission to the MAT program or departmental permission required.</td>
</tr>
<tr>
<td>EDF 6259</td>
<td>Classroom Mgt and Org</td>
<td>3</td>
<td>Development of instructional, organizational, and management knowledge and skills integrating components of classroom organization and, school safety, professional ethics, and educational law necessary to create a positive learning environment.</td>
</tr>
<tr>
<td>EDF 6284</td>
<td>Prob in InstrucDesign-Microroom</td>
<td>3</td>
<td>Hands-on experience with several systematic designs of instructional courseware. Topics include instructional strategies, comparison and implementation of instructed designs, and a simulated design environment.</td>
</tr>
<tr>
<td>EDF 6354</td>
<td>Theories Personality for Couns</td>
<td>4</td>
<td>Survey and analysis of major personality theories with emphasis on psychosocial and cognitive development throughout a person’s life span.</td>
</tr>
<tr>
<td>EDF 6401</td>
<td>Data and Analysis in Education</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>EDF 6432</td>
<td>Foundation of Measurement</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>EDF 6443</td>
<td>Assessment</td>
<td>3</td>
<td>Designed to prepare teachers to assess instructional effectiveness and student learning in secondary school classrooms. Admission to the MAT program or departmental permission required.</td>
</tr>
<tr>
<td>EDF 6465</td>
<td>Reading Program Evaluation</td>
<td>1</td>
<td>Culminating experience for MED Reading program. An introduction to components and models of program design. Prerequisites: RED 6116 and LAE 6616 and EDF 6481 and RED 6544 Corequisites: MHS 6600, TSL 6527</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educ Research</td>
<td>3</td>
<td>Analysis of major types of educational research design, including experimental, correlational, ex post facto, and case studies.</td>
</tr>
<tr>
<td>EDF 6486</td>
<td>Methods of Inquiry</td>
<td>3</td>
<td>Introduces students into methods of research to monitor and improve instruction and learning and includes a variety of methods of conducting research in classrooms. Prerequisites: EDF 6443</td>
</tr>
<tr>
<td>EDF 6517</td>
<td>Historical Fdns of Amer. Ed</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>EDF 6544</td>
<td>Philosophe Found. of Amer. Ed</td>
<td>3</td>
<td>Major philosophies of education relevant to an understanding of contemporary educational issues.</td>
</tr>
</tbody>
</table>
EDF 6605 Foundations of Sec Education 3 credits
Designed to introduce students to the social, historical and philosophical foundations of American education, particularly focusing on secondary schools.

EDF 6606 Socio-evo Found. of Amer. Ed. 4 credits
Social and economic philosophy of American education and schooling.

EDF 6705 Gender & the Educ Process 3 credits
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.

EDF 6939 Seminar in Action Research 3 credits
Critical evaluation of current reading curriculum and curriculum literature. Design and analysis of individual research topics utilizing action research.
Prerequisites: EDF 6841
Corequisites: RED 6846

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 minimum grade of B

EDG 6694 Prob in Curr & Instr:Mid Sch 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 minimum grade of B

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 minimum grade of B

EDG 6705 Learn & Tch Except Pops, 6-12 3 credits
Course will cover the historical background of inclusion as well as best practices and accommodations for high and low incidence populations. Collaboration with special and general education personnel and parents will also be discussed.

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: EDF 6481 with a minimum grade of B

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 minimum grade of B

EDS 6050 Human Resources Development 3 credits
Focuses on critical elements of human resource development in educational settings. Particular emphasis is on staff development and on improving and evaluating 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 Personnel Development 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 minimum grade of B

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
Review of 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.

EED 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.

EED 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.

EED 6926 Wksop in Early Childhood Educ 3 credits
Individual problems and innovations related to methods and materials of instruction in early childhood.

EED 6211 EduStrat for Stud w/BehavDisor 3 credits
Advanced methods and materials for planning, implementing, and evaluating educational interventions with students with behavior disorders.
EED 6215  AdvTheories&Prac in BehavDisor  3 credits
An understanding of the theoretical bases for explaining, preventing
and treating emotional and behavioral disorders, and 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 emo-
tional and behavioral disabilities observed in educational settings. This
course will help students integrate theoretical concepts with specific
culturally sensitive approaches for identifying, classifying and inter-
vening with students with behavior disorders and their families.

EED 6246  Educating the Autistic Student  3 credits
Developing and managing appropriate and effective educational pro-
grams and techniques for students who have autism.

EED 6943  Practicum in Behavior Disorders  1 to 8 credits
Supervised graduate practicum experiences with children who have
behavior disorders. It provides opportunities for students to demon-
strate their skills in applying concepts, theories, and research when
working with students with special needs.

EEX 5752  Work w/Fam: Pluralistic Persp  3 credits
A broad systemic view of family therapy amenable to the panorama
of ethnic and cultural diversity. Stresses the multi-faceted role of the
special education teacher, an increased emphasis on today’s pluralis-
tic society, the need to keep abreast of the changing discipline of ex-
ceptional education, the importance of collaboration with other child-
caring disciplines, and the ability to identify and intervene with fami-
lies and children at risk.

EEX 6025  Foundations of Special Educ  3 credits
Current state of the art trends as well as issues related to the education
of exceptional students are addressed. In addition to the specific ex-
ceptional student populations, including the culturally diverse attention
will be directed to the issues of definitions, identification and
assessment practices.

EEX 6222  AdvPsychoEd Assess-Excep Stud  3 credits
Primary goals are to review and critique a variety of assessment pro-
cedures that are commonly used in special education programs and to
examine the assessment process and the attendant policies and legal
issues in special education. Preferred courses in Measurement and
Introductory Special Ed.

EEX 6245  TransProg-Adol&Young ExcepStu  3 credits
Designed to provide teachers of individuals with disabilities with skills
to enhance opportunities for successful transitions. Specific skill ar-
 eas addressed include strategy, social skill and career/vocational in-
struction.
Prerequisites: EEX 4011 with a passing grade or EEX 6025 with a
minimum grade of B

EEX 6248  Instr Approaches for Excep Pops  3 credits
In-depth study of instructional strategies that are effective when teach-
ing students with behavior disorders, mental retardation (developmental disabilities) and learning disabilities. Content includes techniques for
curriculum adaptation, IEP development, direct, database and
metacognitive strategy instruction, and technology applications.

EEX 6511  Admin of Excep Student Prog  3 credits
Procedures that local, state, and national administrators may use to
implement services for exceptional students.

EEX 6612  Mgmt&Motiv Excep &at-RiskStud  3 credits
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. Understanding and dealing
with challenging student behaviors, reviewing theories commonly used,
critical intervention research, and examining teacher beliefs that
underlie teacher interventions.

EEX 6732  Consult & Collab in Spec Ed  3 credits
Collaborative/consultative models for special education majors includ-
ing theories and research pertaining to consultation, working with teams
of other professionals, and collaborating with parents and profession-
als.

EEX 6906  Independent Study: Special Educ  1 to 6 credits
Independent study in which students must have a contract with an
instructor.

EEX 6939  AdvSem: Paradigms,Prac & Pol  3 credits
Critical examination of the field of special education and evaluation
of controversies and ethical dilemmas confronting the field. Skills to
systematically evaluate the conceptual, practical, and ethical challenges
they encounter and critically assess the impact of changes on their
professors practices.

EEX 6943  Practicum-Excep Stu Educ  3 credits
Supervised field work in exceptional student education with children
(including preschool handicapped) who have learning disabilities, mental handicaps, emotional and behavioral disabilities, physical disa-
bilities, or multiple disabilities. Can repeat up to 6 credit hours.

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, nation-
ally and locally. The course also explores changing views of intelli-
gence 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
Explores the concept of creativity, its factors, theories, measurement,
and nurturance. A focus on formal and informal applications will in-
clude educational programs, curriculum and strategies.

EGI 6232  Adv Educ Strat for the Gifted  3 credits
Curriculum adjustments, methods and techniques, as well as class-
room 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-GiftedStud  3 credits
Primary emphasis will be on awareness, knowledge and understand-
ing of the unique guidance and counseling needs of students who are
gifted and talented of from special populations.

EGI 6936  Sem & Educ of Gifted:Spec Popul  3 credits
A critical survey of the research, issues, policy, ethics, and practices
related to culturally diverse, economically disadvantaged, limited En-
lish proficient, twice exceptional, highly gifted, or very young.

ELD 6015  AdvTheo/Prac-Spec LearnDisab  3 credits
A 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 have shaped the field and should acquire information about
multicultural issues in relationship to historical perspectives, current
trends and future directions.

ELD 6235  EduStrat: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 Technology for School Leaders 3 credits
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, Hyperscripting, 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
An 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, as well as the philosophical and ethical underpinnings of the field of mental retardation.

EMR 6303 EducStrat-Stud wMental Retard 3 credits
In-depth study of the specific curriculum and methodological problems in teaching students with mental retardation.

EMR 6943 Superv. Practic-Mental Retard 1 to 12 credits
Supervised experiences with students who are Mentally Retardation disabilities. 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
Examines 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 minimum grade of B

ESE 6342 Teaching & Learn in Sec School 3 credits
Curriculum and instruction principles as applied to content course in secondary settings. Admission to the MAT program or permission of instructor required.

ESE 6344 Classroom Mgt and Organization 2 credits
Development of instructional, organizational, and management knowledge and skills necessary to create a positive classroom learning environment. Admission to the MAT program or permission of instructor required.

ESE 6930 Profession Educator Symposium 0 credits
An integral part of the M.A.T. program is the Professional Educator Symposium, a team-taught forum that serves as the vehicle through which students link theory, research, and practice. The First Summer, faculty will introduce students to an array of topics, including overviews of technology, research, and assessment, and outside speakers will familiarize participants with topics of special interest. Through the PES, students will spend two and a half days weekly in middle and high school classrooms during the fall term. Faculty members and cooperating teachers from school sites will serve as mentors and advisors for members of the cohort group as they progress through the fall semester. A number of professional development workshops will be held for participants at the home school sites, and social activities where members of the cohort can get to know each other will be common-place. The PES will acclimate students to the world of secondary education in order to assure that they are well prepared for the full internship in the spring term. Finally, the concluding summer PES is designed to provide a culminating celebratory experience in which members of the cohort can share a new sense of professionalism.

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 5005

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
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 6478 Financial Mgt for Entrepreneur 3 credits
An advanced treatment of how entrepreneurs can create value and obtain and manage financial resources. Topics covered include alternative sources of capital, how alternative forms of organization impact availability of capital, and advantages and disadvantages of going public.
Prerequisites: FIN 5405

FIN 6515 Analysis of Investments 3 credits
Covers the investment of objectives, environment and institutions. It deals with the theory models, and tools of analysis required in the management of financial assets.
Prerequisites: FIN 5405

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 study and research under faculty direction. Topics vary and are usually selected on an individual basis. Detailed project and/or paper must be completed. (Permission of instructor and department required)
Prerequisites: FIN 5405

FIN 6930 Special Topics Seminar 1 to 3 credits
A comprehensive survey of selected contemporary issues and topics in finance at the graduate level. Individual investigation and reporting emphasized in seminar fashion.
Prerequisites: FIN 5405
FIN 6943 Internship in Finance 3 credits
An experiential learning exercise that allows for practical application of knowledge acquired in the classroom. (Permission of department required)

GEB 6895 Business Strategy 3 credits
MBA capstone experience that requires student teams to 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 and present their findings in highly professional oral and written formats. Course taken student's final semester.
Prerequisites: ACG 6025 and ECO 5005 and FIN 5405 and MAN 6055 and MAR 6815

GEB 6930 Intro to the Executive MBA 3 credits
Introduces 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
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.

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.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6500

GEY 5325 Programs & Svs Older Adults 3 credits
Examines federal, state and local programs and services for frail and well older adults. The course provides an analytical base 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.
Prerequisites: GEY 5005

GEY 5630 Economics of Aging 3 credits
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.
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.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6500

GEY 6324 Adv. Prac. Gero TR I 3 credits
Practice issues for older adults living in the community. Includes home health recreation therapy and adult day health programs. The intent is to emphasize therapeutic recreation practice to benefit frail older adults in community-based settings.
Prerequisites: GEY 6645

GEY 6326 Adv. Prac. Gero TR II 3 credits
Practice issues for older adults living in institutional settings. Includes nursing home recreational therapy techniques and practice components beneficial to therapists providing care to older adults in long term care settings.
Prerequisites: GEY 6324

GEY 6613 The Science of Aging 3 credits
Examines the biological, physiological, and health theories. 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.
Prerequisites: GEY 5005

GEY 6626 Ethnogerontology: Diversity Age 3 credits
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.
Prerequisites: GEY 5325 and GEY 6613 and IHS 6500 and IHS 6112

GEY 6645 Assessment of Older Adults 3 credits
Examines the current research on personality, intelligence, cognitive functioning, information processing, behavior in older adults. Psychosocial issues are explored with an emphasis on assessment, adjustment to change and loss, spirituality, depression, dementia, sexuality, and substance abuse.
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.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6500

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 internship experience is based on the student's coursework and career interest.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6500

HSA 5112 Comp. Hlth Svs. Delivery Syst 3 credits
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 are analyzed and issues such as access, quality, reasonable cost, 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 Svs Mgmt & Operations 3 credits
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 
Introduces the student to the principles, structure and operations of 
managed care. The aspects of managed care contracting and the 
an 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 
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 
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 Sve 3 credits 
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 choice payment plans including fee for service, Medicare 
and Medicaid are examined. The principles and application of billing, 
including use of diagnostic codes is also emphasized. Additional topics 
include financial accounting and reporting, program auditing, 
budgeting, analyzing financial statements, utilization review, cost 
measurement analysis, pricing of health services, and capital 
investments as related to models of financial management. 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 IHS 6112

HSA 6187 Human Res Mgmt for HC Mgrs 3 credits 
Principles and concepts related to human resource management in 
health services organizations, with an emphasis on application of 
knowledge and skills for health care managers. 
Prerequisites: HSA 5115

HSA 6198 Inform & Hlth Mgmt Info System 3 credits 
The course integrates the study of information systems science and 
technology and applies it to the health services administrator. 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 Sciences program and completion of 
prerequisite courses; or consent of the Department Chair. 
Prerequisites: HSA 5115

HSA 6385 Planning, Eval & Quality Mgmt 3 credits 
An overview of the tools and techniques of planning, evaluation and 
quality management in health services organizations with a focus on 
applied decision-making tools for managers. 
Prerequisites: HSA 5115 and IHS 5508 and IHS 6500

HSA 6433 Health Pol & Econ Issues in HSO 3 credits 
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 theory, 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: IHS 5117

HSA 6525 Managerial Epidemiology 3 credits 
Use epidemiological tools to inform management decisions in health 
services organizations. 
Prerequisites: IHS 5508 and IHS 6500

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. The course broadens expertise in health services 
administration. Prerequisites may be required depending on the directed 
study. Consent of the Department Chair is required.

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. Prerequisites 
may be required depending on the topic. Consent of the Department 
Chair is required.

HSA 6933 Entrepre in Health Serv Admin 3 credits 
The 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, and market analysis. Emphasis is placed on conducting 
market analysis and relating the data to the organization, community, 
and region. Special focus is placed on understanding the policy and 
economic challenges that face the president/owner of a new health
service organization. Testimonials from entrepreneurs and simulations are integrated within the course to allow students to develop entrepreneurial skills. 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: HSA 6433

HSA 6942 Health Serv Admin Internship 3 credits
This is a directed field experience in a health service organization under the guidance of a community health services administration preceptor. 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 6433 and HSC 6112 and HSC 6500

HSC 5009 Accredited 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 are addressed. Students participate in simulated accreditation projects including writing components of a self-study document, reviewing self-study documents, performing an accreditation site visit, and participating in an accreditation agency review process. 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 and HSC 6157

HSC 5260 Teaching Meth for Health Prof 3 credits
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.

Prerequisites: IHS 5112

HSC 5268 H.P. Faculty Roles & Responsibilities 3 credits
Outlines the different roles of faculty 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 Prof 3 credits
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 6258 Curric Devel-Health Prof Educ 3 credits
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 6365 Client Education in the HP 3 credits
Application of instructional design principles for training and educating clients in the health care setting.

Prerequisites: HSC 6715

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 HSC 6500

HSC 6715 Ed Measmt & Eval in Hlth Prof 3 credits
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 6006 or IHS 6607

HSC 6901 Direct Study Hlth Prof Pract 1 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 Prac 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 Profs. Capstone Project  3 credits
The capstone project is an applied experience that integrates the principles, theories and concepts of the student's career concentration with problems or issues existing in the health field.
Prerequisites: HSC 6112 and IHS 6500

HSC 6912  Grant Writing-Health Profession  3 credits
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: HSC 6112 and IHS 6500

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: 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: HSC 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 students 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: HSC 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: HSC 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 (prenatally 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 Aspct Hlth Care  3 credits
Focuses on the U.S. 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
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 Disah 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 5316 Project Management 3 credits
Introduces the use of scheduling, resource-allocation, and capacity planning in the design, development, and implementation of information systems and/or system changes. Covers state of the art models, such as the Capability Maturity Model developed at the Software Engineering Institute.

ISM 5357 Enterprise Computing 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 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
Individual study and research under faculty direction. Topics vary and are usually selected on an individual basis. Detailed project and/or paper must be completed. (Permission of instructor and department required)
Prerequisites: ISM 6021

ISM 5930 Topics in Computer Info Sys 3 credits
A comprehensive survey of selected contemporary issues and topics in information systems at the graduate level. Individual investigation and reporting emphasized in seminar fashion.

ISM 6021 Management Info Systems 3 credits
Introduces computer information systems technology (IT) principles, tools and strategies used to gain competitive advantage in the marketplace. The emphasis is on addressing business problems in the "information-age" and communicating—in writing and with commonly used desktop software—the results of one's analysis of a business IT problem or situation. In addition, students apply IT strategies in the design of an Internet-based enterprise (E-Commerce)—including on-line presentation of e-business plan and enterprise resource planning (ERP) strategy.

ISM 6121 Info Requirements Analysis 3 credits
Study and application of systems development approaches. Covers structured methods, object-oriented analysis methods and other methods. Also covers computer aided system engineering tools. Students as a group will work on a real life project to apply concepts and methods they have learned.
Prerequisites: ISM 3113

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. The course will cover alternative designs of networks, databases, programs, and user interfaces. Both structured and object-oriented methodologies will be discussed.
Prerequisites: ISM 6121

ISM 6127 Database Concepts & Admin 3 credits
Advanced principles of database administration. Information system design and implementation in a database environment. Topics may include conceptual, logical, and physical design of databases; SQL; database administration, distribution, security, and recovery 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 3212

ISM 6231 Network Development & Mgmt 3 credits
Addresses the major issues in network design and management. Design considerations include communication services, local and wide area networks, network performance, and communication architectures. Managerial considerations include acquiring, utilizing, supporting, and managing these technologies.
Prerequisites: ISM 3220

ISM 6239 Adv Application Development 3 credits
Application of object oriented programming for business. Students will learn how to program and debug traditional and web-based programs using a modern object-oriented language. Includes instruction in exception handling, graphic user interface (GUI) design, database access, networking and other advanced topics.
Prerequisites: ISM 3212 and ISM 3232

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 6484 E-Business Infrastructure 3 credits  
Assist students in developing knowledge and skills for planning and managing information systems that support electronic business. Topics include concepts and methods associated with planning, designing, implementing, securing, outsourcing, and managing systems and technologies on various platforms for internal and external e-business.  

Prerequisites: ISM 6231

ISM 6946 Practicum in Computer Info sys 3 credits  
An experiential learning exercise that allows for practical application of knowledge acquired in the classroom. (Permission of department 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 Classrm 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 6325 Lang Arts Meth: Middle School 3 credits  
Methods of integrating reading, writing, speaking, listening, and critical thinking into a literature-based program for middle school students. All components will be considered in the light of adolescent learning characteristics.

Prerequisites: ESE 6342 with a minimum grade of B and EDF 5136 with a minimum grade of B  
Corequisites: LAE 6945

LAE 6326 Lang Arts Methods: High School 3 credits  
Review of contemporary approaches to instruction in young adult literature, language and language development, oral and written composition, corrective and developmental reading, and study skills. All components will be considered in light of older adolescent learning characteristics.

Prerequisites: EDF 5136 with a minimum grade of B and ESE 6342 with a minimum grade of B

LAE 6337 Reading & Writ in Content Area 3 credits  
Integration of listening, speaking, reading and writing into content classrooms using language across the curriculum and reading in the content area methods to improve classroom learning across the disciplines. Correlation of methods and materials with state and national curriculum standards and assessment procedures with special attention to Sunshine State and Goal Three Standards.

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.

Corequisites: SCE 6616

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.

LAE 6945 Internship in English, 6-12 6 credits  
The M.A.T. program internship secondary education is to enhance the teaching experience by creating situations in which the intern will integrate theoretical knowledge from previous education courses with the classroom experience to demonstrate behaviors specified in the Educator Accomplished Practices and the Florida Performance Measurement System. Admission to the MAT program or permission of instructor required.

Corequisites: LAE 6325

LIN 5010 Applied Linguistics & 2nd Lang 3 credits  
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 CurrTrends 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

MAE 6336 Math Methods: Middle School 3 credits  
Methods of teaching mathematics in grades 6-8. Admission to M.A.T. program or consent of instructor.

Corequisites: MAE 6945

MAE 6330 Math Methods: High School 3 credits  
Methods of teaching mathematics in grades 9-12. Admission to the MAT program or permission of instructor required.

MAE 6945 Internship in Math, 6-12 6 credits  
The M.A.T. program internship is an opportunity to integrate theoretical knowledge from previous education courses with classroom experience to demonstrate behaviors specified in the Educator Accomplished Practices and the Florida Performance Measurement System. Admission to the MAT program or permission of instructor required.

Corequisites: MAE 6336

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  
The changing technical environment confronting managers in corporate and nonprofit organizations. Focuses on the integration and management of new technical areas, including flexible manufacturing systems, new product development, computer networks, and quality control issues.

Prerequisites: MAN 6055 and MAN 6266 and MAN 6501

MAN 6055 Contemporary Mgt Concepts 3 credits  
Fundamentals of effective management from an organizational behavior perspective. Emphasis on tools and skills for understanding contemporary business activity in such areas as decision-making, planning organizing, communicating, staffing, and controlling. The role leadership plays in these areas will be examined. These concepts are applied to business, government, and not-for-profit organizations.

MAN 6149 Leadership & Group Dynamics 3 credits  
Group theory, concepts, research, and application principles. Development of communication skills necessary to lead and work effectively in groups. Classes utilize group exercises and experiential learning.

Prerequisites: MAN 6055
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAN 6266</td>
<td>The Challenge of Leadership</td>
<td>3</td>
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<td></td>
<td>Engages 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.</td>
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<tr>
<td>MAN 6289</td>
<td>Org Development &amp; Change</td>
<td>3</td>
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<td></td>
<td>Studies organization development as a process of planned change to improve an organization’s problem-solving skills and its overall effectiveness within a changing and complex environment, including behavioral effects of power and authority, formal organizations, structural variation, leadership, motivation, and organizational change.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6055</td>
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<tr>
<td>MAN 6305</td>
<td>Human Resource Management</td>
<td>3</td>
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<td></td>
<td>Provides a broad exposure to the policies, functions (such as recruitment, selection, compensation, evaluation, and development), and current issues involved in managing a firm’s employees. The strategic role of HRM will be emphasized.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6055</td>
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<tr>
<td>MAN 6321</td>
<td>Employee Staffing</td>
<td>3</td>
</tr>
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<td></td>
<td>Provides students with a detailed overview of the staffing activities performed by organizations. Examines selection from the process of determining what type of employees are needed by the organization, when they are needed, generating a pool of qualified candidates, selecting the “best” candidate, to making a successful offer. Also includes evaluation of an organization’s staffing policies and practices.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6305</td>
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<tr>
<td>MAN 6331</td>
<td>Management of Compensation</td>
<td>3</td>
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<td></td>
<td>The evolution of innovative compensation policies aimed at aligning individual and organizational performance with competitive business strategies in domestic and global markets. Relevant labor market pay practices and government policies such as ERISA and COBRA, are examined. Internal organization pay policies, ESOP’s, pay-for-performance incentive systems, and various indirect compensation benefits are covered.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6305</td>
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<tr>
<td>MAN 6351</td>
<td>Training &amp; Development</td>
<td>3</td>
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<td>Provides the knowledge, skills, and ability for students to develop programs that train and develop employees to deal with global, technological, quality, and leadership challenges. Topics include assessing organizational training needs, clarifying training objectives, selecting or develop training programs, and evaluating the outcomes of these programs. Focus will be on both current skills training and the development of employees for an on-going role within an organization.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6305</td>
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<tr>
<td>MAN 6403</td>
<td>Employment Laws &amp; Regulations</td>
<td>3</td>
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<td></td>
<td>Focuses on the federal and state laws and regulations that govern employees in the workplace. The issues and topics discussed include managing workforce diversity, EEO and immigration laws, employee job rights, occupational safety, health and worker’s compensation, employee drug testing, right to privacy, labor laws, and fair labor standards.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6305</td>
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<tr>
<td>MAN 6411</td>
<td>Labor-Management Relations</td>
<td>3</td>
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<td>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.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6305</td>
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<tr>
<td>MAN 6448</td>
<td>Conflict Management</td>
<td>3</td>
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<td>The causes of various forms of interpersonal, intra-group conflict and how to effectively manage conflict are the principle focus of this course. Topics may include stakeholder analysis, political processes and power within the organization, competitive rivalry in domestic and global market places, integrative and distributive bargaining, and the role of third-party neutrals in helping to resolve disputes.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6055</td>
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<tr>
<td>MAN 6501</td>
<td>Operations Management</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduction to the fundamental concepts, processes and institutions involved in the production of goods and services required by modern society.</td>
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<tr>
<td>Prerequisites:</td>
<td>QMB 6305</td>
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<tr>
<td>MAN 6601</td>
<td>International Management</td>
<td>3</td>
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<td>A study of characteristics of the international and multinational company, environmental constraints, human resources and labor relations factors, and strategic planning and policies from an international perspective.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6055</td>
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<tr>
<td>MAN 6607</td>
<td>Global Organization Issues</td>
<td>3</td>
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<td>Addresses the cross-cultural skills necessary for managers in today’s multinational and multicultural organizations. Examines culture-specific needs for leadership, communications and negotiations; and focuses on culture’s impact on legal, ethical, diversity, and environmental issues.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6055</td>
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<tr>
<td>MAN 6805</td>
<td>Management of Small Business</td>
<td>3</td>
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<td>Introduces students to the practical realities, transition points, issues, and dilemmas facing small to mid-sized businesses. Focuses on leadership, management, and decision-making processes necessary for long-term health and success in the small business arena.</td>
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<tr>
<td>Prerequisites:</td>
<td>ACG 6025 and MAN 6055</td>
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<tr>
<td>MAN 6806</td>
<td>Entrepreneurial Field Studies</td>
<td>1 to 4</td>
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<td>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. Projects include analyzing problem areas and making recommendations for improvement, preparing pre-business feasibility studies, and creating comprehensive business plans.</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6808 and MAN 6805 and FIN 5478</td>
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<tr>
<td>MAN 6808</td>
<td>Entrepreneur &amp; Bus Plan Devel</td>
<td>3</td>
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<td>Hands-on business planning experience, with orientation to computer research resources and business planning software packages. Students develop business plans for an independent start-up or acquisition, resulting in professional-quality business plans and oral business plan presentations.</td>
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<tr>
<td>Prerequisites:</td>
<td>FIN 5405 and MAN 6055 and MAR 6815</td>
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<tr>
<td>MAN 6907</td>
<td>Independent Study in Mgt</td>
<td>1 to 3</td>
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<td></td>
<td>Individual study and research under faculty direction. Topics vary and are usually selected on an individual basis. Detailed project and/or paper must be completed. (Permission of instructor and department required)</td>
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<tr>
<td>Prerequisites:</td>
<td>MAN 6055</td>
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<tr>
<td>MAN 6930</td>
<td>Seminar in Management</td>
<td>3</td>
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<tr>
<td></td>
<td>A comprehensive survey of selected contemporary issues and topics in management at the graduate level. Individual investigation and reporting emphasized in seminar fashion.</td>
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</tbody>
</table>
MAN 6932 Executive Seminar 3 credits
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. (Executive MBAs only)
Prerequisites: ACG 6025 and ISM 6021 and MAN 6266 and QMB 6305 and MAN 6055 and ECO 5005

MAN 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: MAN 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 Marketing Communications Mgt 3 credits
Case study approach to understanding the role of promotion strategy in brand management and corporate communications, with a focus on research and evaluation and communications strategy development in a global environment.
Prerequisites: MAR 6815

MAR 6646 Advanced Marketing Research 3 credits
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
A comprehensive study of tourism and hospitality marketing as a subset of marketing management. Emphasis 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
Advanced analysis of the strategic and ethical use of the Internet for marketing communications and strategy in domestic and global entities. Topics center on using the Internet to maximize marketing promotions and customer experiences at all customer contact points.
Prerequisites: MAR 6815

MAR 6807 Adv Market Analysis & Strategy 3 credits
Advanced concepts and analysis with a strategic focus on developing marketing plans and programs for business and non-business opportunities while emphasizing applied marketing theories, technological tools, and decision-making processes.
Prerequisites: MAR 6815

MAR 6815 Marketing Management 3 credits
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. 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
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
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. (Permission of department required)
Prerequisites: MAR 6815

MAR 6907 Independent Study in Mkt 1 to 3 credits
Individual study and research under faculty direction. Topics vary and are usually selected on an individual basis. Detailed project and/or paper must be completed. (Permission of instructor and department 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. Individual investigation and reporting emphasized in seminar fashion.
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 functions; its organization and administration in various settings.

MHS 6010 Intro to School Counseling 3 credits
To provide students with an overview of the roles, responsibilities, functions, and characteristics of the school counselor within a comprehensive developmental guidance and counseling program.
Corequisites: MHS 6831

MHS 6021 Intro to Comm Mental Hlth Coun 3 credits
An introductory course for counselors working in non-school settings. Focus on foundational knowledge, social and cultural foundations, history of the profession, and basic listening skills.

MHS 6051 Human Dev for School Counselor 3 credits
An examination of theories of human development from conception to the end of life, applying theoretical paradigms to actual children and families through observations, interviews, and case studies, and exploring the issues of typical/atypical development, parenthood, and adaptive family life-styles within varying ecological contexts.
Corequisites: MHS 6831

MHS 6055 Lifespan Development I 3 credits
Part I of a 2-course sequence. Focus on development in infancy and childhood related to physical growth, intellectual and linguistic growth, healthy sexuality, and social/emotional growth. Admission to the Counselor Education program or permission of instructor required.
MHS 6056 Lifespan Development II  3 credits
Part II of a 2-part sequence in lifespan development on issues from adolescence to death. In addition to physical, intellectual and emotional growth, the course will also consider changing human contexts across time and the development of healthy sexuality.
Prerequisites: MHS 6055

MHS 6070 Mental Disorders  3 credits
Mental disorders emphasizing recognition of behavioral symptoms and their social and cultural contexts linked to appropriate helping approaches and referral for further diagnosis and treatment.
Prerequisites: MHS 6056

MHS 6200 Appraisal Procedures  3 credits
A study of test and non-test techniques of appraisal with emphasis on the use of test data in counseling programs. Focus will be on integrating data from a variety of sources at individual, small group, and large group levels.
Prerequisites: MHS 6400 or MHS 6404
Corequisites: MHS 6833
Fee Required

MHS 6340 Career Development  3 credits
Introduction to career development theory and practices including methods of identifying and delivering career information, counseling, and assessment for career development and decision-making, career programs and services in schools and community organizations, and technology as part of career development methods.
Corequisites: MHS 6832

MHS 6400 CounsTheory for School Couns  3 credits
Introduction to various counseling theories and techniques as applied to children in the school setting. Further, this course will allow students the opportunity to practice specific techniques in a controlled environment.
Prerequisites: MHS 6010 and MHS 6051
Corequisites: MHS 6832

MHS 6401 Advanced School Counsel Method  3 credits
Students will advance their knowledge and skills to create, coordinate, maintain, and evaluate a balanced, comprehensive developmental school counseling program. Also, this course focuses on the phylogeny and future trends of school counseling as impacted by all stake holders.
Prerequisites: MHS 6740
Corequisites: MHS 6834

MHS 6404 Intro to Couns Theory and Tech  3 credits
The study and practice of major theoretical positions in counseling and psychotherapy; implications for research and practice in contemporary social contexts.

MHS 6405 Advanced Counseling Theory  3 credits
An advanced study of counseling approaches, current research, and empirically supported treatment.

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 6450 Issues in Addictions and Abuse  3 credits
The basis of addictive and abusive behavior in our society from biological, social, cultural, and psychological perspectives for counselors to successfully intervene in the lives of clients impacted by addiction and abuse. Issues pertaining to substances, domestic violence and sexuality will be explored.
Prerequisites: MHS 6510

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 6500 Introduction to Group Dynamics  3 credits
An experiencial study of group structure, group dynamics, methodology, and leadership models applicable to working with groups in mental health settings. Includes skill building through supervised practice.
Prerequisites: MHS 6404

MHS 6509 Group Couns. Theor. & Pract.  4 credits
An experiencial 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 6510 Adv Thry of Gp Couns and Thpy  3 credits
An advanced study of counseling and therapy groups, research that informs practice in group settings, and models applicable to working with diverse groups in mental health settings. Focuses on developing competencies necessary for independent practice and self-supervision in professional settings.
Prerequisites: MHS 6405

MHS 6530 Gp Wrk for Sch Professionals*  3 credits
An experimental study of group structure, group dynamics, methodology, and leadership models applicable to working with groups in school settings. Includes skill building through supervised practice.
Prerequisites: MHS 6010

MHS 6600 Collaboration & Consultation  1 credits
Communication skills, problem-solving strategies, ethics, and the models and processes of reading.
Prerequisites: RED 6116 and LAE 6616 and EDF 6481 and RED 6544
Corequisites: EDF 6465; TSL 6527

MHS 6601 Consult. for Counseling Prof.  3 credits
Consultation theory, models, and practice with an emphasis on collaborative problem solving particularly with educators, other professionals, families, community agency personnel, individually and in groups.
Corequisites: MHS 6834

MHS 6605 Spec Needs Couns & Counsal  3 credits
Identifying and planning for the special needs of atypical children from age 3 - 18. Explores issues relevant to working with clients from special population groups within educational settings. Particular emphasis is given to children with special needs who may come from families and communities with distinct ethnic, racial or socioeconomic parameters which may prove challenging for schools and school counselors.
Prerequisites: MHS 6740
Corequisites: MHS 6401, MHS 6834

MHS 6620 Org. Admin and Supy  3 credits
A study of organization behavior and administrative models as applied to community settings addressing mental health and human development in their social and cultural contexts. The course will also review models of clinical supervision and teach requisite skills.

MHS 6720 Sem in Pro Dev for School Coun  2 credits
A seminar experience to help transition students from the structure of the University environment to the less structured professional role of a school counselor. Focus on development of a professional identity, self-supervision, and learning throughout the professional career.
Prerequisites: MHS 6401
Corequisites: MHS 6835
MHS 6721 Sem in Pro Dev: Mental Health 1 credits
Provides students with assistance in integrating the learning that has occurred in all previous classes as they move to a professional setting and assume all the appropriate roles of the professional counselor. The course will also aid students in developing an appropriate professional identity and developing a plan of action to continue professional growth throughout their career.
Corequisites: MHS 6888

MHS 6740 Research and Prog Evaluation 3 credits
Reviews basic measurement concepts, construction of standardized testing materials, and fundamental descriptive statistics for applied research. A variety of research models will be presented, emphasizing action research and program evaluation in public school settings and community agencies.

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 in social and cultural contexts.
Prerequisites:

MHS 6800 Practicum in Counseling 2 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 6021 with a minimum grade of B or MHS 6101 with a minimum grade of B

MHS 6805 Adv Practicum in Counseling 3 credits
Advanced practice course in the application of specific counseling skills that require an integration of basic helping skills, counseling theory, and assessment of counselee needs.
Prerequisites: MHS 6800

MHS 6831 Internship I 1 credits
Structured opportunities to observe students and counselors in school settings under appropriate supervision. Practice of skills being taught in corequisite classes will also be provided.
Corequisites: MHS 6340, MHS 6400

MHS 6832 Internship II 1 credits
Structured opportunities to observe students and counselors in school settings under appropriate supervision. Practice of skills being taught in corequisite classes will also be provided.
Prerequisites: MHS 6500
Corequisites: MHS 6200, MHS 6601

MHS 6833 Internship III 1 credits
Structured opportunities to observe students and counselors in school settings under appropriate supervision. Practice of skills being taught in corequisite classes will also be provided.
Corequisites: MHS 6605, MHS 6740

MHS 6834 Internship IV 1 credits
Structured opportunities to observe students and counselors in school settings under appropriate supervision. Practice of skills being taught in corequisite classes will also be provided.
Corequisites: MHS 6401, MHS 6500

MHS 6835 Internship: School Counseling 4 credits
An immersion experience for students to assume and perform all the duties associated with the role of the professional school counselor. Focus will be on extending knowledge from previous courses into practice in the professional setting.
Prerequisites: MHS 6401
Corequisites: MHS 6720

MHS 6881 Clinical Internship I 1 credits
A structured opportunity to observe principles from primary classes in the field. In addition, opportunity to practice specific counseling skills and interventions will be provided.
Corequisites: MHS 6340, MHS 6500

MHS 6882 Clinical Internship II 1 credits
A structured opportunity to observe principles from primary classes in the field. In addition, opportunity to practice specific counseling skills and interventions will be provided.
Corequisites: MHS 6070, MHS 6200

MHS 6883 Clinical Internship III 1 credits
A structured opportunity to observe principles from primary classes in the field. In addition, opportunity to practice specific counseling skills and interventions will be provided.
Corequisites: MHS 6405, MHS 6740

MHS 6884 Clinical Internship IV 1 credits
A structured opportunity to observe principles from primary classes in the field. In addition, opportunity to practice specific counseling skills and interventions will be provided.
Corequisites: MHS 6450, MHS 6510

MHS 6888 Intern: Mental Health Couns 3 to 6 credits
An immersion experience in mental health counseling; to introduce or advance training in interviewing and other counseling techniques within a mental health setting; and to help students analyze and apply appropriate counseling techniques relative to sound theory and mental health counseling practices within a comprehensive agency setting.
Prerequisites: MHS 6509 with a minimum grade of B and MHS 6800 with a minimum grade of S
Corequisites: MHS 6721

MHS 6886 Clinical Internship V 2 credits
A structured opportunity to observe principles from primary classes in the field. In addition, opportunity to practice specific counseling skills and interventions will be provided.
Corequisites: MHS 6620

MHS 6887 Field Experience I 1 credits
A structured opportunity to observe principles from primary classes in the field. In addition, opportunity to practice specific counseling skills and interventions will be provided.
Corequisites: MHS 6608, MHS 6605

MHS 6905 Individual Study in Counsel Ed 1 to 4 credits

NGR 5940C Practicum I 1 credits
Continuing Education course.

NGR 5941C Practicum II 1 credits
Continuing Education Course.

NGR 5942C Practicum III 1 credits
Continuing Education course.

NGR 6002C Health Appraisal 3 credits
Collection and synthesis of client database and differential diagnosis of common client problems. Students interpret, analyze, and document alterations in health to serve as a basis for a plan of care. Fee Required

NGR 6007 Perioperative Technology 1 credits
Theory and principles related to technological devices used in perioperative nursing. Emphasis on operation and use of monitoring devices such as transducers, oximeters and capnographs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 6008</td>
<td>Chemistry and Physics I</td>
<td>2 credits</td>
<td>Biochemical principles of mechanisms, actions, and theories as they apply to perioperative nursing practice.</td>
<td>Corequisites: NGR 6009</td>
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<tr>
<td>NGR 6009</td>
<td>Chemistry and Physics II</td>
<td>1 credits</td>
<td>Biomechanical and physical principles related to management of perioperative client undergoing anesthesia</td>
<td>Corequisites: NGR 6008</td>
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<tr>
<td>NGR 6091</td>
<td>Theoretical Foundations I</td>
<td>3 credits</td>
<td>Broad field orientation to perioperative nursing practice.</td>
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<tr>
<td>NGR 6092</td>
<td>Theoretical Foundations II</td>
<td>3 credits</td>
<td>Perioperative management for childbearing women, children, and seniors.</td>
<td>Prerequisites: NGR 6146 and NGR 6091 and NGR 6007 Corequisites: NGR 6163</td>
</tr>
<tr>
<td>NGR 6093</td>
<td>Theoretical Foundations III</td>
<td>2 credits</td>
<td>Theoretical and practical considerations of perioperative clients undergoing regional anesthesia.</td>
<td>Prerequisites: NGR 6019 and NGR 6146 and NGR 6007 and NGR 6146 Corequisites: NGR 6092</td>
</tr>
<tr>
<td>NGR 6094</td>
<td>Theoretical Foundations IV</td>
<td>2 credits</td>
<td>Advanced study of perioperative management of clients undergoing cardiovascular and thoracic procedures.</td>
<td>Prerequisites: NGR 6093 and NGR 6148</td>
</tr>
<tr>
<td>NGR 6097</td>
<td>Theoretical Foundations V</td>
<td>2 credits</td>
<td>Advanced study of perioperative management of the emergency and trauma client.</td>
<td>Prerequisites: NGR 6094 and NGR 6147</td>
</tr>
<tr>
<td>NGR 6098</td>
<td>Synthesis Seminar</td>
<td>3 credits</td>
<td>Comprehensive review of preparation for national certification examination.</td>
<td>Prerequisites: NGR 6097 and NGR 6147</td>
</tr>
<tr>
<td>NGR 6141</td>
<td>Physiological Alterations</td>
<td>3 credits</td>
<td>Emphasis is placed on investigation, analysis, and interpretation of pathophysiologic bases of clinical manifestations of selected alterations in health. Focus is on advanced practice nursing implications for health promotion, maintenance, and restoration.</td>
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<tr>
<td>NGR 6146</td>
<td>Scientific Foundations I</td>
<td>6 credits</td>
<td>Pharmacology and physiology in the perioperative management of anesthesia.</td>
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<tr>
<td>NGR 6147</td>
<td>Scientific Foundations II</td>
<td>5 credits</td>
<td>Anatomy, physiology, pathophysiology and pharmacology of respiratory, nervous and reproductive systems with emphasis on human homeostasis and aberrant function.</td>
<td>Prerequisites: NGR 6146</td>
</tr>
<tr>
<td>NGR 6148</td>
<td>Scientific Foundations III</td>
<td>5 credits</td>
<td>Anatomy, physiology, pathophysiology and pharmacology of renal, endocrine, and gastrointestinal systems with emphasis on homeostasis and aberrant function.</td>
<td>Prerequisites: NGR 6147</td>
</tr>
<tr>
<td>NGR 6195</td>
<td>Global Trends &amp; Practice Persp</td>
<td>3 credits</td>
<td>Comprehensive examination of global trends and issues with implications for shaping health care delivery and improving global health outcomes.</td>
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<tr>
<td>NGR 6252C</td>
<td>Primary Health Care III</td>
<td>6 credits</td>
<td>Incorporation and integration of all components of the primary health nurse care practitioner role developed in preceding courses with further refinement of advanced practice knowledge and competency.</td>
<td>Prerequisites: NGR 6741C Fee Required</td>
</tr>
<tr>
<td>NGR 6712</td>
<td>Foundations of Nursing Educ.</td>
<td>3 credits</td>
<td>Exploration of nursing education within a broad context related to history, philosophy and the principles of adult-learning theory.</td>
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<tr>
<td>NGR 6731</td>
<td>Entrepreneurship</td>
<td>2 credits</td>
<td>Synthesis and practical application of entrepreneurial strategies for advanced practice.</td>
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<tr>
<td>NGR 6740</td>
<td>Concepts and Roles</td>
<td>3 credits</td>
<td>Examination of professional, organizational, legal, ethical, political, and economic influences on advanced practice nursing. Standards and scope of practice and reimbursement are explored.</td>
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<tr>
<td>NGR 6741C</td>
<td>Primary Health Care II</td>
<td>6 credits</td>
<td>Focus on strategies for health maintenance and prevention of common health problems and management of alterations of women, children, adolescents, and aggregate populations.</td>
<td>Prerequisites: NGR 6240C and NGR 6192 Fee Required</td>
</tr>
<tr>
<td>NGR 6811</td>
<td>Scholarly Inquiry</td>
<td>3 credits</td>
<td>In-depth examination, evaluation, and application of questions, methods, designs, and frameworks for scholarly inquiry.</td>
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<tr>
<td>NGR 6905</td>
<td>Independent Study in Nursing</td>
<td>1 to 6 credits</td>
<td>Directed, individualized study of a current concept, problem, or issue pertaining to nursing.</td>
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<tr>
<td>NGR 6930</td>
<td>Special Topics in Nursing</td>
<td>1 to 6 credits</td>
<td>Examination of advanced topics in nursing. The course may be repeated for different topic areas, and content may vary.</td>
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<tr>
<td>NGR 6941L</td>
<td>Nurse as Educator Practicum</td>
<td>3 credits</td>
<td>Experiential learning experiences focusing on design, delivery, and evaluation of educational strategies in selected environments.</td>
<td>Prerequisites: NGR 6712 and HSC 6258 and HSC 6715 or EDF 6432</td>
</tr>
<tr>
<td>PAD 5041</td>
<td>Administrative Ethics</td>
<td>3 credits</td>
<td>Examination of ethical problems in public administration, individuals. Topics include public integrity, administrative discretion, secrecy and lying, organizational pressures and the limits of dissent, and ethics codes.</td>
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<tr>
<td>PAD 5352</td>
<td>Emerging Issues Enviro Policy</td>
<td>3 credits</td>
<td>Introduction 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.</td>
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<tr>
<td>PAD 5356</td>
<td>Environmental Policy &amp; Ethics</td>
<td>3 credits</td>
<td>Focus on important concepts and methods in environmental policy-making, including the constraints placed on environmental policy-making by conventional understandings of property rights, risk assessment, and economic analysis.</td>
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</tbody>
</table>
PAD 5620 Environmental Law 3 credits
Introduction to selected major pieces of federal environmental legislation, including historical development, the role of the courts and administrative agencies, and the impacts of the environmental regulatory decision making process.

PAD 5933 Proposal Writing & Grant Admin 3 credits
Essentials of program planning and proposal writing, grantsmanship, the process of program evaluation, and general administrative practices as they apply to public organizations.

PAD 6060 Intro to Public Administration 3 credits
Overview of the theory and practice of public administration with special attention to the development of analytical and problem solving skills. Topics include the historical development of public administration, the structure of public organizations, leadership, decision-making, and accountability roles of public managers.

PAD 6101 Organizational Thy & Behavior 3 credits
Dynamics of complex organizations, the role of bureaucracy and theories of organizations applied to the public sector.

PAD 6204 Public Finance 3 credits
Focus on efficiency, markets, the economic basis for government, political equilibrium and external influences on government finance. (PAD 6207 Public Budgeting, or equivalent, helpful but not necessary.)

PAD 6207 Public Budgeting 3 credits
Survey of the history of budget reform in the United States, budget formats, taxation models, and capital budgeting and expenditures. The historical development of budgeting is used as a framework for constructing and interpreting budgets.

PAD 6327 Sem in Program Plan & Evaluat 3 credits
Focus on the underlying rationale, and methods of program planning and evaluation. Prepares students for professional roles as administrators, planners, and change agents in public and social service organizations through the design of an actual evaluation plan.

PAD 6345 Public Policy 3 credits
Overview of the theory and practice of public policy. Topics include problem definition and policy formulation, economic approaches to policy analysis, collective action problems, ethics and public policy, and policy entrepreneurship.

PAD 6417 Public Personnel Admin 3 credits
Overview of public personnel systems at both the national and subnational levels of government, evolution and adaptation to changing conditions. Topics 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.

PAD 6427 LaborMgmt Relations-PublicSect 3 credits
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
Overview of the legal environment of public administration. Detailed examination of the development, implementation, and adjudication of the regulatory infrastructure at the national and sub-national levels of government, application of the Administrative Procedures Act, discretionary, authority, and structure and operation of various regulatory agencies.

PAD 6701 Data Analysis in Public Srvce 3 credits
An overview of the statistical methodologies applicable to applied social science research. An emphasis is placed upon analyzing data using software packages.

PAD 6708 Research Applications 3 credits
Introduction to methods and techniques used in public management research. Topics include problem formulation, research design, survey construction and data collection.

PAD 6807 Urban Politics & Admin 3 credits
Overview of the context, functioning, and policies of America’s metropolitan areas. Topics include the social and economic environment of the city, dimensions of the "urban crisis," as well as sources of power and citizen input in urban communities.

PAD 6812 State & Local Govmt. Admin. 3 credits
Examination of the issues, policies, and controversies involved in state and local governance. The relationship between institutions, actors, and politics at sub national levels of government is emphasized.

PAD 6826 Intergovernmental Relations 3 credits
Theory and practice of intergovernmental relations between Federal, state, and local government(s). Topics include the political and fiscal environment of intergovernmental relations, techniques of intergovernmental control, cooperation, and competition, and policy devolution.

PAD 6836 Comparative Public Admin 3 credits
Survey of political and administrative systems in other countries and comparison with public administration models in the United States. Emphasis on the cultural and socio-economic factors that shape political and administrative institutions internationally.

PAD 6908 Independent Study 1 to 3 credits
Individual study of a current concept, selected problem or issue pertaining to public administration and/or the student’s area of concentration, under the direction of a faculty member in the division. Departmental permission required. No more than 3 credit hours toward the MPA degree.

PAD 6934 Spec Topics in Public Adminis 3 credits
Contemporary public administration topics and public policy issues that are not addressed in other course offerings in the MPA program.

PAD 6940 Internship 3 credits
Internships will be established with public and nonprofit agencies to provide those students with little or no public sector work experience, offering an opportunity to apply concepts learned in graduate seminars in a real world environment.

PAD 6961 Capstone Project 1 credit
An applied research experience that integrates the principles, theories, and concepts of the core courses in the MPA program and the student’s career concentration. Prerequisite: Completion of all other degree requirements.

PHT 5511 Professional Seminar I 2 credits
Students have the opportunity to explore issues related to professional responsibilities, communication, and behavior in preparation for the first full-time clinical experience. Included is the initial 160 hours of clinical experience.

PHT 5726C

PHT 5615 Foundations Independent Rsch 1 credit
An in-depth examination of different types of health care research and critical review of physical therapy and related health care research literature. Students explore roles and responsibilities as participants in and contributors to research.

Prerequisites: HSC 4732
PH 5726C  Integrated Clinical Practice I  6 credits
Explores areas of physical therapy screening, examination, diagnosis, and intervention through small group, problem-based case study and clinical practice laboratories.
Fee Required

PH 5727C  Integrated Clinical Pract II  7 credits
Explores progressively more complex areas of physical therapy screening, examination, diagnosis and intervention through small group, problem-based case study and clinical practice laboratories.
Prequisites: PH 5726C
Fee Required

PH 5822  Clinical Internship I  1 credits
Four-week clinical experience emphasizes application of physical therapy examination, evaluation, and intervention techniques and patient care principles in a physical therapy setting. Students work under direct supervision of a licensed physical therapist.
Fee Required

PH 5906  Independent Study I  1 credits
Initial phase of an intensive, independent, focused area of study. 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).
Prequisites: PH 5615 and PH 5726C

PH 5971  Thesis Research I  1 credits
Students are guided through the process of developing an introduction, rationale, and research question for investigation for a research thesis. Successful completion of this course results in an approved research question with supporting written documentation.
Prequisites: PH 5615 and PH 5726C

PH 6026  Sem I - Explorations in PT  2 credits
First in a five-course series that explores professional, legal, ethical, and management aspects of development as physical therapy professionals. The course includes the basic concepts of the professional behavioral aspects of the physical therapy profession. Included are historical perspectives of physical therapy, the Florida Physical Therapy Practice Act, the APTA Code of Ethics, an overview of practice parameters, therapeutic presence and the health care delivery system. The relationship of physical therapy to the health care system is investigated. Selected aspects of personal development are considered. Students explore and apply concepts of mentoring by completing a 1:1 mentoring experience. This course is taught in module format with a variety of delivery and assessment methods, and requires the student to engage in active learning strategies.

PH 6109C  Mvmt Science Foundations I  10 credits
Students explore the six foundational sciences in which the practice of physical therapy is grounded. Content focuses on the study of the anatomical, biochemical, behavioral, biomechanical, physiological and developmental aspects of movement science.
Fee Required

PH 6393C  Mvmt Science Foundation II  5 credits
Students explore the six foundation sciences in which the practice of physical therapy is grounded. Content focuses on study and application of anatomical, biochemical, behavioral, biomechanical, physiological and developmental aspects of movement science.
Prequisites: PH 6109C
Fee Required

PH 6394C  PT Practice I  3 credits
First of five-course series examining contemporary physical therapist practice in a variety of health care settings. Learners analyze cases across the lifespan utilizing the clinical decision-making model and a problem-based learning process.

Prerequisites: PH 6026 with a minimum grade of B and PH 6109C with a minimum grade of B
Fee Required

PH 6395C  Mvmt Science Foundation III  4 credits
Exploration of the six foundational sciences in which the practice of physical therapy is grounded. Content focuses on the study and the integration of the anatomical, biochemical, behavioral, biomechanical, physiological and developmental aspects of movement science.
Fee Required

PH 6396C  Physical Therapy Practice II  4 credits
Second of five-course series examining contemporary physical therapist practice in a variety of health care settings. Learners analyze cases across the lifespan utilizing the clinical decision-making model and problem-based learning process.
Fee Required

PH 6607  Application of PT Principles  1 credits
Students engage in critical analysis of physical therapy/health care research, are introduced to a computerized data analysis, with students providing supporting rationale for thesis or independent study option decision.

PH 6512  Professional Seminar II  2 credits
Emphasizes leadership and career development, including investigation of employment strategies, obtaining professional license, clinical teaching opportunities, and developing and presenting professional and staff development programs. Components of administration of a physical therapy service are investigated.
Corequisites: PH 6729C

PH 6606  App PT Critical Inquiry  4 credits
Introduction to qualitative and quantitative research designs for health professions, analysis of data, critical evaluation of research, and proposal writing. Physical Therapy students begin selection of either the thesis or independent study option.

PH 6728C  Integrated Clinical Pract. III  5 credits
Explores progressively more complex areas of physical therapy screening, examination, diagnosis, and intervention through small group, problem-based case study and clinical practice laboratories.
Prequisites: PH 5727C
Fee Required

PH 6729C  Integrated Clinical Pract. IV  6 credits
Explores complex areas of physical therapy screening, examination, diagnosis, and intervention through small group, problem-based case study and clinical practice laboratories.
Prequisites: PH 6728C
Fee Required

PH 6823  Clinical Internship II  1 credits
Four-week clinical experience emphasizes student use of physical therapy evaluation, treatment planning and intervention strategies. Students work under direct supervision of a licensed physical therapist.
Prequisites: PH 6728C

PH 6824  Clinical Internship III  4 credits
Eight-week experience in a physical therapy setting requires students to apply previously learned concepts in management of patients/clients in a continuum of care. Students work under direct supervision of a licensed physical therapist.
Prequisites: PH 6823 and PH 6729C

PH 6825  Clinical Internship IV  4 credits
Eight-week experience in which students practice with increasing independence in patient/client examination, intervention, and teaching while developing supervisory, case management, and outcome
assessment skills. Students work under direct supervision of a licensed physical therapist.

Prerequisites: PHT 6824 and PHT 6729C

PHT 6907 Independent Study II 2 credits
Applied portion of intensive, independent, focused process of study begun in Independent Study I. Completion of this portion of the individual learning process requires a successful progress review by the faculty advisor and community mentor.

Prerequisites: PHT 5727C and PHT 5906

PHT 6908 Independent Study III 2 credits
Completion of intensive, independent, focused process of study begun in Independent Study I and II. Completion of this portion of the individual learning process requires a successful progress review by faculty advisor and community mentor.

Prerequisites: PHT 6728C and PHT 6907

PHT 6909 Independent Study IV 1 credit
Final portion of independent, focused study begun in Independent Study I, II, and III. Culminates in scholarly, reflective paper and portfolio that examines the process and outcomes. Student presents an oral summary of work.

Prerequisites: PHT 6729C and PHT 6808

PHT 6972 Thesis Research II 2 credits
Second phase of thesis process. With approval of Thesis Committee, the student conducts a review of literature, develops methods sections of project, and if appropriate, begins data collection phase of project.

Prerequisites: PHT 5971 and PHT 5727C

PHT 6973 Thesis Research III 2 credits
Third phase of thesis process. With approval of the Thesis Committee, the student completes collection of research data for the project and employs appropriate analyses.

Prerequisites: PHT 6728C and PHT 6972

PHT 6974 Thesis Research IV 1 credit
Final phase of thesis process. Student develops and completes conclusion and discussion sections of project and satisfactorily passes oral defense phase. Project culminates in final, deposited research paper.

Prerequisites: PHT 6729C and PHT 6973

QMB 6305 Statistical Methods for Mgt 3 credits
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.

Prerequisites: QMB 6305

QMB 6603 Quantitative Methods in Bus 3 credits
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 CurrTrends 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 Classrm 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 Classrm 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 classroom.

Prerequisites: RED 6116 with a minimum grade of B

RED 6544 Remediation Comprehension Prob 3 credits
Methods and materials for teaching and remediating reading, writing and listening comprehension.

Prerequisites: RED 6116 with a minimum grade of B

RED 6545 Remediation Read/Write VocProb 3 credits
Methods and materials for teaching remediating vocabulary and word identification for reading and writing.

Prerequisites: RED 6116 with a minimum grade of B

RED 6656 Read Disab Learn Disab 3 credits
An analysis of research relevant to the identification, placement, and instructional strategies effective with students with reading disabilities and learning disabilities in the area of literacy. Mandates for identifying learning disabilities in IDEA will be examined.

Prerequisites: RED 6116

RED 6846 Practicum 3 credits
Application of knowledge gained with supervision, guidance, and support of colleagues and university professors.

Corequisites: EDF 6939

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 6336 Math Methods: Middle School 3 credits
Methods of teaching mathematics in grades 6-8. Admission to MAT program or consent of instructor required.

SCE 6337 Science Methods: High School 3 credits
Techniques and materials of instruction for teaching science in the high school classroom. Focus on strategies for teaching the older adolescent, curriculum adaptation for special needs and purposes, assessment of student learning, and familiarity with recent literature in the teaching of science.

Prerequisites: EDF 5136 with a minimum grade of B and ESE 6342 with a minimum grade of B

Fee Required

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

SCE 6945 Internship in Sci/Bio, 6-12 6 credits
The M.A.T. program internship is an opportunity to integrate theoretical knowledge from previous education courses with classroom experience to demonstrate behaviors specified in the Educator Accomplished Practices and the Florida Performance Measurement System. Admission to the MAT program or permission of instructor required.

Corequisites: LAE 6235
SDS 6820 Intern. in School Counseling 3 to 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
Corequisites: MHS 6721

SOW 6105 Human Behavior in SocEnv I 3 credits
Within an ecological and critical perspective, the course covers community, groups and family. The concept of life course is introduced and investigated. The differences of class, cultural, sexual orientation as well as the special needs of children and families are also investigated. Global perspectives on select social problems will be emphasized.

SOW 6106 Human Behavior in SocEnv II 3 credits
The course uses an ecological and critical perspective to understand organizations, political structure and the community. Social work values, ethics and context pertinent to women, people of color, minorities of sexual orientation and differently abled will be studied and analyzed. A global perspective will also be incorporated.
Prerequisites: SOW 6105

SOW 6124 Eco-Assessment Psychopathology 3 credits
Within an ecological and empowerment oriented perspective, this course addresses bio-psychosocial responses to environmental, social, and psychological stress. It identifies major forms of mental disorders (psychopathology) with focus on etiology typical response patterns, and empowerment oriented treatment implications. DSM-IV and social work approaches to assessment of psychopathology are compared and contrasted. This course is a critical theoretical underpinning for clinical community social work practitioners. This course fulfills a requirement for clinical licensure in Florida.
Prerequisites: SOW 6626 and SOW 6235 and SOW 6532 and SOW 6305 and SOW 6105 and SOW 6106 and SOW 6306 and SOW 6405 and SOW 6236 and SOW 6533

SOW 6180 CCP IV: Community Organization 3 credits
This is a methods course with content on group work. Students are expected to conduct treatment or task groups in a diverse community and record and analyze these practice experiences, integrating theory and practice.
Prerequisites: SOW 6626 and SOW 6235 and SOW 6532 and SOW 6305 and SOW 6105 and SOW 6306 and SOW 6405 and SOW 6106 and SOW 6236 and SOW 6533 and SOW 6535 and SOW 6124
Corequisites: SOW 6369, SOW 6337

SOW 6181 Grassroots Community Org 2 credits
The focus of this course is clinical community practice using strategies and tactics of grassroots community organizing within the values and ethics of empowerment practice with a multicultural perspective.
Prerequisites: SOW 6626 and SOW 6235 and SOW 6532 and SOW 6305 and SOW 6105 and SOW 6306 and SOW 6405 and SOW 6106 and SOW 6236 and SOW 6533 and SOW 6383 and SOW 6180

SOW 6235 Social Welfare and History 3 credits
Introduction to the historical development of the social work profession, the US welfare system and the underlying values, assumptions and philosophical perspectives that have influenced and shaped current policies and social welfare legislation from an ecological systems and global perspective. The influence of race, class, gender, ethnicity, age and sexual orientation on economic and political forces resulting in differential policies and programs will be examined.

SOW 6236 Social Policy and Programs 3 credits
Reviews the impact of political and legislative processes on vulnerable populations using models of policy analysis, policy implementation and service delivery within an ecological systems and critical analysis framework.

SOW 6305 Integrated Soc Wk Practice I 3 credits
Introduces students to the social work profession and focuses on the initial phase of the helping process. Students will learn to connect assessment with intervention planning for all types of systems (individuals, families, groups, communities, political). Special emphasis is on examining these systems using an ecological systems perspective.
Corequisites: SOW 6532

SOW 6306 Integrated SocWK Practice II 3 credits
Within an ecological perspective, the course emphasizes agency change and the skills needed to effect change in human service organizations.
Prerequisites: SOW 6305 and SOW 6532
Corequisites: SOW 6533

SOW 6342 Individual, Fam & Gp Treat I 3 credits
Application of clinical practice to work with individuals. Psycho social 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 6344 CCPIII: Groups 3 credits
This is a methods course designed to provide reinforcement of foundation year course content on group work. Students are expected to conduct treatment or task groups in a diverse community and record and analyze these practice experiences, integrating theory and practice.
Prerequisites: SOW 6626 and SOW 6235 and SOW 6532 and SOW 6305 and SOW 6105 and SOW 6306 and SOW 6405 and SOW 6106 and SOW 6236 and SOW 6533 and SOW 6124
Corequisites: SOW 6124, SOW 6362, SOW 6535

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 CCP III: Individual and Family 3 credits
Seeks to deepen the knowledge base of integrated social work practice including the life model and empowerment approaches to social work model and empowerment approaches to social work practice. The aim is to develop student's knowledge skills and capacity for more autonomous practice so that they are prepared to help diverse client populations in diverse settings and be able to evaluate the effectiveness of their own practice.
Prerequisites: and SOW 6626 and SOW 6105 and SOW 6235 and SOW 6532 and SOW 6306 and SOW 6405 and SOW 6106 and SOW 6236 and SOW 6533 and SOW 6305
Corequisites: SOW 6124, SOW 6344, SOW 6535

SOW 6366 Systems Theory & Social Work 3 credits
Systems theory is applied to social work practice and the In-situation 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 psycho social 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 6309  CCPIV: Integrative Seminar  3 credits
Focuses on consolidating professional identity and ethics. Applying empowerment based clinical expertise to practice with individuals, families, small groups, communities and organizations in congruence with field placement experiences.
Prerequisites: SOW 6626 and SOW 6235 and SOW 6532 and SOW 6305 and SOW 6105 and SOW 6306 and SOW 6405 and SOW 6106 and SOW 6236 and SOW 6533 and SOW 6535 and SOW 6362 and SOW 6344 and SOW 6124
Corequisites: SOW 6537

SOW 6384  Supervision and Training  2 credits
Examines philosophy, functions, principles and methods of supervision as well as staff development and training in diverse agency settings within the context of social work value and ethics. Emphasis is given to the knowledge and skills required to motivate and retain an effective multicultural workforce, to effectively supervise varying levels of staff, (volunteers, non-professionals, professionals, including clinical supervision), as well as program, teams, or agency units.
Prerequisites: SOW 6833
Corequisites: SOW 6836

SOW 6386  Administration II  2 credits
Students will learn strategic planning; designing and restructuring organizations; managing finances; managing multicultural workplaces and culturally competent programs; and program evaluation. The case method is used to apply theories to the practical administrative problems and to increase students' understanding of alternative ways to analyze and resolve problems.
Prerequisites: SOW 6626 and SOW 6235 and SOW 6532 and SOW 6305 and SOW 6105 and SOW 6306 and SOW 6405 and SOW 6106 and SOW 6236 and SOW 6533 and SOW 6883

SOW 6391  Soc Wk Practice w/Task Groups  2 credits
Focuses on the knowledge, values and skills necessary for effective work in and with a variety of organizational task groups such as boards, committees, teams, staff meetings, work groups, group supervision, coalitions or administrative police and decision making bodies. It examines group processes, task and functions, membership and leadership roles, and effective group functioning.
Prerequisites: SOW 6626 and SOW 6235 and SOW 6532 and SOW 6305 and SOW 6105 and SOW 6306 and SOW 6405 and SOW 6106 and SOW 6236 and SOW 6533 and SOW 6883

SOW 6405  Social Work Research Methods I  3 credits
An introduction to scientific inquiry specifically, problem formulation, research methodology, analysis of quantitative and qualitative data, presentation of findings and application to social work practice. Ethical issues concerning use of human subjects and the selection of research techniques sensitive to social diversity and population-at-risk will be demonstrated.

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
SOW 6435  SWK Research II: Program Eval  3 credits
Capstone research course with a focus on practice evaluation using single subject designed and program evaluation. Particular attention will be paid to the ethical issues of conducting research, especially with oppressed and vulnerable populations.
Prerequisites: SOW 6626 and SOW 6235 and SOW 6532 and SOW 6305 and SOW 6105 and SOW 6306 and SOW 6405 and SOW 6106 and SOW 6236 and SOW 6533
Corequisites: SOW 6537

SOW 6532  Field Education I  4 credits
Introduces students to beginning integrated social work practice in an approved agency where they will have an opportunity to develop generic skills applicable to individuals, families, groups and communities. Students spend 275 hours or 18 hours per week at approved placement practice sites.
Corequisites: SOW 6305

SOW 6533  Field Education II  4 credits
Designed to allow students to practice within an empowerment oriented, ecological approach at a beginning generalist level, developing skills in working with individuals, families, groups, communities and wider systems.
Prerequisites: SOW 6532 and SOW 6305 and SOW 6105
Corequisites: SOW 6306

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 6534 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 Education IV  4 credits
During this semester students will continue to conduct multi-modal clinical, group, and community oriented assignments of increased complexity. They will continue to integrate classroom and practice learning through assignments.
Prerequisites: SOW 6626 and SOW 6235 and SOW 6532 and SOW 6305 and SOW 6105 and SOW 6306 and SOW 6405 and SOW 6106 and SOW 6236 and SOW 6533 and SOW 6535 and SOW 6124

SOW 6553  Field Inst Seqeu 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

Prerequisites: SOW 6405 with a passing grade and SOW 6425 with a passing grade and SOW 6426 with a passing grade
SOW 6554  
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 15 hours per week. 
Departmental approval required.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6205 and SOW 6305 and SOW 6348 and SOW 6405 and SOW 6553

SOW 6555  
Field Inst Seqn IIA-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 6554

SOW 6556  
Field Inst Seqn IIB-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.
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 6554 and SOW 6555

SOW 6557  
Field Inst Seqn IIC-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.
Departmental approval required.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6235 and SOW 6305 and SOW 6348 and SOW 6553 and SOW 6554 and SOW 6555 and SOW 6305

SOW 6558  
Field Inst Seqn IIA-Part-time  
2 credits
This is sixth 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 6305 and SOW 6114 and SOW 6405 and SOW 6553 and SOW 6554 and SOW 6555 and SOW 6556 and SOW 6557

SOW 6559  
Field Inst Seqn IIB-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

SOW 6626  
Human Diversity & Oppression  
2 credits
Introduction to human diversity & oppression including structural and critical analysis. Critical empowerment, strength perspectives plus commitment to advocating w/clients for social justice are also features of this course.

SOW 6641  
SocWk Practice w/Older Persons  
2 credits
Focuses on social work practice with older persons individually, with families, in groups and in the community. Theoretical perspectives relevant to the aging process will also be reviewed.

SOW 6654  
SWK Practice with Children  
2 credits
Addresses clinical community practice with children in a variety of settings, such as family agencies, child guidance, child welfare agencies, protective services, schools and medical settings. Course content will include assessment and intervention with children focusing on cultural competency skills for working on problems affecting children such as parenting, child abuse and neglect, trauma, school performance, etc.

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
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 6326  
Soc Studies Meth:Middle School  
3 credits
Provides a bridge for teacher trainees to move from educational theory into sound classroom practice. Examines the many-faceted subject area of the social studies and introduces teacher trainees to selected issues, strategies and methods of teaching social studies to middle school-aged students.
Prerequisites: EDF 5163 with a minimum grade of B and SSE 6342 with a minimum grade of B

SSE 6327  
Soc Studies Meth: 9-12  
3 credits
Focus on teaching social science in high schools. Themes include strategies for teaching students grades 9-12, curriculum adaptation for special needs students, assessment of student learning, and current literature for teaching social science, as well as strategies for teaching the various disciplinary area either alone or in an integrative fashion.
Prerequisites: EDF 5163 with a minimum grade of B and SSE 6342 with a minimum grade of B

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
An in-depth coverage of tax issues associated with corporations.
Prerequisites: TAX 3012 or TAX 4001

TAX 6045  
Tax Research & Planning  
3 credits
Examines the sources of tax authority which include its primary sources (legislative, judicial, and administrative), as well as secondary sources. Develops 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
Uses a «life cycle» approach to cover the taxation of partnerships, LLCs, and S corporations.
Prerequisites: TAX 3012 or TAX 4001

TAX 6405  
Estate & Gift Tax Issues  
3 credits
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
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
A comprehensive survey of selected contemporary issues and topics in taxation at the graduate level. Individual investigation and reporting emphasized in seminar fashion.

THE 6720  
Drama in the Elementary School  
3 credits
Methods of using theater and drama activities in elementary school, including use of drama and theater for interdisciplinary, majors; no extra laboratory sections.
TSL  5142  Curriculum & Material Develop  3 credits
Applications of the theories, principles and current research related to second language acquisition, as well as instructional techniques and materials. Program options for second language learners and focus 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  5371  Methods of Teaching ESOL  3 credits
An overview of the theoretical foundations and applications of language instruction approaches, methods, and techniques effective in ESL classrooms, and 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  5474  Testing & Eval for ESOL Teach  3 credits
Language assessment issues, opportunities to examine language assessment instruments, and practical experiences developing and using formal and informal assessment measures. Critical analysis, selection, and use of evaluation techniques for measuring ELL/LEP students' performance in academic settings.

TSL  5525  Cross Cult Comm Issues in ESL  3 credits
Cultural issues in teaching English as a second language. 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.

TSL  6135  Cult & Ling Div in See Ed ESOL  3 credits
How secondary content teachers meet the need of culturally and linguistically diverse students including legal, pedagogical/instructional, and curriculum issues.

TSL  6527  Language & Culture  1 credits
Exploration of the interconnections between language and culture. Includes first and second language acquisition, family customs, cultural variations of narrative texts, and storytelling. Collection and analysis of data through research and interviews.
Prerequisites: RED 6116 and LAE 6616 and EDF 6481 and RED 6544
## Administrative Leadership

### Governor and Cabinet, State of Florida

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Jeb Bush</td>
<td>Governor</td>
</tr>
<tr>
<td>Charlie Christ</td>
<td>Commissioner of Education</td>
</tr>
<tr>
<td>Katherine Harris</td>
<td>Secretary of State</td>
</tr>
<tr>
<td>Bob Butterworth</td>
<td>Attorney General</td>
</tr>
<tr>
<td>Robert F. Milligan</td>
<td>Comptroller</td>
</tr>
<tr>
<td>Tom Gallagher</td>
<td>Treasurer and Insurance Commissioner</td>
</tr>
<tr>
<td>Terry Rhodes</td>
<td>Commissioner of Agriculture</td>
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### State University System, Chancellor and Board of Regents

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<th>Name</th>
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<tbody>
<tr>
<td>Judy G. Hamble</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Thomas F. Petway III</td>
<td>Chairman, Jacksonville</td>
</tr>
<tr>
<td>James D. Corbin</td>
<td>Vice Chairman, Chattahoochee</td>
</tr>
<tr>
<td>Richard A. Beard III</td>
<td>Tampa</td>
</tr>
<tr>
<td>Charlie Christ</td>
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</tr>
<tr>
<td>James F. Heckin Jr.</td>
<td>Orlando</td>
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<tr>
<td>Adolfo Henriques</td>
<td>Coral Gables</td>
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<tr>
<td>Philip D. Lewis</td>
<td>Riviera Beach</td>
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<tr>
<td>Elizabeth G. Lindsay</td>
<td>Sarasota</td>
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<tr>
<td>J. Collier Merrill</td>
<td>Pensacola</td>
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<tr>
<td>Jon C. Moyle</td>
<td>West Palm Beach</td>
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<tr>
<td>Carolyn K. Roberts</td>
<td>Ocala</td>
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<tr>
<td>Steven J. Uhlfelder</td>
<td>Tallahassee</td>
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<tr>
<td>Welcom H. Watson</td>
<td>Fort Lauderdale</td>
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<tr>
<td>Natalie M. Copeland</td>
<td>Student Regent, University of South Florida</td>
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### University Administration

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<tr>
<td>William C. Merwin</td>
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</tr>
<tr>
<td>Brad Bartel</td>
<td>Provost and Vice President for Academic Affairs</td>
</tr>
<tr>
<td>Curtis Bullock</td>
<td>Vice President for Administrative Services</td>
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<tr>
<td>John M. Crowley</td>
<td>Vice President for University Advancement</td>
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<tr>
<td>Lawrence W. Byrnes</td>
<td>Dean, College of Education</td>
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<tr>
<td>Carolyn Gray</td>
<td>Dean, College of Arts and Sciences</td>
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<tr>
<td>W. Jack Crocker</td>
<td>Dean, Graduate Studies and Continual Learning</td>
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<tr>
<td>Kathleen Davey</td>
<td>Dean, Instructional Technology</td>
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<tr>
<td>Kathleen Hoeth</td>
<td>Director, Library Services</td>
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<tr>
<td>John McGaha</td>
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<tr>
<td>Richard Pegnetter</td>
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<tr>
<td>Joseph L. Ravelli</td>
<td>Dean, Planning and Evaluation</td>
</tr>
<tr>
<td>Cecilia Rokusek</td>
<td>Dean, College of Health Professions</td>
</tr>
<tr>
<td>Wm. Gregory Sawyer</td>
<td>Dean, Student Services</td>
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Florida Gulf Coast University Foundation

The Florida Gulf University Foundation was chartered under Florida statutes in May 1993. As the private fund-raising arm of the university, the foundation provides enhancement funds for the university not available through regular state funding.

The purpose of the foundation is to encourage, solicit, receive, and administer gifts and bequests of property and funds for scientific, educational, and charitable purposes directly related to the mission of the university. A major focus in the foundation’s fund-raising efforts is the development of student scholarships. All gifts to FGCU are received and processed through the foundation, which is governed by a community-based Board of Directors. For more information, call (941) 590-1067.

Founding Board, 1993-1994

W. Thomas Howard, President
Charles B. Edwards, Vice President
William N. Horowitz, Secretary/Treasurer
Richard C. Ackert
Audrea I. Anderson
Valerie Boyd
Barron Collier III
Jeffrey D. Fridkin
James F. Garner
Ben Hill Griffin III

Jody T. Hendry
Johanna H. Hudson
Robert N. McQueen
Roy E. McTarnaghan
T. Wainwright Miller
G. David Powell
Suzanne L. Richter
Linda K. Taylor
Leo Wotitzky

Current Board Members and Officers

Officers, July 2000 – June 2001
Edward Morton, Chair
F. Fred Pezeshkan, Vice Chair
Charles Idelson, Treasurer
Curtis D. Bullock, Assistant Treasurer
Joseph Catti, Secretary
John M. Crowley, Executive Director

Class of 2001
James F. Garner
Ben Hill Griffin III
Charles K. Idelson
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Class of 2003
J. Dudley Goodlette
Barbara Hilliard
T. Wainwright Miller
Terri St. Cerny

Class of 2004
Garfield Beckstead
Cornelius Cacho
G. Burtt Holmes
Alan Korest
Duane Stranahan
Paul Stark

Chairpersons Emeriti
(Ex Officio Members)
Richard C. Ackert
Charles B. Edwards
Jeffrey D. Fridkin
William N. Horowitz
David Powell
Linda K. Taylor

Ex Officio Members
Brad Bartel
Curtis D. Bullock
John M. Crowley
William C. Merwin

Foundation Fellows
Barron Collier III
Mary Frances Howard
<table>
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<tr>
<th>Name</th>
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<th>College/Unit</th>
<th>Highest Degree</th>
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<tbody>
<tr>
<td>Alexander, George</td>
<td>Assistant Professor</td>
<td>Office of Planning and Evaluation</td>
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<td>Andersen, Stacy</td>
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<td>Andrews, Christine</td>
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<td>Angeletti, Michelle</td>
<td>Assistant Professor</td>
<td>College of Health Professions</td>
<td>PhD, Florida Atlantic University</td>
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<td>Azcarate, Camilo</td>
<td>Associate Director</td>
<td>Institute for Conflict Resolution</td>
<td>College of Business</td>
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<td>MA, University of Massachusetts-Boston</td>
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<td>Barreto, Jose</td>
<td>Associate Professor</td>
<td>College of Arts and Sciences</td>
<td>PhD, University of Texas Health Science Center</td>
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<td>Barringer, Tony</td>
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<td>College of Professional Studies</td>
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<td>Beckett, Edward</td>
<td>Advisor</td>
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<td>College of Health Professions</td>
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<td>Bhatt, Anjana</td>
<td>Assistant Librarian</td>
<td>Library Services</td>
<td>MS, Syracuse University</td>
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<td>Bledsoe, Carol</td>
<td>Instructor</td>
<td>College of Arts and Sciences</td>
<td>MA, Indiana State University</td>
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<td>Bogan, Margaret</td>
<td>Assistant Professor</td>
<td>College of Business</td>
<td>PhD, University of South Florida</td>
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<td>Boggs, Roy</td>
<td>Professor</td>
<td>College of Business</td>
<td>PhD, University of Texas-Austin</td>
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<td>Borgia, Daniel</td>
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<td>College of Business</td>
<td>PhD, Kent State University</td>
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<td>Bradley, Peggy</td>
<td>Assistant Professor</td>
<td>College of Professional Studies</td>
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<td>Brock, James</td>
<td>Assistant Professor</td>
<td>College of Arts and Sciences</td>
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<td>Brown, David</td>
<td>Assistant Professor</td>
<td>College of Health Professions</td>
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<td>Buettner, Linda</td>
<td>Associate Professor</td>
<td>College of Health Professions</td>
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<td>Burgess, Deanna</td>
<td>Assistant Professor</td>
<td>College of Business</td>
<td>PhD, University of Central Florida</td>
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<td>Burkett, Paul</td>
<td>Instructor</td>
<td>College of Health Professions</td>
<td>MS, Virginia Polytechnic Institute</td>
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</table>
Burnette, Carolyn
Assistant Dean
College of Business
MBA, University of South Florida

Byrnes, Lawrence
Dean and Professor
College of Education
PhD, Michigan State University

Calvo, Cara
Assistant Professor
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MS, University of Vermont

Campanile, Loredana
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MS, McGill University

Carter, Cecil
Associate Professor
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EdD, University of Virginia

Chambers, James
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PhD, Portland State University

Christensen, Lois
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EdD, Loyola University of Chicago

Corcoran, Peter
Professor
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EdD, University of Maine

Coughlin, Richard
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Crocker, Jack
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Cudjoe, Joe
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Donlan, Rebecca
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MFA, University of Massachusetts Amherst

Feehan, Pamela
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MS, University of Arkansas

Finch, Howard
Eminent Scholar
College of Business
PhD, University of Alabama

Fitch, John
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Flowers, Geraldo
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PhD, Florida State University

Fornaciari, Charles
Assistant Professor
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Giambo, Debra
Assistant Professor
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PhD, University of Miami

Glacken, Joan
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EdD, Rutgers University

Goff, Amanda
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MSW, University of South Florida

Golian, Linda
University Librarian
Library Services
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Gray, Carolyn
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PhD, Brandeis University

Gray-Vickrey, Margaret
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DNS, University of Buffalo

Green, Roger
Assistant Professor
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PhD, University of California San Diego

Greene, Marcia
Associate Professor
College of Education
EdD, Texas Tech University

Hair, Thomas
Instructor
College of Arts and Sciences
MS, Naval Post Graduate School

Halverson, Kay
Associate Professor
College of Education
EdD, University of North Dakota

Hammond, William
Assistant Professor
College of Arts and Sciences
PhD, Simon Fraser University

Hansen, Pamela
Instructional Specialist
College of Education
BA, Saint Thomas University

Harrington, Tom
Professor
College of Business
PhD, University of North Carolina - Chapel Hill
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<td>McGaha, Johnny</td>
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<td>Meers, Mason</td>
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