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This catalog includes all policies, procedures, and program and course descriptions in effect at the time of publication. The catalog cannot always reflect new and modified information. Florida Gulf Coast University reserves the right to repeal, change, or modify the policies, procedures, and program and course descriptions at any time without advance notice.
Florida Gulf Coast University is the tenth institution in the Florida State University System. Located on 760 acres of carefully restored and preserved wetlands in southeastern Lee County, the campus is conveniently located just east of Interstate 75, between exits 19 (Corkscrew Road) and 20 (Alico). FGCU opened with an enrollment of 2,700 students and 400 faculty and staff in the fall of 1997. Buildings include two academic halls (with construction beginning in 1998-1999 on two additional academic buildings and a Science, Math and Technology Education Building); Student Services Building; 51,000 square foot Library complete with computer lab and laptop Internet access; Wellness Center, Broadcast Center; Family Resource Center; and lake-side Student Housing Complex with pool, volleyball and water sports. Classrooms showcase state-of-the-art multi-media instructional systems that feature Internet access, document cameras, and audio and video presentations.
WELCOME TO FLORIDA GULF COAST UNIVERSITY

Dear Students,

Florida Gulf Coast University welcomes you to higher education opportunities designed for the 21st century. FGCU is committed to the principle that education can and does make a difference to the quality of each person’s life and to the community in which we live. We, therefore, place student success at the center of all our endeavors and are firmly dedicated to providing the highest quality education to develop the whole person for an enriched life.

FGCU is an inclusive community, committed to providing educational opportunities to all who can benefit from them. But we are also a University that actively helps students overcome barriers that frequently hinder them from completing their educational programs. Thanks to technology, we can reach more students by providing our programs in time- and distance-free modes.

FGCU will offer you educational programs taught by the finest instructors, enriched by interdisciplinary, international, and environmental perspectives. Through partnerships with other institutions and agencies, we will harness the resources needed to enhance our programs with the most current knowledge and practice.

Florida Gulf Coast University will make a difference in your life and in the life of our region. We invite you to join us.

Roy E. McTarnaghan
President
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A Learning-Centered University

FOUNDING MISSION STATEMENT

Florida Gulf Coast University, located in Southwest Florida has, as its primary mission, undergraduate education, with a broad range of programs in arts and sciences, business, environmental science, computer science, education, nursing/allied health, and social services. The programs will be planned for community college transfer students and beginning freshmen. Selected graduate programs in education, business, social services, and arts and sciences will be introduced as needs are identified and resources allow.

The region in which the University will be located combines rapid population growth in a geographically constrained area, the Gulf of Mexico to the west and Lake Okeechobee to the east, with a unique and sensitive environment. The University, therefore, will be ideally suited to emphasize study of the environment. Building on a strong program at the graduate level, the University will have the opportunity to ultimately develop as a center for environmentally oriented graduate programs and research.

The primary service area will include Lee, Charlotte, Glades, Hendry, and Collier counties. Specialized degree programs will draw students from throughout Florida and beyond, especially as alternative teaching systems and technology are employed.

Graduate education and continuing education will primarily serve the needs of part-time working individuals whose professional growth will demand programs arranged at convenient times, places, and in modules to accommodate their employment. In addition to the traditional campus program schedule, a “weekend college” program will be offered in selected subject areas to enable student to earn complete degrees solely through evening and weekend study.

An important element of the University will be the variety of alternative learning and teaching systems. Parts of many degree programs will be available via television courses, computer-assisted instruction, and competency-based exams, which will permit those who have special achievement or experience in a variety of setting to satisfy some of their degree requirements. Students who enjoy and are able to succeed at independent study will be able to move along at their own pace. Specialized faculty will be available to advise students to establish individualized learning plans by selecting one or more of the options.

Some existing programs established through the University of South Florida will be expanded, where feasible, to permit full-time students to obtain a bachelor’s degree during the developmental stages of the university. This will bring about a smooth transition in the development of the University of South Florida’s regional center into the new University. Clinical practice and portions of the curriculum which require hands-on experience will be developed in close coordination with regional health care, education, social service, and other professions to minimize the need for specialized laboratories and equipment on campus. Applied degree programs will strive to have a strong community-based component involving clinical/adjunct faculty, based on memoranda of agreement, and contract relationships.

Although the primary emphasis of the University will be on undergraduate education, it is anticipated that within ten years, up to fifteen percent of the instructional load will be at the graduate level. This instructional load will be divided between degree programs and continuing education. Faculty will be expected to focus on public service activities and projects that are primarily community-based with the relative need being assessed with input from regional community organizations. Complementing the public service mission will be a student volunteer service designed to provide each student with exposure to a planned community project, thus developing in the student a commitment to public service after graduation. Faculty research will support the teaching and service mission and will have as its primary focus the application of research to serve state and regional needs.

Undergraduate students will have mentors/advisors who will guide them during a senior project or paper, in order to synthesize the work done in the
curriculum and prepare the students to organize ideas from across disciplines in a final research document.

The library will be the heart of the University's learning environment. In addition to a collection appropriate to the selected degree offerings, the library will include a learning resource center, and an instructional development center to assist faculty, and will utilize available data bases to access library materials from across the state and the nation.

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.

The White Egret - [Ardea alba] Stalking its prey, usually frogs, small fish, and lizards, in shallow water, the white egret is a common bird in Southwest Florida.
STUDENT LEARNING GOALS AND OUTCOMES

Florida Gulf Coast University is committed to the following learning goals and educational outcomes, believing they provide a foundation for lifelong learning and effective citizenship. The specific outcomes involving knowledge, understanding, analysis, evaluation and collaboration provide the basis on which the University and the learner, sharing responsibility, can measure progress toward reaching these goals. Each goal is followed by its outcomes in the list below.

Goal 1. Aesthetic Sensibility.
A. Know and understand the variety of aesthetic frameworks that have shaped, and continue to shape, human creative arts.
B. Analyze and evaluate the aesthetic principles at work in literary and artistic composition, intellectual systems, and disciplinary and professional practices.
C. Collaborate with others in projects involving aesthetic awareness, participation and/or analysis.

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

Goal 3. An Ecological Perspective.
A. Know the issues related to economic, social and ecological sustainability.
B. Analyze and evaluate ecological issues locally and globally.
C. Participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues.

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

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

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

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

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

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

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

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

PLANNING AND EVALUATION

As a public institution of higher education, FGCU is accountable to the constituencies it serves. FGCU is a member of the State University System of Florida and participates in all planning, reporting, and evaluation activities specified by the Florida Board of Regents.

Florida Gulf Coast University believes excellence is maintained through comprehensive and systemic planning that includes setting educational goals and determining whether those goals are achieved. Therefore, the University has established procedures to ensure that its educational programs and services are evaluated and the results used to enhance quality. Student success is at the core of planning and evaluation activity. To this end, the University continuously assesses student outcomes and the effectiveness of teaching, distance learning, experiential learning, and service learning.

FGCU has established an Office of Planning and Evaluation, which will coordinate master planning, oversee accountability reporting, and assist all units of the University in assessing their performance. This office is also responsible for coordinating accreditation activities.

Accreditation is concerned with improving educational quality and ensuring to the public that institutions meet established standards. FCCU is committed to achieving full membership (accreditation) with the Commission on Colleges of the Southern Association of Colleges and Schools. The University is also seeking accreditation of its programs by appropriate discipline-oriented professional accrediting agencies.

DRUG-FREE CAMPUS POLICY STATEMENT—

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

THE STUDENT RIGHT TO KNOW AND CAMPUS SECURITY ACT (1990)

Requires all post-secondary institutions 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. As a new campus, FGCU has no crime statistics available for this publication, however, policies related to security are available from the University Police Department.
EXPECTATIONS AND OPPORTUNITIES

We at Florida Gulf Coast University have embraced the challenge to create a “new” University – new not only in its coming into existence but also in its approaches to learning and instruction. As a learning-centered institution, FGCU aims to shift from merely conveying information to emphasizing the ability to apply knowledge and skills. Students must be willing to accept responsibility for their learning. The University will create the climate and opportunities to facilitate student learning, but the University cannot learn for you. Only you, the student, can do that.

Suzanne L. Richter
Vice President for Academic Affairs

HONORS PROGRAM

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

THE INTERNATIONAL PERSPECTIVE AT FGCU

Among the underlying tenets of Florida Gulf Coast University is the establishment of an environment that encourages and facilitates the development of holistic international perspectives. The University believes that a basic understanding of both the international interdependence of cultures and societies, and a recognition of the importance of cultural and ethnic diversity in the development of a strong society are critical components of a well-rounded educated individual. This recognition and appreciation is also particularly critical for the FGCU community because of the geographic proximity of Southwest Florida to the Caribbean and Latin America, as well as the increasingly international characteristics of its population, economy and social environment.

An environment, which fosters the development of international perspectives, involves awareness on all levels. Thus, FGCU is committed to ensuring that students, faculty, staff and visitors are provided with opportunities to increase their level of understanding of international dynamics. This is accomplished through the

- infusion of international content into the curricula, extra curricula activities, and, where appropriate, various official functions;
- encouragement of faculty, staff and student involvement in the planning and implementation of international efforts;
- recognition of the important contributions which can be made by international students, faculty and staff, and utilization of their personal experiences and knowledge as activities and programs are developed;
• recognition and utilization of the international expertise of faculty and staff;
• development of academic cultural exchanges between international scholars and students and FGCU scholars, staff, students, as well as the broader FGCU community;
• visitations by international scholars, dignitaries and students; as well as domestic scholars and dignitaries with international expertise;
• development of linkages with institutions of higher education, educationally oriented and community based organizations in other parts of the world.

For FGCU, university and community partnerships are considered integral to the learning environment. The University invites and encourages active community participation in its internationally oriented activities and offers its expertise and activities as a service to the community.

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 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, a uniquely designed program for mid and senior level professionals. A charter class was launched in 1997 with 26 individuals, representing 21 different organizations. The CLI staff also includes the Small Business Development Center (SBDC), a federally funded operation of the Small Business Administration. The SBDC provides counseling and program support to small businesses throughout the region.

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

SERVICE LEARNING

As a partner in the community, FGCU makes service an important part of its mission. Students are brought into this partnership through the service learning program, EaglesConnect. Service learning is an undergradu-

ate graduation requirement, although graduate students and non-degree seeking students are encouraged to participate as well.

EaglesConnect staff members help students design structured learning experiences in community settings. Structuring these experiences ensures the services to community agencies and organizations are needed, and, equally important, ensures the activity is a learning experience of each student. Service learning experiences 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 a life-long commitment to service based on empathy and respect for others.

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 semester hour University Colloquium brings together students from all four colleges in an interdisciplinary learning experience. Students are introduced to the guiding principles and values of the University and are expected to develop critical thinking and communications skills.

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

MOMENTS IN HISTORY

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

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

February 1992 - BOR votes to accept offer by Alico, Inc., to donate 760 acres of land located just east of Interstate 75 between Alico and Corkscrew roads for the new University’s campus.

April 1993 - State University System Chancellor Charles Reed announces the Board of Regents chooses Roy E. McNamara as the University’s founding president.

February 1994 - University unveils first-phase construction plan calling for two academic buildings, a three-building student services complex, library, central utility plant, broadcast center, and a family resource center. Plans also call for a variety of parking areas and a loop road around the core campus.

April 13, 1994 - Florida Legislature adopts bill officially naming the institution Florida Gulf Coast University.

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

Nov. 28, 1995 - More than 500 people, including Gov. Lawton Chiles, Board of Regents members, area residents, business and civic leaders and elected officials, applaud as 24 students representing

almost all of the high schools in Lee, Collier, Charlotte, Glades and Hendry counties plunge golden shovels into dirt to mark the ceremonial groundbreaking of Florida Gulf Coast University.

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

March 1996 - The BOR approves FGCU’s inaugural degree programs consisting of 16 undergraduate and 10 graduate degrees in four colleges: Arts and Sciences, Business, Health Professions and Professional Studies.

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

July 1996 - The BOR gives final approval to the state’s FGCU-based Institute on Public Postsecondary Distance Learning, which will be central to distance learning for all 10 public universities and 28 community colleges in Florida.

Oct. 22, 1996 - FGCU Foundation announces plans to recommend the 1997 Legislature name the University’s first academic building for Ben Hill Griffin, III.

Oct. 28, 1996 - FGCU Foundation accepts $111-million Whitaker Foundation challenge that includes a science professorship and construction funding for a science, math and technology education complex.

January 1997 - Mariana Coto becomes the first student admitted to FGCU.

May 1997 - FGCU signs agreement to provide doctorate degrees through the University of Central Florida.

Aug. 25, 1997 - America’s newest University opens on its 760-acre campus south of Fort Myers.

Sept. 24, 1997 - Ben Hill Griffin III Hall is dedicated.

Sept. 1997 - Treeline Avenue is named Ben Hill Griffin Parkway in honor of Ben Hill Griffin.

Dec. 9, 1997 - FGCU awarded accreditation candidacy by the Southern Association of Colleges and Schools.


Feb. 3, 1998 - Florida Division of Historical Resources concurs with the Board of Regents that FGCU building four will be named for the late W. Thomas Howard.

Cattle -
The Southwest Florida landscape is dotted with thousands of head of cattle. Cattle ranching is one of Florida’s biggest—and last well-known—industries.
ENVISIONING THE FUTURE

The FGCU vision is both practical and achievable, relying on strategic planning that partners the University with the community it serves. FGCU strives to be an integral part of the Southwest Florida community—culturally, economically and professionally. We anticipate an endowed program emphasizing the history and culture of our region; we intend to participate in workforce expansion; we will cooperate with other universities to offer programs in engineering and the arts. Our first cooperative venture is under way, joining FGCU and the University of Central Florida to offer a weekend doctoral program with concentrations in educational leadership and curriculum and instruction.

FGCU will continue to respond to the learning needs of Southwest Florida—traditional and non-traditional learners—through innovation and technology. Beginning in 1998, FGCU will offer non-credit learning options for those who already have degrees or for learners who do not want degree credit. Degree completion programs with flexibility of time and place for non-typical students are also planned. Creative professors will design courses with an Internet format or deliver their courses by compressed video or television. Innovative uses of technology will move FGCU toward a goal of serving 25 percent of the student body by distance learning.

Our colleges will grow new programs in the next several years, expanding the educational opportunities available in Southwest Florida. The College of Health Professions plans master's degrees in speech language pathology and nursing that could begin as early as fall 1999. Graduate programs for physicians assistant and rehabilitation science and undergraduate programs in health information management, dietetics and nutrition and gerontology are proposed for the future. Clinical Laboratory Science and Occupational Therapy will enroll students in 1998-99.

Faculty in the Division of Social Work and Human Services will develop the curriculum and prepare for accreditation for the Master in Social Work degree. In the College of Business, relationships are being developed with universities in Latin America and Western Europe that will directly benefit FGCU students through awareness of global concerns and educational exchanges. The College of Arts and Sciences plans graduate programs, additional concentrations and an honors program that begins in 1998.

Two new buildings are scheduled to open in the next three years. The third academic building with offices for 90 faculty members and classrooms for 1,000 students will open in fall 1999. A Math, Science and Technology building, funded through the generosity of the Whitaker Foundation, local donations and state matching funds, is targeted for 2000. A teaching facility for Fine and Performing Arts is in the planning stages.

Envisioning the future at FGCU begins with educational programs and the facilities and technology necessary to support them; however, building an institutional identity and establishing a place in the Southwest Florida community is equally important. As we move a young University into the 21st century, we will use our vision of the future as a lamp to light our path.

Fire ants—(Solopsis invictus buren) Bare feet are best kept well away from a fire ant mound. Small, red ants will swarm onto any animal that disturbs their nest, inflicting countless burning bites.
FGCU—Academic Calendar

FALL SEMESTER 1998

<table>
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<tr>
<td>Classes Begin</td>
<td>August 24</td>
</tr>
<tr>
<td>Drop/Add Ends</td>
<td>August 31</td>
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<tr>
<td>Labor Day (Observed)</td>
<td>September 7</td>
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<tr>
<td>Mid-Term</td>
<td>October 14</td>
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<tr>
<td>Last Day to Withdraw without Academic Penalty</td>
<td>October 23</td>
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<tr>
<td>Veteran's Day (Observed)</td>
<td>November 11</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>November 26-29</td>
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<tr>
<td>Final Exam Week</td>
<td>December 7-12</td>
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<td>Semester Ends</td>
<td>December 12</td>
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SPRING SEMESTER 1999

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<tr>
<td>Drop/Add Ends</td>
<td>January 11</td>
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<tr>
<td>MLK Holiday (Observed)</td>
<td>January 18</td>
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<tr>
<td>Mid-Term</td>
<td>February 25</td>
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<tr>
<td>Last Day to Withdraw without Academic Penalty</td>
<td>March 5</td>
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<td>Spring Break</td>
<td>March 8-14</td>
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<tr>
<td>Final Exam Week</td>
<td>April 24-April 30</td>
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<td>Semester Ends</td>
<td>April 30</td>
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SUMMER TERM A 1999

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<td>Drop/Add Ends</td>
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<td>Memorial Day (Observed)</td>
<td>May 29-31</td>
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<td>Last Day to Withdraw without Academic Penalty</td>
<td>June 4</td>
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SUMMER TERM B 1999

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<tr>
<td>Independence Day (Observed)</td>
<td>July 3-5</td>
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<tr>
<td>Last Day to Withdraw without Academic Penalty</td>
<td>July 16</td>
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<td>Last Day of Classes (Includes Final Exams)</td>
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SUMMER TERM C 1999

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<tr>
<td>Independence Day (Observed)</td>
<td>July 3-5</td>
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<tr>
<td>Last Day of Classes (Includes Final Exams)</td>
<td>July 30</td>
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FGCU—
Accreditation
and Degree
Programs

ACCREDITATION
Florida Gulf Coast University is a Candidate for Accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award baccalaureate and master’s degrees.

DEGREES AND PROGRAMS
(L) = limited access

COLLEGE OF ARTS
AND SCIENCES
Bachelor of Arts (B.A.)
Liberal Studies
Art
Biology
Computer Science
English
Environmental Studies
History
Earth Systems Science
Interdisciplinary Social Sciences
Mathematics
Psychology
Spanish
Theatre

COLLEGE OF BUSINESS
Bachelor of Science (B.S.)
Accounting
Government and Not-For-Profit Internal Auditing
Management Accounting
Public Accounting

Computer Information Systems
Finance
General Finance
Banking
Small Business and Corporate Finance
Financial Services Administration
Investments
Public Finance
Real Estate

Management and Decision Sciences
General Management
Human Resource Management
Entrepreneurship
Manufacturing and Operations Systems

Marketing
General Marketing
Advertising
Hospitality/Tourism
Retail Management
Sales Management
Services Marketing

Master of Business Administration (M.B.A.)
Accounting
Banking
Computer Information Systems
Entrepreneurship
Finance
General Management
Health Administration
Human Resource Management
Interdisciplinary Manufacturing and Operations Systems
Marketing
Project Management
Executive MBA

Certificates
Accounting Fifth-Year Certificate Program

COLLEGE OF HEALTH PROFESSIONS
Bachelor of Science (B.S.)
Health Science
Health Services Administration
Health Professions Education
Health Professions Practice

Physical Therapy (L) BS in Health Science, Physical Therapy concentration leading to a MS in Physical Therapy

Clinical Laboratory Science (L)
Clinical Laboratory Technology (L)
Articulated Clinical Laboratory Technology (L)
Biotechnology/Preprofessional (L)

Nursing (L)
Occupational Therapy (L)

Master of Science (M.S.)
School of Public and Social Services

Bachelor of Science (B.S.)
- Criminal Justice
- Human Services

Master of Public Administration (M.P.A.)
- Criminal Justice Policy
- Educational Leadership
- Environmental Policy
- General Public Administration
- Health Policy and Administration
- Management

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

Advising Information

Students at FGCU have the benefit of academic advising from orientation through the completion of their academic programs. First-time-in-college students and students who have not declared majors meet with admission counselor/advisors in the Office of Admission, Registration and Records. Students receive assistance in selecting their majors, articulating general education and program requirements, and planning schedules.

Each college of FGCU has a coordinator of advising. That individual will advise students who have declared their majors. The advisors provide fact sheets and brochures and use a computerized student information system to assist students in planning their academic programs. Regular advising sessions ensure that students stay on track to reach their academic goals.

Counselors in the Counseling and Health Services Office help students make informed career decisions consistent with their individual abilities, interests, personalities and personal values. A number of tests and inventories are available to facilitate the process.
General Education Program

Director: Dr. Chuck Lindsey

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

The General Education Program at Florida Gulf Coast University, in accordance with state mandates, consists of 36 semester hours of 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 (BOR rule 6A-10.024), transfer students who have completed general education requirements at any public University or community college in Florida shall be considered to have completed general education at FGCU. All other transfer students will have their transcripts evaluated for possible course equivalencies applicable toward FGCU requirements.

Course Requirements

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

Mathematics (6 semester hours):
Mathematics and statistics courses give students competence in quantitative methods and an understanding of how those methods are used to describe and analyze the natural world. These courses also give students exposure to the theories and practice of mathematics, and to the unique nature of mathematical knowledge. They will have a practical component, giving students the opportunity to apply mathematical and statistical methods to "real-world" problems. All students must successfully complete either Statistical Methods (STA 2023) or Statistics with Calculus (STA 2037), and an additional 3 semester hours of approved coursework at the College Algebra level or higher. To meet Gordon Rule computation requirements, students must earn a grade of C or better.

Humanities (9 semester hours):
At FGCU, the area of Humanities includes literature, philosophy, religion, and the fine arts. Humanities courses provide students the opportunity to study the aesthetic dimension of human experience, and to learn how people have given creative interpretations to events from differing perspectives. Students will learn the methods, suppositions, and theories of the chosen areas of study. All students, to meet Humanities requirements, must successfully complete Styles and Ways of Learning (IDS 1301L), Connections (IDS 2110), and Understanding the
Visual and Performing Arts (HUM 2510). In addition, students must complete an additional 3 semester hours of approved coursework in the Humanities area.

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

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

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

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

**Approved Courses for General Education**

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

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### COMMUNICATION

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>ENC 1101</td>
<td>Composition (GRW)</td>
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</tr>
<tr>
<td>ENC 1102</td>
<td>Composition II GRW)</td>
<td>3</td>
</tr>
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</table>

### MATHEMATICS

Required Course (choose one):
- STA 2023 or Statistical Methods
- STA 2037 Statistics With Calculus

### Elective Courses (choose one)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
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<tr>
<td>MAC 1105</td>
<td>College Algebra</td>
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<td>MAC 1147</td>
<td>Precalculus</td>
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<td>MAC 2233</td>
<td>Elementary Calculus</td>
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<tr>
<td>MAC 2311</td>
<td>Calculus I</td>
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<td>MAC 2313</td>
<td>Calculus III</td>
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<tr>
<td>MAC 2331</td>
<td>Integrated Math I</td>
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<td>MAC 2332</td>
<td>Integrated Math II</td>
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<td>MAC 2333</td>
<td>Integrated Math III</td>
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<td>MAC 2334</td>
<td>Integrated Math IV</td>
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<tr>
<td>MAC 2421</td>
<td>Calculus With Differential Equations I</td>
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<tr>
<td>MAC 2422</td>
<td>Calculus With Differential Equations II</td>
<td>4</td>
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<tr>
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<tr>
<td>MAP 2302</td>
<td>Differential Equations</td>
<td>3</td>
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<tr>
<td>MAS 2103</td>
<td>Elementary Linear Algebra</td>
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</tr>
<tr>
<td>MAS 2121</td>
<td>Linear Operators And Differential Equations</td>
<td>4</td>
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<tr>
<td>MGF 1106</td>
<td>Liberal Arts Math I</td>
<td>3</td>
</tr>
<tr>
<td>MGF 1107</td>
<td>Liberal Arts Math II</td>
<td>3</td>
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<tr>
<td>MGF 2501</td>
<td>Principles Of Modern Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>MGF 2502</td>
<td>Principles Of Modern Mathematics II</td>
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### SOCIAL SCIENCE

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AFA 2000</td>
<td>Intro To African And Diaspora Studies (GRW)</td>
<td>3</td>
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<tr>
<td>AFS 2250</td>
<td>Culture And Society In Africa</td>
<td>3</td>
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<tr>
<td>AMH 2010</td>
<td>American History Until 1877 (GRW)</td>
<td>3</td>
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<tr>
<td>AMH 2020</td>
<td>U.S. History Since 1877 (GRW)</td>
<td>3</td>
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Grasshopper—Florida's varied ecosystems are home to a variety of insects, including many members of the grasshopper family.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>ANT 2000</td>
<td>Introduction To Anthropology</td>
<td>3</td>
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<tr>
<td>ANT 2211</td>
<td>Peoples Of The World</td>
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<tr>
<td>ASN 2005</td>
<td>Introduction To Asian Studies (GRW)</td>
<td>3</td>
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<tr>
<td>ECO 2013</td>
<td>Principles Of Macro Economics</td>
<td>3</td>
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<tr>
<td>ECO 2023</td>
<td>Principles Of Micro Economics</td>
<td>3</td>
</tr>
<tr>
<td>EUH 1000</td>
<td>The Western Tradition, Part I</td>
<td>3</td>
</tr>
<tr>
<td>EUH 1001</td>
<td>The Western Tradition, Part II</td>
<td>3</td>
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<tr>
<td>EUH 2011</td>
<td>Ancient European History</td>
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<td>EUH 2031</td>
<td>Modern European History</td>
<td>3</td>
</tr>
<tr>
<td>GEO 2000</td>
<td>Introduction To Geography</td>
<td>3</td>
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<tr>
<td>ISS 2011</td>
<td>Interdisciplinary Social Sciences</td>
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<tr>
<td>LAS 2000</td>
<td>Introduction To Latin American Studies (GRW)</td>
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<td>POS 2041</td>
<td>American National Government</td>
<td>3</td>
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<tr>
<td>POS 2112</td>
<td>State And Local Government And Politics</td>
<td>3</td>
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<tr>
<td>PSY 2012</td>
<td>General Psychology</td>
<td>3</td>
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<tr>
<td>SYD 2610</td>
<td>Introduction To SW Florida (GRW)</td>
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<tr>
<td>SYD 2616</td>
<td>Introduction To International Studies</td>
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<tr>
<td>SYD 2670</td>
<td>Introduction To African Studies (GRW)</td>
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<tr>
<td>SYG 2000</td>
<td>Introduction To Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SYG 2010</td>
<td>Social Problems</td>
<td>3</td>
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<tr>
<td>SYG 2012</td>
<td>Global Studies</td>
<td>3</td>
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<tr>
<td>SYG 2250</td>
<td>Multicultural Issues (GRW)</td>
<td>3</td>
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<tr>
<td>SYG 2310</td>
<td>Introduction To Human Relations</td>
<td>3</td>
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<tr>
<td>WOH 1030</td>
<td>World Civilization 1815 To Present (GRW)</td>
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<tr>
<td>WOH 1023</td>
<td>World Civilization From 1500 To 1815 (GRW)</td>
<td>3</td>
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</table>

**HUMANITIES**

**Required Courses:**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUM 2510</td>
<td>Understanding The Visual And Performing Arts</td>
<td>3</td>
</tr>
<tr>
<td>IDS 1301L</td>
<td>Styles And Ways Of Learning</td>
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<tr>
<td>IDS 2110</td>
<td>Connections</td>
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**Elective Courses (choose one course):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>AML 2010</td>
<td>Introduction To The Literature And Culture Of The United States I, To 1860 (GRW)</td>
<td>3</td>
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<td>AML 2020</td>
<td>Introduction To The Literature And Culture Of The United States II, 1860 To Present (GRW)</td>
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<tr>
<td>CRW 2100</td>
<td>Introduction To Fiction Writing (GRW)</td>
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<td>CRW 2300</td>
<td>Introduction To Poetry Writing</td>
<td>3</td>
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<tr>
<td>ENL 2012</td>
<td>Introduction To British Literature And Culture I, To 1780 (GRW)</td>
<td>3</td>
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<tr>
<td>ENL 2022</td>
<td>Introduction To British Literature And Culture II, 1780 To Present (GRW)</td>
<td>3</td>
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<tr>
<td>LIT 2110</td>
<td>Introduction To World Literature And Culture I, Ancient To Renaissance (GRW)</td>
<td>3</td>
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<tr>
<td>LIT 2120</td>
<td>Introduction To World Literature And Culture II, 17th Century To Present (GRW)</td>
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<tr>
<td>PHH 2000</td>
<td>Introduction To Philosophy (GRW)</td>
<td>3</td>
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<tr>
<td>REL 2306</td>
<td>Contemporary World Religions (GRW)</td>
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**NATURAL SCIENCE**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>BSC 1010C</td>
<td>General Biology With Lab I</td>
<td>4</td>
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<tr>
<td>BSC 1011C</td>
<td>General Biology With Lab II</td>
<td>4</td>
</tr>
<tr>
<td>BSC 1020C</td>
<td>Human Systems</td>
<td>3</td>
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<tr>
<td>BSC 1051C</td>
<td>Environmental Biology-SW Florida Environment</td>
<td>4</td>
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<tr>
<td>BSC 1085C</td>
<td>Human Anatomy And Physiology With Lab I</td>
<td>4</td>
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<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
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<tr>
<td>BSC 1086C</td>
<td>Human Anatomy And Physiology With Lab II</td>
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<td>BSC 2024C</td>
<td>Human Species</td>
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<tr>
<td>BSC 2300C</td>
<td>Biological Systems I</td>
<td>4</td>
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<tr>
<td>BSC 2301C</td>
<td>Biological Systems II</td>
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<tr>
<td>CHM 1045C</td>
<td>General Chemistry With Lab I</td>
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<tr>
<td>CHM 1046C</td>
<td>General Chemistry With Lab II</td>
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<tr>
<td>CHM 1084C</td>
<td>Environmental Chemistry</td>
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<td>CHM 2210C</td>
<td>Organic Chemistry With Lab I</td>
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<td>CHM 2211C</td>
<td>Organic Chemistry With Lab II</td>
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<tr>
<td>GLY 1010C</td>
<td>Physical And Historical Geology</td>
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<td>ISC 1004C</td>
<td>Integrated Natural Sciences I</td>
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<tr>
<td>ISC 1005C</td>
<td>Integrated Natural Sciences II</td>
<td>3</td>
</tr>
<tr>
<td>ISC 1210C</td>
<td>Integrated Science And Math I</td>
<td>4</td>
</tr>
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<td>ISC 1211C</td>
<td>Integrated Science And Math II</td>
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</tr>
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<td>ISC 2220C</td>
<td>Integrated Science And Math III</td>
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<td>ISC 2221C</td>
<td>Integrated Science And Math IV</td>
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<td>MCB 2010C</td>
<td>Introductory Microbiology With Lab</td>
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<td>OCE 1001C</td>
<td>Marine Systems</td>
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<td>PHY 2048C</td>
<td>General Physics With Lab I</td>
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<td>PHY 2049C</td>
<td>General Physics With Lab II</td>
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<tr>
<td>PHY 2053C</td>
<td>College Physics With Lab I</td>
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<tr>
<td>PHY 2054C</td>
<td>College Physics With Lab II</td>
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</table>

**Gordon Rule (Board Rule 6A-10.030)**

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

1. 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 6000 words.

2. 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 three of the six hours required by this section.

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

FGCU has designated certain courses as "writing-intensive" for the purpose of meeting 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 fulfill Gordon Rule requirements. Satisfactory AP English or Calculus exam scores may count toward Gordon Rule requirements. Other college-level exam programs may or may not count toward completion of Gordon Rule requirements—consult with an advisor for specific tests.

As of March 1, 1998, the courses listed below require 6000 words of graded written work:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFA 2000</td>
<td>Intro To African And Diaspora Studies</td>
<td>3</td>
</tr>
<tr>
<td>AMH 2010</td>
<td>American History Until 1877</td>
<td>3</td>
</tr>
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<td>AMH 2020</td>
<td>U.S. History Since 1877</td>
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<tr>
<td>AML 2010</td>
<td>Introduction To The Literature And Culture</td>
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</tr>
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<td>AML 2020</td>
<td>Of The United States I, To 1860</td>
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<td>Introduction To Asian Studies</td>
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<td>ENC 1101</td>
<td>Composition I</td>
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<td>ENC 1102</td>
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<td>ENC 3213</td>
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<td>ENC 3310</td>
<td>Expository Writing</td>
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<td>Introduction To British Literature And Culture I, To 1780</td>
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<tr>
<td>ENL 2022</td>
<td>Introduction To British Literature And Culture II, 1780 To Present</td>
<td>3</td>
</tr>
<tr>
<td>LAS 2000</td>
<td>Introduction To Latin American Studies</td>
<td>3</td>
</tr>
<tr>
<td>LIT 2110</td>
<td>Introduction To World Literature And Culture I, Ancient To Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>LIT 2120</td>
<td>Introduction To World Literature And Culture II, 17th Century To Present</td>
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<tr>
<td>PHL 2000</td>
<td>Introduction To Philosophy</td>
<td>3</td>
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<tr>
<td>REL 2306</td>
<td>Contemporary World Religions</td>
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<td>SYD 2610</td>
<td>Introduction To SW Florida</td>
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<td>Introduction To African Studies</td>
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<td>SYG 2250</td>
<td>Multicultural Issues</td>
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<td>WOH 1023</td>
<td>World Civilization From 1500 To 1815</td>
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<tr>
<td>WOH 1030</td>
<td>World Civilization 1815 To Present</td>
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**UNIVERSITY REQUIREMENTS**

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

**The University Colloquium: A Sustainable Future**

Colloquium Director: Peter Corcoran

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

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

**The goals for students are to:**

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

**EaglesConnect – Service Learning Program**

Coordinator: Linda Summers

Service Learning, structured learning experiences in community settings, is an undergraduate degree requirement at FGCU that is documented on academic transcripts. The service learning program at FGCU is called EaglesConnect and is located on the second floor of the library. A website explaining EaglesConnect and detailing service learning opportunities is accessed at www.fgcu.edu/connect/.

Students entering FGCU with a freshman or sophomore classification will complete a total of 80 approved service learning hours prior to senior seminar while students entering with junior or senior classifications will complete a total of 40 approved service learning hours before senior seminar. The EaglesConnect staff approves service learning experiences.
As students participate in EaglesConnect activities, community agencies and organizations receive needed assistance, and, equally important, these opportunities broaden the learning experience of each student. Students' perceptions may change as they reflect on their experiences. In addition, they learn new skills, explore career options and develop an understanding of their communities and the ways they can effect change in them. Hopefully, these experiential activities will facilitate a life-long commitment to service based on empathy and respect for others.
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, and
- an understanding of the earth as an ecosystem of connections between the natural and social worlds that must be nurtured and sustained.
Arts and Sciences - Programs of study

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS IN LIBERAL STUDIES

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

A DEGREE FOR THE 21ST CENTURY

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

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

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

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

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

These are the skills, knowledge, and values necessary for a world that will continue to be characterized by rapid change, multiplying information and knowledge, global interconnections, advancing technology, persistent cultural conflicts and fragmentation, competing ideologies, single-issue factions, and growing stress on the earth’s ability to sustain quality human living. The liberal studies degree is

Wildflowers - Look closely at forest, roadside, or pond on campus and you will find wildflowers of all colors and sizes in bloom year 'round.
designed to fit this world. It is wide and deep. It provides a foundation for career success. It serves the individual and the planet. It is good for life.

Requirements for the B.A. in Liberal Studies

To complete a Bachelor's Degree in Liberal Studies at Florida Gulf Coast University, a student must fulfill the requirements of the University, the Collegium of Integrated Learning, and their chosen Concentration. A signed advising contract is required. Please see a College of Arts and Sciences advisor upon entrance into the program.

University Requirements

All students graduating from FGCU must complete IDS 3920, the University Colloquium, and 40-80 hours of service learning.

The Collegium of Integrated Learning

Faculty

Joe Wisdom, Director

All faculty in Arts and Sciences are members of the Collegium and participate according to their interests and Collegium needs.

Description

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

Purpose

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

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

Inquiry-based Learning

The inquiry- or problem-based learning approach calls on students to learn in ways that they may not be accustomed to. 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.
LIBERAL STUDIES CORE COURSES (18 hours)

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

ELECTIVE COURSE (3 hours)

One Collegium course is an elective, to be chosen from:

- other IDS prefix courses in the Liberal Studies Core
- Arts and Sciences courses outside of the student’s discipline concentration (unless otherwise permitted by the College of Arts and Sciences advisor)
- courses from another college with permission of that college and the College of Arts and Sciences advisor

The Concentrations

Liberal Studies Concentrations are offered in twelve disciplines, organized into three clusters:

Humanities Cluster
- Art
- English
- Theatre

Natural Sciences Cluster
- Biology
- Computer Science
- Earth-System Science (chemistry, earth sciences, physics)
- Environmental Studies
- Mathematics

Social Sciences Cluster
- History
- Interdisciplinary Social Science
- Psychology
- Spanish

The concentrations will enable students to develop the discipline-specific knowledge base that they need to succeed professionally. The information about each concentration in this catalog includes Prerequisites, Required Courses, and Elective Courses.

- Prerequisites are courses that should be completed before a student begins work in the Concentration. They should be taken in the first two years of study as the student completes General Education requirements. If a student has not completed the prerequisite courses before enrolling at Florida Gulf Coast University, he or she may be required to take those courses before beginning work in their concentration area.

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

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

Elective courses are being phased in as new faculty are hired. Not all the electives listed in the concentrations are currently available.

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

THE HUMANITIES CLUSTER

FACULTY
Jim Wohlpard, Cluster Coordinator.

Myra Mendible, Ngure wa Mwachofi, Morgan Paine, Maria Roca, Brad Sullivan, Glenn Whitehouse, Kenneth Williams, Joe Wisdom.
The Art Concentration
Program Leader: Morgan Paine

The goal of the Art Concentration is to combine rigorous traditional art studio experiences that inform students' hands with intellectually demanding academic course work 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. Through interaction with students from a wide-range of disciplines in the College of Arts and Sciences' Collegium of Integrated Learning, students in the Art Concentration confront the questions that shape their lives as citizens of the 21st century and are exposed to the remarkable array of perspectives that viewers will bring to the encounter with their work.

What exactly an artist could or should aspire to be is at the center of the Art Concentration here 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. Deducing if you are a post-modernist, a modernist, or a pre-modernist; deciding if you want to be a painter, a sculptor, ceramist 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.

PREREQUISITES
The following courses must be successfully completed with a grade of "C" or better prior to starting work in the Art Concentration:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 1201C</td>
<td>Methods and Concepts I</td>
<td>3</td>
</tr>
<tr>
<td>ART 1202C</td>
<td>Methods and Concepts II</td>
<td>3</td>
</tr>
<tr>
<td>ART 1300C</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>ART 1301C</td>
<td>Drawing II</td>
<td>3</td>
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<tr>
<td>ARH 2050</td>
<td>History of Visual Arts I</td>
<td>3</td>
</tr>
<tr>
<td>ARH 2051</td>
<td>History of Visual Arts II</td>
<td>3</td>
</tr>
<tr>
<td>ART 2xxx</td>
<td>Any 2-3 introductory media courses</td>
<td>6-9</td>
</tr>
</tbody>
</table>

REQUIRED COURSES
Students must complete thirty-six (36) hours of coursework, using the following course list as a guide. Eighteen (18) hours must be upper-level courses (3000/4000), and no more than six (6) hours can be elective courses taken outside the concentration.

<p>| ARH 4170  | Greek and Roman Art          | 3            |
| ARH 4200  | Medieval Art                 | 3            |
| ARH 4301  | Renaissance Art              | 3            |
| ARH 4430  | Nineteenth Century Art       | 3            |
| ARH 4450  | Twentieth Century Art        | 3            |
| ARH 4530  | Oriental Art                 | 3            |
| ART 2111C | Clay Sculpture               | 3            |
| ART 2510C | Painting I                   | 3            |
| ART 2520C | Painting II                  | 3            |
| ART 2701C | Sculpture I                  | 3            |
| ART 2702C | Sculpture II                 | 3            |
| ART 2110C | Beginning Ceramics           | 3            |
| ART 2222  | Introduction to Computer Images | 3         |
| ART 2230C | Graphic Design I/II Introduction | 3     |
| ART 3232C | Graphic Design II/ Typography | 3       |</p>
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 3233C</td>
<td>Graphic Design Ill/ Production</td>
<td>3</td>
</tr>
<tr>
<td>ART 4220C</td>
<td>Advanced Graphic Design</td>
<td>3 - 9</td>
</tr>
<tr>
<td>ART 2330C</td>
<td>Life Drawing</td>
<td>3</td>
</tr>
<tr>
<td>ART 2470C</td>
<td>Fundamentals of Printmaking: Etching</td>
<td>3</td>
</tr>
<tr>
<td>ART 3420C</td>
<td>Fundamentals of Printmaking: Lithography</td>
<td>3</td>
</tr>
<tr>
<td>ART 2430C</td>
<td>Fundamentals of Printmaking: Silkscreen</td>
<td>3</td>
</tr>
<tr>
<td>ART 2440C</td>
<td>Fundamentals of Printmaking: Relief</td>
<td>3</td>
</tr>
<tr>
<td>ART 2112C</td>
<td>Wheel Throwing</td>
<td>3</td>
</tr>
<tr>
<td>ART 4223</td>
<td>Advanced Computer Images</td>
<td>3 - 9</td>
</tr>
<tr>
<td>ART 4921C</td>
<td>Painting Workshop</td>
<td>3 - 9</td>
</tr>
<tr>
<td>ART 4922C</td>
<td>Sculpture Workshop</td>
<td>3 - 9</td>
</tr>
<tr>
<td>ART 4923C</td>
<td>Printmaking Workshop</td>
<td>3 - 9</td>
</tr>
<tr>
<td>ART 4924C</td>
<td>Photography Workshop</td>
<td>3 - 9</td>
</tr>
<tr>
<td>ART 4930</td>
<td>Special Topics in Art</td>
<td>3 - 9</td>
</tr>
<tr>
<td>PGY 2401C</td>
<td>Photography I</td>
<td>3</td>
</tr>
<tr>
<td>PGY 4410C</td>
<td>Photography II</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives May be outside Art concentration 6

The English Concentration
Program Leader: Jim Wohlpart

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

PREREQUISITES

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

REQUIRED COURSES (12 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 3014</td>
<td>Introduction to Literary and Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4930</td>
<td>Senior Seminar in Literary and Cultural Studies</td>
<td>3</td>
</tr>
<tr>
<td>AML 2010</td>
<td>Intro. to the Literature and Culture of the U.S. I, to 1860</td>
<td>3</td>
</tr>
<tr>
<td>AML 2020</td>
<td>Intro. to the Literature and Culture of the U.S. II, 1860 to Prst</td>
<td>3</td>
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<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
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</tr>
<tr>
<td>ENL 2012</td>
<td>Intro. to British Literature and Culture I, to 1780</td>
<td>3</td>
</tr>
<tr>
<td>ENL 2022</td>
<td>Intro. to British Literature and Culture II, 1780 to Present</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES (24 hours)**

Of the following courses, students must include:

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>AML 3032</td>
<td>Lit and Culture of the U.S., 1860-1912</td>
<td>3</td>
</tr>
<tr>
<td>AML 3051</td>
<td>Lit and Culture of the U.S., 1912-1945</td>
<td>3</td>
</tr>
<tr>
<td>AML 3221</td>
<td>Lit and Culture of the U.S., 1700-1820</td>
<td>3</td>
</tr>
<tr>
<td>AML 3223</td>
<td>Lit and Culture of the U.S., 1820-1860</td>
<td>3</td>
</tr>
<tr>
<td>AML 3242</td>
<td>Lit and Culture of the U.S., 1945 to present</td>
<td>3</td>
</tr>
<tr>
<td>AML 3413</td>
<td>Anglo-American Lit. &amp; Culture to 1740</td>
<td>3</td>
</tr>
<tr>
<td>AML 3601</td>
<td>African-American Lit. and Culture, to 1914</td>
<td>3</td>
</tr>
<tr>
<td>AML 3602</td>
<td>African-American Lit. and Culture, 1914-present</td>
<td>3</td>
</tr>
<tr>
<td>AML 3630</td>
<td>Latino Literature</td>
<td>3</td>
</tr>
<tr>
<td>AML 3703</td>
<td>The Immigrant Exp. in Lit. of U.S.</td>
<td>3</td>
</tr>
<tr>
<td>ENL 3210</td>
<td>British Medieval Literature and Culture, to 1485</td>
<td>3</td>
</tr>
<tr>
<td>ENL 3220</td>
<td>British Renaissance Literature and Culture, 1485-1605</td>
<td>3</td>
</tr>
<tr>
<td>ENL 3221</td>
<td>17th Cent. British Lit. &amp; Culture, 1605-1700</td>
<td>3</td>
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<tr>
<td>ENL 3230</td>
<td>18th Cent. British Lit. &amp; Culture, 1700-1780</td>
<td>3</td>
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<tr>
<td>ENL 3241</td>
<td>19th Cent. British Lit. &amp; Culture I, 1780-1832</td>
<td>3</td>
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<tr>
<td>ENL 3251</td>
<td>19th Cent. British Lit. &amp; Culture II, 1832-1890</td>
<td>3</td>
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<tr>
<td>ENL 3273</td>
<td>20th Cent. British Lit. &amp; Culture I, 1890-1945</td>
<td>3</td>
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<tr>
<td>ENL 3281</td>
<td>20th Cent. British Lit. &amp; Culture II, 1945-present.</td>
<td>3</td>
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<tr>
<td>LIT 3144</td>
<td>Modem European Novel</td>
<td>3</td>
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<tr>
<td>LIT 3301</td>
<td>Cultural Studies and Popular Arts</td>
<td>3</td>
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<tr>
<td>LIT 3400</td>
<td>Interdisciplinary Topics in Lit.</td>
<td>3</td>
</tr>
<tr>
<td>LIT 3662</td>
<td>The Lit. of Conquest &amp; Exploration</td>
<td>3</td>
</tr>
<tr>
<td>AML 4111</td>
<td>The 19th Century Novel in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>AML 4121</td>
<td>The 20th Century Novel in the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>AML 4261</td>
<td>Literature of the South</td>
<td>3</td>
</tr>
<tr>
<td>AML 4265</td>
<td>Florida Writers</td>
<td>3</td>
</tr>
<tr>
<td>AML 4274</td>
<td>Lit. by Women of Color in the U.S.</td>
<td>3</td>
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<tr>
<td>AML 4276</td>
<td>Seminar in African-American Lit.</td>
<td>3</td>
</tr>
<tr>
<td>AML 4300</td>
<td>Selected Authors from the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>AML 4303</td>
<td>Individual Authors from the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>AML 4453</td>
<td>Selected Topics in Lit. and Culture of the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>AML 4713</td>
<td>Working-Class Literature in U.S.</td>
<td>3</td>
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<td>Course #</td>
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<tr>
<td>ENL 4112</td>
<td>The 18th Century British Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4122</td>
<td>The 19th Century British Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4132</td>
<td>The 20th Century British Novel</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4303</td>
<td>Selected British Authors</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4338</td>
<td>Shakespeare and Elizabethan Culture</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4503</td>
<td>British Literary &amp; Cult. Period Stu.</td>
<td>3</td>
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<tr>
<td>ENL 4930</td>
<td>Selected Topics in British Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4093</td>
<td>Contemporary Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4099</td>
<td>Postmodern Narrative Technique</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4183</td>
<td>Post-Colonial Literature and Theory</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4192</td>
<td>Caribbean Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4353</td>
<td>Ethnic Studies</td>
<td>3</td>
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<tr>
<td>LIT 4355</td>
<td>African and Diaspora Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4396</td>
<td>Feminist Theories</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4404</td>
<td>Seminar in Interdisciplinary Lit.</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4493</td>
<td>Politics and Literature</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4663</td>
<td>Magical Realism: Boom and Post-Boom Lit. of Latin-America</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4664</td>
<td>Literature of the Americas</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4853</td>
<td>Topics in Cultural Critique</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4930</td>
<td>Selected Topics in English Studies</td>
<td>3</td>
</tr>
<tr>
<td>LIT 4931</td>
<td>The Exile in Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may choose at most 2 of the following courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRW 4120</td>
<td>Advanced Fiction Writing</td>
<td>3</td>
</tr>
<tr>
<td>CRW 4320</td>
<td>Advanced Poetry Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENC 3213</td>
<td>Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENC 3310</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4013</td>
<td>Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4060</td>
<td>History of the English Language</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4906</td>
<td>Individual Research</td>
<td>3</td>
</tr>
<tr>
<td>ENG 4907</td>
<td>Directed Reading</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4671</td>
<td>Traditional English Grammar</td>
<td>3</td>
</tr>
<tr>
<td>LIN 4680</td>
<td>Structure of American English</td>
<td>3</td>
</tr>
</tbody>
</table>

The Theatre Concentration

The Theatre Concentration is currently under development. Please contact Jim Wohlpart, the Humanities Cluster Coordinator, for further information.

THE NATURAL SCIENCES CLUSTER

FACULTY

Donna Price Henry, Cluster Coordinator.

Carmen Arteaga, Brian Bowman, Peter Corcoran, Nora Demers, Win Everham, John Fitch, Bill Hammond, Joe Kakareka, Chuck Lindsey, Palanivel Manoharan, Mason Meers, John Murray, Martha Rosenthal, Mike Savarese, Greg Tolley, Eric Werner, Cheryl Wiecik.

The Biology Concentration

Program Leader: Nora Demers

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

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

PREREQUISITES
The following courses must be successfully completed with a grade of "C" or better prior to starting work in the Biology Concentration:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 1010C</td>
<td>General Biology with Lab I</td>
<td>4</td>
</tr>
<tr>
<td>BSC 1011C</td>
<td>General Biology with Lab II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1045C</td>
<td>General Chemistry with Lab I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1046C</td>
<td>General Chemistry with Lab II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 2210C</td>
<td>Organic Chemistry with Lab I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 2211C</td>
<td>Organic Chemistry with Lab II</td>
<td>4</td>
</tr>
<tr>
<td>MAC X311</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAC X312</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>

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

REQUIRED COURSES (18 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 3063C</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3134C</td>
<td>Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>ZOO 2713C</td>
<td>Vertebrate Form and Function</td>
<td>3</td>
</tr>
<tr>
<td>ISC 3120C</td>
<td>Scientific Process</td>
<td>3</td>
</tr>
<tr>
<td>BSC 4920</td>
<td>or EVR 4920 or ISC 4930 Current Topics (choose 2)</td>
<td>2</td>
</tr>
<tr>
<td>BSC 4910</td>
<td>Senior Project Research in Biology</td>
<td>2</td>
</tr>
<tr>
<td>BSC 4911</td>
<td>Senior Project Presentation in Biology</td>
<td>2</td>
</tr>
</tbody>
</table>

ELECTIVE COURSES (select 18 hours)

Molecular Biology

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCB 3020C</td>
<td>Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PCB 4233C</td>
<td>Immunology</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4507C</td>
<td>Virology, Mycology and Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4203C</td>
<td>Pathogenic Microbiology</td>
<td>3</td>
</tr>
</tbody>
</table>

Organism Biology

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 3703C</td>
<td>Human Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ZOO 4743C</td>
<td>Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3253C</td>
<td>Developmental Biology</td>
<td>3</td>
</tr>
<tr>
<td>ZOO 4753C</td>
<td>Histology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3414C</td>
<td>Behavioral Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3364C</td>
<td>Physiological Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Electives

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 4940</td>
<td>Internship in Biology</td>
<td>3</td>
</tr>
<tr>
<td>BSC 4900</td>
<td>Directed Independent Study/Research in Biology</td>
<td>3</td>
</tr>
<tr>
<td>BSC 4930</td>
<td>Special Topics in Biology</td>
<td>3</td>
</tr>
<tr>
<td>XXX 3-4000</td>
<td>Upper division elective from the environmental studies or interdisciplinary natural sciences concentrations.</td>
<td>3</td>
</tr>
</tbody>
</table>

The Computer Science Concentration

Program Leader: John Murray

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

Goals of the computer science concentration include:

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

PREREQUISITES

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 2311</td>
<td>Calculus w/Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MAC 2312</td>
<td>Calculus w/Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2048C</td>
<td>General Physics I w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2049C</td>
<td>General Physics II w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>XXX xxxx</td>
<td>Two science courses for science majors</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(BSC 1010C General Biology I)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(BSC 1011C Biological Systems II)</td>
<td></td>
</tr>
<tr>
<td>COP xxxx</td>
<td>Introductory programming in Ada, C, C++,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PASCAL, or any equivalent language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(CEN 2001 Programming Methodology)</td>
<td></td>
</tr>
<tr>
<td>COP xxxx</td>
<td>Data structures course</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>COP 2532</td>
<td>Programming Abstractions</td>
<td></td>
</tr>
<tr>
<td>COP xxxx</td>
<td>Programming languages course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(COP 2550 Programming Systems)</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIRED COURSES (36 hours)**

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

**ELECTIVE COURSE (3 hours)**

Select 1 course from the list below.

(Note: This elective course also serves as the single elective course in the Collegium of Integrated Learning described above.)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEN 4525</td>
<td>Internet Technology</td>
<td>3</td>
</tr>
<tr>
<td>CEN 4526</td>
<td>Mobile Computing</td>
<td>3</td>
</tr>
<tr>
<td>CAP 4022</td>
<td>Interactive Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>CAP 4730</td>
<td>Computer Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CDA 4151</td>
<td>Parallel and Distributed Computing</td>
<td>3</td>
</tr>
<tr>
<td>CAP 4830</td>
<td>Simulation and Modeling</td>
<td>3</td>
</tr>
<tr>
<td>CDA 4210</td>
<td>Digital VLSI System Design</td>
<td>3</td>
</tr>
<tr>
<td>CDA 4213</td>
<td>Analog VLSI System Design</td>
<td>3</td>
</tr>
<tr>
<td>CDA 4170</td>
<td>Data Acquisition and Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>COP 4710</td>
<td>Database Systems</td>
<td>3</td>
</tr>
<tr>
<td>CAP 4620</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CAP 4680</td>
<td>Knowledge-Based Systems</td>
<td>3</td>
</tr>
<tr>
<td>CAP 4660</td>
<td>Robotic Systems</td>
<td>3</td>
</tr>
<tr>
<td>COP 4901</td>
<td>Community Computing</td>
<td>3</td>
</tr>
<tr>
<td>MAD 4504</td>
<td>Theory of Computation</td>
<td>3 (Math)</td>
</tr>
<tr>
<td>COP 4620</td>
<td>Compiler Construction</td>
<td>3</td>
</tr>
<tr>
<td>COP 4334</td>
<td>Object-Based System Design</td>
<td>3</td>
</tr>
<tr>
<td>COP 4931</td>
<td>Special Topics in Computer Science</td>
<td>3</td>
</tr>
<tr>
<td>COP 4908</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>
The Environmental Studies Concentration
Program Leader: Win Everham

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

PREREQUISITES
The following courses must be successfully completed with a grade of "C" or better prior to starting work in the Environmental Studies Concentration:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 1011C</td>
<td>General Biology II w/Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>[Acceptable substitute: One semester of introductory science to include biology.]</td>
<td></td>
</tr>
<tr>
<td>CHM 1045C</td>
<td>General Chemistry I w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>Or CHM X080C</td>
<td>Environmental Chemistry w/Lab</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>[Acceptable substitute: One semester of introductory science to include chemistry.]</td>
<td></td>
</tr>
<tr>
<td>STA X02X</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>BSC 1051C</td>
<td>Environmental Biology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>[One semester of introductory environmental studies, environmental science, or ecology. Acceptable substitutes: EVR X00X, BSC X030, and BSC X050.]</td>
<td></td>
</tr>
</tbody>
</table>

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

REQUIRED COURSES (17 HOURS)

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

Select a total of six hours:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVR 4940</td>
<td>Internship in Environmental Studies</td>
<td>(1-3)</td>
</tr>
<tr>
<td>EVR 4910</td>
<td>Senior Project in Environmental Studies</td>
<td>(1-3)</td>
</tr>
<tr>
<td>EVR 4911</td>
<td>Senior Project in Environmental Studies</td>
<td>(1-3)</td>
</tr>
</tbody>
</table>

ELECTIVE COURSES (SELECT 19 HOURS)
(Noe: these electives are organized into two required sequences and flexible elective pathways. Students may choose to concentrate in one pathway or to select any combination among them.)
### Select one course:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 3460C</td>
<td>Ecosystem Monitoring and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3461</td>
<td>Terrestrial Ecosystems Monitoring and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3462C</td>
<td>Aquatic Ecosystems Monitoring and Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

### Select one course:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAS 3307</td>
<td>Latin American Environments</td>
<td>3</td>
</tr>
<tr>
<td>LAS 3022</td>
<td>Caribbean Environments</td>
<td>3</td>
</tr>
<tr>
<td>AFS 3251</td>
<td>African Environments</td>
<td>3</td>
</tr>
<tr>
<td>ASN 3412</td>
<td>Asian Environments</td>
<td>3</td>
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</tbody>
</table>

### Select 13 credits:

#### General Pathway

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVR 4930</td>
<td>Special topics in Environmental Studies</td>
<td>1-4</td>
</tr>
<tr>
<td>EVR 4905</td>
<td>Independent Study in Environmental Studies</td>
<td>1-4</td>
</tr>
<tr>
<td>EVR/BSC 4920 or ISC 4930</td>
<td>Current Topics (select the one not taken as part of the environmental studies core)</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Environmental Education Pathway

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVR 3021</td>
<td>Environmental Literature</td>
<td>3</td>
</tr>
<tr>
<td>EVR 3025</td>
<td>Cultural Ecology</td>
<td>3</td>
</tr>
<tr>
<td>EDG 4324</td>
<td>Environmental Education</td>
<td>3</td>
</tr>
<tr>
<td>SCE 4305</td>
<td>Communication Skills in the Science Classroom</td>
<td>2</td>
</tr>
<tr>
<td>SCE 4330</td>
<td>Teaching Methods in the Secondary School Science</td>
<td>2</td>
</tr>
<tr>
<td>PCB 3033C</td>
<td>Concepts of Ecology (co-req with SCE 4330)</td>
<td>2</td>
</tr>
<tr>
<td>SCE 4320</td>
<td>Teaching Methods in Middle School Science</td>
<td>2</td>
</tr>
<tr>
<td>BSC 3030</td>
<td>Biology and Society (co-req with SCE 4320)</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Environmental Science and Technology Pathway

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 3364C</td>
<td>Physiological Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3414C</td>
<td>Behavioral Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3422C</td>
<td>Population Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3043C</td>
<td>General Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4441C</td>
<td>Landscape and Ecosystems Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4330C</td>
<td>Global Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3324C</td>
<td>Soil Ecology</td>
<td>3</td>
</tr>
<tr>
<td>OCE 4008C</td>
<td>Oceanography</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4303C</td>
<td>Wetlands</td>
<td>3</td>
</tr>
<tr>
<td>EVR 4867</td>
<td>Risk Assessment</td>
<td>3</td>
</tr>
<tr>
<td>BSC 3404C</td>
<td>Environmental Quantitative Techniques</td>
<td>3</td>
</tr>
<tr>
<td>EVS 4008</td>
<td>Environmental Technologies</td>
<td>3</td>
</tr>
<tr>
<td>CAP 4030</td>
<td>Simulation and Modeling</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Environmental Policy and Planning Pathway

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 3441</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>EVR 4324</td>
<td>Integrated Ecosystems Management I</td>
<td>3</td>
</tr>
</tbody>
</table>
The Earth Systems Science Concentration
Program Leader: Mike Savarese

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

ESS is designed to train future Earth-system scientists and science educators. Students completing the degree program will be well-prepared for graduate programs in a variety of sciences (e.g., geology, environmental science, 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; hydrogeology and environmental geology; and biogeochemistry.

PROPOSED PREREQUISITES

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC X011C</td>
<td>General Biology w/Lab II</td>
<td>4</td>
</tr>
<tr>
<td>CHM X045C</td>
<td>General Chemistry w/Lab I</td>
<td>4</td>
</tr>
<tr>
<td>CHM X046C</td>
<td>General Chemistry w/Lab II</td>
<td>4</td>
</tr>
<tr>
<td>GLY X010C</td>
<td>Geology</td>
<td>4</td>
</tr>
<tr>
<td>PHY X053C</td>
<td>College Physics w/Lab I</td>
<td>4</td>
</tr>
<tr>
<td>PHY X054C</td>
<td>College Physics w/ Lab II</td>
<td>4</td>
</tr>
<tr>
<td>MAC X311</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAC X312</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>STA X023</td>
<td>Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: All combined lecture and laboratory courses (marked with "C") are equivalent to taking the lecture and laboratory separately as two courses.
REQUIRED COURSES (12 HOURS)

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

Choose either:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISC 4940</td>
<td>Internship in Earth Systems Science</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>ISC 4910</td>
<td>Senior Project Research</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>AND</td>
<td></td>
</tr>
<tr>
<td>ISC 4911</td>
<td>Senior Project Presentation</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose 2 of the following:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISC 4930</td>
<td>Current Topics Seminars</td>
<td>2</td>
</tr>
<tr>
<td>EVR 4920</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 4920</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ELECTIVE COURSES (24 HOURS)

Select 2 courses from Ecology Pathway (6 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 3364C</td>
<td>Physiological Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3414C</td>
<td>Behavioral Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3422C</td>
<td>Population Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4441C</td>
<td>Landscape and Ecosystems Ecology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4330C</td>
<td>Global Ecology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLY 4244C</td>
<td>Biogeochemistry</td>
<td>3</td>
</tr>
<tr>
<td>GLY 4074C</td>
<td>Climatology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4303C</td>
<td>Limnology</td>
<td>3</td>
</tr>
<tr>
<td>GLY 4203C</td>
<td>Earth’s Lithosphere</td>
<td>3</td>
</tr>
<tr>
<td>OCE 4008C</td>
<td>Oceanography</td>
<td>3</td>
</tr>
</tbody>
</table>

Select 1 course 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 concentration 3
The Mathematics Concentration
Program Leader: Chuck Lindsey

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

It is strongly recommended that transfer students complete a course in Differential Equations and an introductory Statistics course during the first two years. No P/F or S/U grades and no grades below a "C" will count to fulfill the prerequisites or the requirements for the Concentration.

PREREQUISITES

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

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COP xxxx</td>
<td>Computer Language</td>
<td>3</td>
</tr>
<tr>
<td>(Pascal, FORTRAN, C, C++, or C++)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAC x311</td>
<td>Calculus w/Analytic Geometry I</td>
<td>4</td>
</tr>
<tr>
<td>MAC x312</td>
<td>Calculus w/Analytic Geometry II</td>
<td>4</td>
</tr>
<tr>
<td>MAC x313</td>
<td>Calculus w/Analytic Geometry III</td>
<td>4</td>
</tr>
</tbody>
</table>

Plus successful completion of two 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)

Combined lecture and laboratory courses (marked with "C") are equivalent to taking the lecture and lab separately as two courses.

REQUIRED COURSES (30 hours)

(Note: Students completing a math concentration should take STA 2037 for general education statistics requirement.)

- 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

Depth requirement: any ONE of the following:

- MAA 4227 Foundations of Real Analysis
- MAP 4231 Introduction to Operations Research
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAP 4314</td>
<td>Dynamical Systems</td>
<td></td>
</tr>
<tr>
<td>MAS 4106</td>
<td>Matrix Analysis</td>
<td></td>
</tr>
<tr>
<td>MAS 4302</td>
<td>Abstract Algebra II</td>
<td></td>
</tr>
<tr>
<td>STA 4234</td>
<td>Introduction to Regression Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES (6 hours)**

Note: A course may not be used to satisfy both elective requirements and the depth requirement.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAA 4211</td>
<td>Vector Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAA 4227</td>
<td>Foundations of Real Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAA 4250</td>
<td>Survey of 20th Century Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAA 4402</td>
<td>Complex Variables</td>
<td>3</td>
</tr>
<tr>
<td>MAD 4301</td>
<td>Graph Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAD 4401</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAD 4504</td>
<td>Theory of Computation</td>
<td>3</td>
</tr>
<tr>
<td>MAP 4101</td>
<td>Probability and Stochastic Processes</td>
<td>3</td>
</tr>
<tr>
<td>MAP 4231</td>
<td>Introduction to Operations Research</td>
<td>3</td>
</tr>
<tr>
<td>MAP 4314</td>
<td>Dynamical Systems</td>
<td>3</td>
</tr>
<tr>
<td>MAP 4341</td>
<td>Partial Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAP 4484</td>
<td>Biomathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAS 4106</td>
<td>Matrix Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAS 4214</td>
<td>Elementary Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>MAS 4302</td>
<td>Abstract Algebra II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 4906</td>
<td>Independent Study</td>
<td>1-4</td>
</tr>
<tr>
<td>MAT 4930</td>
<td>Special Topics</td>
<td>1-4</td>
</tr>
<tr>
<td>MAT 4940</td>
<td>Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>MHF 4404</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MTG 4212</td>
<td>College Geometry</td>
<td>4</td>
</tr>
<tr>
<td>STA 4234</td>
<td>Introduction to Regression Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

**THE SOCIAL SCIENCES CLUSTER**

**FACULTY**

Valerie Smith, Cluster Coordinator.

Stacy Andersen, Rick Coughlin, Joe Cudjoe, Brad Hobbs, Jackie Kent, Enrique Marquez, Mike McDonald,

Lakshmi Narayanan, Irv Solomon, Susan Stans, Eric Strayhorn, Ken Tarnowski.

**The History Concentration**

Program Leader: Irv Solomon

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

The following courses must be successfully completed with a grade of "C" or better prior to starting work in the History Concentration:

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

REQUIRED COURSES (15 hours)

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

One from each of the following AMH sequences:

- AMH 3571  African-American History to 1865  4
  or AMH 3572  African-American History since 1865
- AMH 2010  U.S. History to 1877  3
  or AMH 2020  U.S. History since 1877  3
- 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 3930  Undergraduate Seminar in American History  3
- AMH 4932  Studies in American Civilizations  4
- AMH 4428  Southwest Florida History  4
- ASH 3404  Modern China  4
- ASH 4442  History of Modern Japan  4
- ASH 3400  The Chinese  4
- EUH 3140  The Renaissance  4
- EUH 1000  The Western Tradition, Part 1  3
- EUH 1001  The Western Tradition, Part 2  3
- EUH 2011  Ancient European History  3
- EUH 2031  Modern European History  3
- EUH 3142  Renaissance and Reformation  4
- EUH 3202  History of 17th and 18th Century Europe  4
- EUH 3206  History of 20th Century Europe  4
- EUH 3462  German History 1870 to Present  4
- EUH 3572  Russian History 1865 to Present  4
- HIS 3065  Introduction to Public History  4

ELECTIVE COURSES (select 21 hours; at least 12 at 3000 or above)
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 3470</td>
<td>History of Science and Technology</td>
<td>4</td>
</tr>
<tr>
<td>HIS 3930</td>
<td>Special Topics</td>
<td>4</td>
</tr>
<tr>
<td>HIS 3955</td>
<td>Study Abroad</td>
<td>1-6</td>
</tr>
<tr>
<td>HIS 4900</td>
<td>Directed Readings</td>
<td>1-4</td>
</tr>
<tr>
<td>HIS 4920</td>
<td>Colloquium in History</td>
<td>4</td>
</tr>
<tr>
<td>LAH 3300</td>
<td>The Americas</td>
<td>4</td>
</tr>
<tr>
<td>LAH 3130</td>
<td>Colonial Latin America</td>
<td>4</td>
</tr>
<tr>
<td>LAH 3200</td>
<td>Modern Latin America</td>
<td>4</td>
</tr>
<tr>
<td>LAH 3430</td>
<td>History of Mexico</td>
<td>4</td>
</tr>
<tr>
<td>LAH 3470</td>
<td>History of the Caribbean</td>
<td>4</td>
</tr>
<tr>
<td>WOH 1023</td>
<td>World Civilizations from 1500 to 1815</td>
<td>3</td>
</tr>
<tr>
<td>WOH 1030</td>
<td>World Civilizations from 1815 to Present</td>
<td>3</td>
</tr>
</tbody>
</table>

The Interdisciplinary Social Sciences Concentration

Program Leader: Valerie Smith

The Interdisciplinary Social Science (ISS) Concentration core consists of a combination of broad overviews of the Social Sciences: Anthropology, Economics, Political Science and Sociology and concentrated in depth study in one or more of the Social Sciences. Students may choose to focus in one discipline and pursue structured programs which are closely aligned to social science majors at other universities, e.g., Sociology, Anthropology; or students may customize the learning experience by developing their specialized program within Social Sciences.

Additionally, students may choose a path of study which includes several core courses from the social sciences, history, arts, the humanities and environmental studies but focuses upon a particular topical, cultural or regional area. The current options are Cultural Studies (African and African Diaspora Studies, Latin American Studies, Caribbean Studies, International Studies, Southwest Florida Studies), Gender Studies, and Urban and Rural Studies. Key components of the entire academic experience of students are analytical thinking, experiential learning, environmental and technological literacy, and the integration of multiple discipline contents.

PREREQUISITES

Two introductory courses (6 credit hours) from social science disciplines must be successfully completed with a grade of "C" or better prior to starting work in the Interdisciplinary Social Sciences Concentration.

REQUIRED COURSES (18 HOURS)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS 3010</td>
<td>Introduction to Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ISS 4935</td>
<td>Senior Seminar in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ISS 4940</td>
<td>Interdisciplinary Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SYA 3300</td>
<td>Social Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SYA 4654</td>
<td>Program Development</td>
<td>3</td>
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</table>

One of the following:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 2023</td>
<td>Principles of Micro Economics</td>
<td>3</td>
</tr>
<tr>
<td>SYG 2000</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 2000</td>
<td>Introduction to Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>POS 2041</td>
<td>American National Government</td>
<td>3</td>
</tr>
</tbody>
</table>
**ELECTIVE COURSES (SELECT 18 HOURS)**

See an academic advisor regarding specific course selection and upper division requirements.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Studies Elective (AFA, AFS, AMS, CPO, LAS, INR, WST)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Anthropology Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Economics Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Political Science Elective (POS, CPO)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Science Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Sociology Elective (SYG, SYA, SYD, SYP)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**SELECT APPROPRIATE ELECTIVES FROM THE LIST BELOW**

- AFA 3910 Directed Independent Study 1-3
- AFA 3931 Selected Topics in African and Diaspora Studies 3
- AMS 3700 Racism in American Society 3
- ANT 3231 Introduction to Folklore 3
- ANT 3312 Native American Culture and Society 3
- ANT 3340 Caribbean Cultural Patterns 3
- ANT 3410 Cultural Anthropology 3
- ANT 3495 Methods in Anthropological Research 3
- ANT 3610 Language and Culture 3
- ANT 3910 Directed Independent Study 1-3
- ANT 4241 Magic and Religion 3
- ANT 4311 Southeastern Native American 3
- ANT 4316 Cultures of the Contemporary South 3
- ANT 4462 Medical Anthropology 3
- CPO 3002 Comparative Politics 3
- CPO 4204 Government and Political Affairs in Africa 3
- INR 3018 World Ideologies 3
- INR 3081 International Issues and Actors 3
- INR 4910 Directed Independent Study 1-3
- ISS 4910 Directed Independent Research 1-3
- LAS 3004 The Americas - Latin America and Caribbean 3
- SYA 3010 Sociological Theory 3
- SYA 3910 Directed Independent Study 1-3
- SYA 4430 Use of Computers in Sociology 3
- SYA 4949 Sociology Practicum 3
- SYD 3410 Urban Sociology 3
- SYD 3440 Rural Sociology 3
- SYD 3600 Sociology of Community 3
- SYD 3632 Latin American Cultures and Civilizations 3
- SYD 3700 Ethnic and Minority Relations 3
- SYD 3704 Ethnicity 3
- SYD 3730 The African-American Experience 3
- SYD 3770 Race and Culture 3
- SYD 3800 Sociology of Sex Roles & Gender 3
- SYD 3810 Women in Contemporary Society 3
- SYD 3815 Contemporary Theories of Gender 3
- SYD 3820 Sociology of the Male Experience 3
- SYD 4020 Global Populations 3
- SYD 4237 Immigration and Refugees 3
- SYD 4603 Community Development 3
SYD 4910 Directed Independent Study 1-3
SYG 3325 Social Issues 3
SYG 3930 Special Topics 3
SYG 4503 Sociology through Film 3
SYO 3200 Sociology of Religion 3
SYO 3530 Social Stratification 3
SYO 4551 Comparative Sociology - Global Issues 3
SYP 4741 Social Organization of Death and Dying 3
WST 3010 Introduction to Women’s Studies 3
WST 3275 Women in the Developing World 3
WST 4262 Literature of Women of Color in the United States 3

**The Psychology Concentration**

Program Leader: Ken Tarnowski

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

**PREREQUISITES**

The following courses must be successfully completed with a grade of "C" or better prior to starting work in the Psychology Concentration:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC xxxx</td>
<td>General Biology (x000-x099)</td>
<td></td>
</tr>
<tr>
<td>or BSC x200-x209 or ZOO x010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY 2012</td>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY xxxx</td>
<td>Any other lower level Psychology class within the Psychology inventory</td>
<td>3</td>
</tr>
<tr>
<td>STA xxxx</td>
<td>Any level Statistic course (x000-x099)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLP 4143</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>DEP 4005</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>EXP 4523</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSB 4013</td>
<td>Physiological Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3044</td>
<td>Experimental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 3213</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 4205</td>
<td>Experimental Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>SOP 4004</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>STA 2122</td>
<td>Social Science Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES (27 hours)**

**ELECTIVE COURSES (select 9 hours)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBH 4004</td>
<td>Comparative Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CLP 4314</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>CLP 4414</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
</tbody>
</table>
The Spanish Concentration

Program Leader: Valerie Smith

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

PREREQUISITES

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

REQUIRED COURSES (27 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 3300</td>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3411</td>
<td>Advanced Oral Expression</td>
<td>3</td>
</tr>
<tr>
<td>SPN 4410</td>
<td>Advanced Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPN 4537</td>
<td>Special Topics in Afro-Hispanic/Latino Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPN 4538</td>
<td>Cultural Expansions of Indigenous Peoples in Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SPN 4920</td>
<td>Spanish Symposium</td>
<td>3</td>
</tr>
<tr>
<td>SPT 3130</td>
<td>Latin-American Literature</td>
<td>3</td>
</tr>
<tr>
<td>or SPV 3030</td>
<td>Introduction to Spanish and Latin American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

And one of the following two-course sequences:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 3500</td>
<td>Survey of Spanish Culture and Civilizations I</td>
</tr>
<tr>
<td>SPN 3501</td>
<td>Survey of Spanish Culture and Civilizations II</td>
</tr>
<tr>
<td>or</td>
<td>Latin American Cultures and Civilizations I</td>
</tr>
<tr>
<td>SPN 3520</td>
<td>Latin American Cultures and Civilizations II</td>
</tr>
</tbody>
</table>

43
## ELECTIVE COURSES (select 9 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 3013</td>
<td>Spanish for Professional Personnel</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3013L</td>
<td>Spanish for Professional Personnel Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>SPN 3022</td>
<td>Spanish for Teachers I</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3023</td>
<td>Spanish for Teachers II</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3030</td>
<td>Spanish for Health Professionals I</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3031</td>
<td>Spanish for Health Professionals II</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3040</td>
<td>Spanish for Criminal Justice Personnel I</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3041</td>
<td>Spanish for Criminal Justice Personnel II</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3043</td>
<td>Spanish for Human Services I</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3044</td>
<td>Spanish for Human Services II</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3270</td>
<td>Study Abroad</td>
<td>1-6</td>
</tr>
<tr>
<td>SPN 3314</td>
<td>Spanish Grammar &amp; Composition for Native Speakers</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3340</td>
<td>Spanish for Native Speakers</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3400</td>
<td>Conversation and Composition I</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3401</td>
<td>Conversation and Composition II</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3440</td>
<td>Spanish for the Global Economic Marketplace I</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3441</td>
<td>Spanish for the Global Economic Marketplace II</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3710</td>
<td>The Spanish Language</td>
<td>3</td>
</tr>
<tr>
<td>SPN 4910</td>
<td>Directed Independent Research</td>
<td>3</td>
</tr>
<tr>
<td>SPN 4940</td>
<td>Intern Practicum</td>
<td>3</td>
</tr>
<tr>
<td>SPT 3100</td>
<td>Masterpieces</td>
<td>3</td>
</tr>
<tr>
<td>SPT 3318</td>
<td>U.S. Latino/ Hispanic Cultures</td>
<td>3</td>
</tr>
<tr>
<td>SPT 3524</td>
<td>Women Writers of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>SPT 4800</td>
<td>Translation Skills I</td>
<td>3</td>
</tr>
<tr>
<td>SPT 4801</td>
<td>Professional Translation</td>
<td>3</td>
</tr>
<tr>
<td>SPT 4806</td>
<td>Oral Skills for Interpreters</td>
<td>3</td>
</tr>
<tr>
<td>SPT 4810</td>
<td>Simultaneous Translation</td>
<td>3</td>
</tr>
<tr>
<td>SPT 4812</td>
<td>Introduction to Oral Translation</td>
<td>3</td>
</tr>
<tr>
<td>SPT 4814</td>
<td>Conference Interpreting</td>
<td>3</td>
</tr>
<tr>
<td>SPW 4271</td>
<td>Twentieth Century Spanish Novel</td>
<td>3</td>
</tr>
<tr>
<td>SPW 4304</td>
<td>Latin American Theater</td>
<td>3</td>
</tr>
<tr>
<td>SPW 4900</td>
<td>Directed Study</td>
<td>1-3</td>
</tr>
<tr>
<td>SPW 4930</td>
<td>Selected Topics</td>
<td>1-3</td>
</tr>
</tbody>
</table>
Undergraduate Programs in

The College of Business

Richard Pegnetter, Dean
Gary Bonvillian, Associate Dean
941/590-7300

The world of business is one of dynamic and continuous change. We live in a highly competitive global marketplace in which economic forces pay little heed to regional or national boundaries. The College of Business prepares students to compete successfully in this new economic arena. The college ensures the currency of its programs by maintaining a structure that embraces change; developing systematic contact with regional, national and international business communities; and encouraging faculty growth. The college enhances the excellence of all its activities through rigorous evaluation of its programs, services and operations.
College of Business - Programs of study

Mission

The College of Business serves the educational and economic vitality of Southwest Florida and the nation by providing undergraduate and graduate programs in business. These programs prepare students to contribute successfully to the professional needs of business, non-profit, and government organizations. Students are prepared to make immediate contributions and adapt to and facilitate change, leading to future personal growth and organizational success.

Goals

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

• continuously improves its programs and methods of instruction to provide an outstanding education and an environment which facilitates learning;
• seeks input and feedback from employers to ensure that its programs prepare students to meet immediate and long-term needs;
• ensures that students have a firm foundation of liberal arts and sciences courses, which enable them to think critically and communicate effectively;
• integrates the use of technology throughout its programs so that students are proficient and comfortable with its use;
• provides opportunities for students to participate in teams and develop interpersonal skills within the learning environment;
• ensures that students are educated in the strong values associated with the core tools of accounting, finance, marketing, human resource development, management, information systems, business communication, and economics;
• includes knowledge of international, ethical, quality, and environment issues within the students’ general and discipline-specific education;
• integrates interdisciplinary opportunities across and within traditional academic disciplines; and
• exposes students to the issues of new organizational structures and the successful adaptation to constant change which characterize successful careers and lifelong learning.

Accreditation

The College of Business is now an applicant for candidacy status with the American Assembly of Collegiate Schools of Business (AACSB).

Programs

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

• Accounting
• Computer Information Systems
• Finance
• Management
• Marketing

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 and have completed the common prerequisite courses with a grade of C or better. Students must submit a formal application for admission into the college and to declare a major and concentration.

Baby Alligators-[Alligator mississippiensis]
Hatched from eggs in an incubator-mound of decaying leaves and detritus, alligator babies are looked after and protected by their much larger mothers.
Transfer Students

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

Student Advising and Records

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

- Academic advising and program information
- Orientation for students applying for admission into the College of Business
- Registration and drop/add information
- Evaluation of transcripts for transfer students
- Maintenance of academic advising records for all admitted students

For additional information, please contact Carol Burnette, Coordinator of Student Affairs, College of Business (941) 590-7300.

Graduation Requirements for Bachelor of Science Degree

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

First Two Years

- General Education

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

Common Prerequisites

Students planning for admission into the College of Business must complete the following common prerequisite courses with a grade of C or better:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGS 1100</td>
<td>Introduction to Computers</td>
<td>3</td>
</tr>
<tr>
<td>ACG 2021</td>
<td>Core Concepts of Accounting I</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td>ACG 1001 and ACG 201T</td>
<td></td>
</tr>
<tr>
<td>ACG 2071</td>
<td>Core Concepts of Accounting II</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2013</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 2023</td>
<td>Principles of Micro Economics</td>
<td>3</td>
</tr>
<tr>
<td>MAC 2233</td>
<td>Elementary Calculus</td>
<td>3</td>
</tr>
<tr>
<td>STA 2023</td>
<td>Statistical Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

Third and Fourth Years

Business Common Core

All business students must complete the following common core courses:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 3010</td>
<td>Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>BUL 3130</td>
<td>Legal and Ethical Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3240</td>
<td>Money, Markets and Management of Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3025</td>
<td>Contemporary Management Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3504</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MAR 3023</td>
<td>Introduction to Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPC 2023</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>ENC 3213</td>
<td>Professional Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

- Major Requirements

Students must complete 24 to 27 semester hours of required and elective courses in a declared major.
University Requirements
All students must complete the following:

IDS 3920  University Colloquium  3
GEB 4890  Senior Seminar: Global Business Strategy  3

Service Learning is a non-credit requirement of 40 to 80 hours of community service.

- Elective Courses

Students may be required to complete additional business and non-business elective courses to reach a total of 120 semester hours. Within the total hours, students must complete at least 60 hours (50 percent) in non-business course work and 57 to 60 hours in business course work.

Department of Accounting, Taxation and Business Law

Faculty
Judith Swingen, Chair
Deanna Burgess, John Cowling, Jane Dixon, Lisa Moet, Joe Rue, and Steve Thompson

The Department of Accounting offers a program leading to the Bachelor of Science degree with a major in Accounting. This program prepares students for careers in government, industry, public accounting, and service organizations. The accounting curriculum includes courses in auditing theory and practice, design and control of computer-based accounting systems, financial reporting standards and procedures, the legal and ethical environment of business, management use of accounting data for decision making and performance evaluation, and income taxation. Accounting majors may further develop their knowledge and skills in specific areas by pursuing concentrations in Government and Not-For-Profit, Internal Auditing, Management Accounting, and Public Accounting.

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 semester hours, with at least 36 hours of upper-division accounting courses and 39 hours of general business education. The general business hours must include at least 21 hours of upper-division courses and 6 hours of business law. Accounting majors at Florida Gulf Coast University can fulfill these CPA education requirements by selecting the Public Accounting concentration at the undergraduate level and then completing either the MBA with a concentration in accounting (refer to Graduate Programs) or the Accounting Fifth-Year Certificate Program.

The accounting, 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. Professors require students to use a variety of technology tools for class assignments. Courses include projects designed to enhance critical thinking, oral and written communications, and teamwork skills. Students are also introduced to ethical and global issues.

Program Requirements
First Two Years

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

Third and Fourth Years

During the junior and senior years, accounting students will complete the business common core courses, University requirements, and required and elective courses in the accounting major and concentration of their choice. Students should meet with the College of Business academic advisor to discuss the requirements for a specific concentration. (Note: Students must complete ACG 2091 – Accounting Tools or the waiver exam prior to enrolling in junior-level accounting courses.)
Required courses for all concentrations in the Accounting program:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 2091</td>
<td>Accounting Tools</td>
<td>2</td>
</tr>
<tr>
<td>ACG 3103</td>
<td>Financial Reporting and Analysis I</td>
<td>4</td>
</tr>
<tr>
<td>ACG 3341</td>
<td>Cost Accounting</td>
<td>4</td>
</tr>
<tr>
<td>ACG 3402</td>
<td>Business Processes and Controls</td>
<td>4</td>
</tr>
<tr>
<td>TAX 3012</td>
<td>Taxation of Business Income and Property</td>
<td>4</td>
</tr>
<tr>
<td>QMB 3200</td>
<td>Economics and Business Statistics II</td>
<td>3</td>
</tr>
</tbody>
</table>

Required and/or elective courses for specific concentrations:

**Students may choose from the following concentrations depending on their areas of interest.**

**Government and Not-For-Profit**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 4501</td>
<td>Government and Not-For-Profit Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACG 4671</td>
<td>Internal Audit</td>
<td>3</td>
</tr>
</tbody>
</table>

**Internal Auditing**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 3113</td>
<td>Financial Reporting and Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ACG 4671</td>
<td>Internal Audit</td>
<td>3</td>
</tr>
</tbody>
</table>

**Management Accounting**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 3113</td>
<td>Financial Reporting and Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ACG 4351</td>
<td>Advanced Cost Accounting</td>
<td>3</td>
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</table>

**Public Accounting**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 3113</td>
<td>Financial Reporting and Analysis II</td>
<td>3</td>
</tr>
<tr>
<td>ACG 4632</td>
<td>Independent Audit I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Accounting Fifth-Year Certificate Program**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 5655</td>
<td>Independent Audit II</td>
<td>3</td>
</tr>
<tr>
<td>BUL 5830</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUL 5831</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>Accounting Electives</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

3 hours must be in Tax and 3 hours in Financial Accounting Business Electives
To be taken in a complementary business concentration

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**Department of Computer Information Systems and Project Management**

**Faculty**

Walter Rodriguez, Chair

Rajendra Bandi, Roy Boggs, Rick Christoph, Terry Dennis, and Kazuo Nakatani

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

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

Due to the intensive use of computers and software tools, students with CIS majors must have access to a personal computer connected to the Internet. The department provides information on suggested software and hardware configurations.

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

CIS students build on general education and the core business disciplines of accounting, finance, marketing, management, and policy. 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 project management faculty are committed to preparing graduates who are not only technically competent, but who possess the full range of business professional skills. Faculty provides students with experiences in the use of a variety of software applications and friendly programming tools.

Courses include projects designed to enhance critical thinking, oral and written communications, and teamwork skills. Students are also introduced to ethical and global issues via the study of CIS business cases.

**Program Requirements**

**First Two Years**

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

**Third and Fourth Years**

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

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**Required and/or elective courses for the CIS major/concentration:**

Computer Programming Electives  Note: Approval of CIS Department required.  9

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 3113</td>
<td>Systems Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3212</td>
<td>Database Concepts and Administration</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3220</td>
<td>Data Communication and Networking</td>
<td>3</td>
</tr>
<tr>
<td>ISM 4331</td>
<td>Information Systems Capstone Project Part I</td>
<td>3</td>
</tr>
<tr>
<td>ISM 4332</td>
<td>Information Systems Capstone Project Part II</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>CIS course selected in consultation with an academic advisor</td>
<td>3</td>
</tr>
</tbody>
</table>

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**Department of Finance**

**Faculty**

Hudson Rogers, Chair

Dan Borgia, Joe Farinella, Sharon Garrison, Brad Hobbs, and Shelton Weeks

**Finance**

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

The Department of Finance offers a program leading to the Bachelor of Science degree with concentrations in General Finance, Corporate Finance, Banking, Financial Services Administration, Investments, Public Finance, and Real Estate. The finance curriculum focuses on the preparation of finance majors for a rewarding and challenging pro-
fessional career in financial management, banking, investments, real estate, or insurance.

The finance program develops the analytical and behavioral skills necessary for success in dynamic domestic and global financial environments. The 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. Students are exposed to basic humanities courses and business foundations or core courses from the other functional areas of the business discipline. 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 as well as for future leadership positions in private and public-sector organizations. Finance is also excellent preparation for graduate school.

Concentrations

Depending on their areas of interest, students majoring in finance may choose from the following seven concentrations:

General Finance

The general finance concentration is designed for finance majors who prefer to remain broad-based in their finance orientation and selection of courses.

Small Business and Corporate Finance

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

Banking

The banking concentration is designed for students who are interested in pursuing a career in banking and related fields. The curriculum focuses on current issues in the banking industry. Students will learn how bank managers evaluate loans, operate trust departments, and manage risk.

Financial Services Administration

The financial services concentration prepares students for a career in financial planning, banking, insurance, or investments. In today's business environment, there is a tremendous amount of overlap of the activities of financial institutions. Banks, insurance companies, and investment firms face similar challenges as they compete for the most lucrative business segments. This curriculum examines financial institutions from an internal managerial policy-making perspective and shows students how financial institutions operate and compete in today's market.

Investments

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

Public Finance

Government agencies are always involved in making financial decisions that have implications for the entire society. The public finance concentration prepares students for finance related careers in the public sector.

Real Estate

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

Program Requirements

First Two Years

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

Third and Fourth Years

During the junior and senior years, finance students will complete the business common core courses, University requirements, and required and elective courses in the finance major and concentration of their choice. Students should meet with the College of Business academic advisor to discuss the requirements for a specific concentration.
### Required courses for all concentrations in the Finance program:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>FIN 3414</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3504</td>
<td>Principles of Investments</td>
<td>3</td>
</tr>
<tr>
<td>FIN 4443</td>
<td>Financial Policy</td>
<td>3</td>
</tr>
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</table>

Required and/or elective courses for specific concentrations:

**Students may choose from the following concentrations depending on their areas of interest.**

**General Finance**
No required courses
Electives Courses selected in consultation with an academic advisor 15

**Financial Services Administration**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 3126</td>
<td>Financial Planning; Case Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3514</td>
<td>Security Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives Courses selected in consultation with an academic advisor 9

**Banking**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 3324</td>
<td>Commercial Banking</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3345</td>
<td>Credit Analysis and Loan Evaluation</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives Courses selected in consultation with an academic advisor 9

**Small Business and Corporate Finance**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 3461</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3470</td>
<td>Financial Management for Entrepreneurs</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives Courses selected in consultation with an academic advisor 9

**Investments**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 3461</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3514</td>
<td>Security Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives Courses selected in consultation with an academic advisor 9

**Public Finance**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 3713</td>
<td>Policies of Not for Profit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3930</td>
<td>Special Topics: Public Finance</td>
<td>3</td>
</tr>
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</table>

Electives Courses selected in consultation with an academic advisor 9

**Real Estate**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>REE 3103</td>
<td>Valuation of Real Property</td>
<td>3</td>
</tr>
<tr>
<td>REE 3204</td>
<td>Advanced Real Estate Finance</td>
<td>3</td>
</tr>
<tr>
<td>REE 3303</td>
<td>Real Estate Investment Decision-Making</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives Courses selected in consultation with an academic advisor 6
Department of Management and Decision Sciences

Faculty
Gary Bonvillian, Karen Eastwood, Charles Fornaciari, Tom Harrington, Charles Mathews, Robert Miljus, Marina Onken, Dick Pegnetter, Alex Ruiz-Torres, Gerald Schoenfeld, and Gerald Segal

The Department of Management and Decision Sciences offers a program leading to a Bachelor of Science degree with concentrations in General Management, Entrepreneurship, Human Resource Management, and Manufacturing and Operations Systems. Management and decision sciences programs prepare students for action-oriented professions. Managers acquire and combine human, financial, physical, and informational resources to produce a product or service desired by some segment of society.

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

Concentrations
Students majoring in management may choose from the following four concentrations depending on their areas of interest:

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

Entrepreneurship
This concentration is designed for the management major who desires a career as an entrepreneur either in their own ventures or in the family-owned firm. The concentration will provide the theoretical framework and practical skills most often required for success in the entrepreneurial and family business fields.

Human Resource Management
This concentration is designed for the management major who desires to concentrate in the human resource aspects of work force recruitment and utilization. The concentration focuses on the development of knowledge and problem-solving skills within the component areas of human resource management.

Manufacturing and Operations Systems
This concentration is designed to provide students with the knowledge, problem-solving skills, technological tools, and practical experience for success in the management of operations. Types of operations included in the concentration are manufacturing, logistics, and services.

Program Requirements
First Two Years
During the first two years, students planning to major in management and decision sciences should complete the general education course work and the common prerequisites required of all business majors. A grade of C or better is required in all common prerequisite courses.

Third and Fourth Years
During the junior and senior years, management and decision sciences students will complete the business common core courses, University requirements, and required and elective courses in the management and decision science major and concentration of their choice. Students should meet with the College of Business academic advisor to discuss the requirements for a specific concentration.

Required and/or elective courses for specific concentrations:
Students may choose from the following concentrations depending on their areas of interest.

General Management

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 3301</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3441</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3803</td>
<td>Management of Small Business</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>MAN 4120</td>
<td>Leadership and Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 4 courses from the following:</td>
<td></td>
</tr>
<tr>
<td>MAN 3320</td>
<td>Employee Staffing</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3350</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3401</td>
<td>Labor-Management Relations</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3522</td>
<td>Total Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4129</td>
<td>Leadership Lab</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4330</td>
<td>Management of Compensation</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4402</td>
<td>Employment Laws and Regulations</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4530</td>
<td>Management of Technology</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4905</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4930</td>
<td>Seminar in Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4941</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>3000 or higher</td>
<td>Approved College of Business elective</td>
<td>3</td>
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</table>

**Entrepreneurship**

<table>
<thead>
<tr>
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<th>Credit hours</th>
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<tbody>
<tr>
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<tr>
<td>MAN 3441</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3803</td>
<td>Management of Small Business</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4120</td>
<td>Leadership and Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4802</td>
<td>Entrepreneurship and Business Plan Development</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4804</td>
<td>Entrepreneurial Field Studies</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3470</td>
<td>Financial Management for Entrepreneurs</td>
<td>3</td>
</tr>
<tr>
<td>MAR XXXX</td>
<td>Marketing for Small Business</td>
<td>3</td>
</tr>
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</table>

**Human Resource Management**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>MAN 3441</td>
<td>Conflict Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3803</td>
<td>Management of Small Business</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4120</td>
<td>Leadership and Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 3 courses from the following:</td>
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</tr>
<tr>
<td>MAN 3320</td>
<td>Employee Staffing</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3350</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3401</td>
<td>Labor-Management Relations</td>
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</tr>
<tr>
<td>MAN 4129</td>
<td>Leadership Lab</td>
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</tr>
<tr>
<td>MAN 4402</td>
<td>Employment Laws and Regulations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 3522</td>
<td>Total Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4530</td>
<td>Management of Technology</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4905</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4930</td>
<td>Seminar in Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4941</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>3000 or higher</td>
<td>Approved College of Business elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Manufacturing and Operations Systems**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 3301</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3512</td>
<td>Design of Production and Service Systems</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4521</td>
<td>Operations Planning and Control</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4534</td>
<td>Automation in Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>ISM 3431</td>
<td>Management Science: POM Applications</td>
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<tr>
<td>Electives</td>
<td>Select 2 courses from the following:</td>
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</tr>
<tr>
<td>ACG 4331</td>
<td>Costing of Goods and Services</td>
<td>3</td>
</tr>
<tr>
<td>MAN 3522</td>
<td>Total Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>MAN 4722</td>
<td>Decision Analysis</td>
<td>3</td>
</tr>
<tr>
<td>QMB 3200</td>
<td>Economics and Business Statistics II</td>
<td>3</td>
</tr>
<tr>
<td>QMB 4703</td>
<td>Simulation and Modeling Techniques</td>
<td>3</td>
</tr>
</tbody>
</table>
Course #   Course Title                       Credit hours
Elective       Select 1 course from the following:             3
MAN 3581  Project Management                        3
MAN 4120  Leadership and Group Dynamics            3
MAN 4530  Management of Technology                  3
3000 or higher Approved College of Business elective 3

Minor in Management for Non-Business Majors (pending approval)
The Department of Management and Decision Sciences offers a minor for students outside of the College of Business 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 semester hours) which combined will empower students with the basic competencies and knowledge needed by successful employees and managers.
(Note: Please check current pending status with the College of Business academic advisor.)

Required courses for the Management minor:
MAN 3025  Contemporary Management Concepts          3
MAN 3504  Operations Management                      3
MAN 3301  Human Resource Management                   3
MAN 3441  Conflict Management                        3
MAN 3803  Management of Small Business                3
MAN 4120  Leadership and Group Dynamics               3

Department of Marketing

Faculty
Hudson Rogers, Chair
Lee Duffus and Barry Langford

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

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

The Marketing Department offers the marketing degree with several concentrations. Specialized areas of marketing such as services marketing, hospitality/tourism marketing, retail management, and sales management, in addition to a general marketing concentration give students exposure to the exciting and unique opportunities and challenges. Marketing is also excellent preparation for graduate school.

Concentrations
Depending on their areas of interest, students majoring in marketing may choose from the following concentrations:

General Marketing
The general marketing concentration is designed for marketing majors who prefer to remain broad-based in their orientation and selection of courses. A degree in general marketing prepares students for challenging marketing positions in for-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.

Advertising
The advertising concentration emphasizes creative strategy and presentation of material, and the 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.

Services Marketing
Services marketing concerns the marketing of services of any kind. The service sector is the largest and fastest growing sector of the U.S. economy. A concentration in services marketing will prepare students for careers in diverse industries including travel, lodging, food, financial, repair, information, medical, and personal services.
Retail Management
Retail management involves activities directly related to the sale of goods and services for personal, household, and non-business uses. The retail management concentration will prepare students for sales and management roles including selling, buying, store layout, assortment, and retail operations and decision making.

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

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

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

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

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

Required and/or elective courses for specific concentrations:

Students may choose from the following concentrations depending on their areas of interest.

General Marketing
No required courses
Electives Selected in consultation with an academic advisor 9

Advertising
ADV 4323 Principles of Advertising 3
ADV XXXX Creative Strategy 3
Elective Marketing course selected in consultation with an academic advisor 3

Services Marketing
MAR 4841 Services Marketing 3
MAR 4461 Principles of Purchasing 3
Elective Marketing course selected in consultation with an academic advisor 3

Hospitality/Tourism
MAR 4713 Hospitality/Tourism Marketing 3
MAR 4841 Services Marketing 3
Elective Marketing course selected in consultation with an academic advisor 3
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Retail Management</strong></td>
<td></td>
</tr>
<tr>
<td>MAR 4232</td>
<td>Retail Management</td>
<td>3</td>
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<tr>
<td>MAR 4203</td>
<td>Logistics and Channels of Distribution</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Marketing course selected in consultation with an academic advisor</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Sales Management</strong></td>
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<tr>
<td>MAR 4403</td>
<td>Sales Management and Control</td>
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<td>MAR 4203</td>
<td>Logistics and Channels of Distribution</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Marketing course selected in consultation with an academic advisor</td>
<td>3</td>
</tr>
</tbody>
</table>

Deer -
Shy by nature, these small deer live in marshland, eating grasses and plants. This photo was shot in the Corkscrew Swamp.
MISSION STATEMENT

The College of Health Professions offers exemplary, future-oriented undergraduate and graduate practitioner programs designed to provide access for entry-level students who desire to become health professionals and to foster upward mobility of current health professionals seeking to advance in careers. Curricula, therefore, are designed to validate previous knowledge and skills and to be broadly accessible during the day, evening, weekend, and via distance learning. The curricula organize the professional, core, and general education courses into a total educational experience emphasizing lifelong professional development. Interdisciplinary, multidisciplinary, and discipline-specific cognitive, affective, and clinical education experiences are integrated to promote team coordination of client care services and development of cross-disciplinary understanding and skills. The programs in the college emphasize alternative teaching systems and technology; a student-focused approach; an environment that stimulates excellence in teaching/learning, service and scholarship through teaming; and a commitment to diversity.
Health Professions - Programs of study

GOALS
The College of Health Professions has the responsibility to

• prepare entry-level students to assume vital roles as professional health care practitioners delivering contemporary health care in a global environment;

• foster the career mobility of current health professionals through advanced degrees and/or advanced course work;

• promote the values of ethical and compassionate care, diversity as a source of renewal and vitality, civic responsibility, and commitment to lifelong professional development;

• provide continuing education offerings to health care practitioners, health consumers, and the public;

• promote active involvement of faculty and students in community-based health care, public service projects and activities, and health care professional associations; and

• conduct and involve students in scholarly activities that support the teaching and service mission.

Program Descriptions
The College of Health Professions is implementing the following degrees:

• B.S. in Clinical Laboratory Science

• B.S. in Health Science

• B.S. in Health Science, Physical Therapy Concentration (undergraduate portion of the entry-level Physical Therapy program)

• B.S. in Nursing

• B.S. in Occupational Therapy (anticipated start date: Spring 1999)

• M.S. in Physical Therapy (culminating portion of the entry-level Physical Therapy program)

• M.S. in Health Science

APPLICATION DEADLINE DATES
Application to the programs within the College of Health Professions is a two-step process. Applicants must separately apply for and secure admission to Florida Gulf Coast University. The College of Health Professions has a selective admissions policy as acceptance is highly competitive and not all qualified applicants can be admitted. Therefore, applicants must also apply for admission to a specific departmental program or programs. The CHP Supplemental Application for Admission and other materials specified by the respective department must be postmarked to the College by the application deadline stated below:

CROCODILE - [Crocodylus acutus] The American crocodile was nearly extinct in Florida just a few years ago, but is increasingly found in its old southwest Florida range.
**DEPARTMENT OF CLINICAL LABORATORY SCIENCE**

**FACULTY**

Jo Ann Wilson, Chair

Paula Howard, Clifford Renk

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

**MISSION STATEMENT**

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

Melaleuca - *Melaleuca quinquenervia*] Millions of melaleuca seeds were sown throughout the Everglades to help dry it out. Instead, this prolific, hard-to-kill tree chokes out native vegetation and consumes 10 times the amount of land annually as does development.
regional, state, and national laboratory communities of today and tomorrow.

**BACHELOR OF SCIENCE IN CLINICAL LABORATORY SCIENCE**

**DESCRIPTION**

The Clinical Laboratory Science profession offers a diversity of challenging and rewarding career opportunities in science and medicine. Clinical Laboratory Scientists develop, perform, and evaluate biological and chemical analyses which lead to the assessment of health, diagnosis of disease, and the monitoring of therapeutic treatments. Educational experiences in Clinical Laboratory Science blend a basic science curriculum with clinical instruction in community laboratories to build a strong foundation for the clinical laboratory scientist. Graduates of the Clinical Laboratory Science program are prepared to enter or advance existing careers as professionals in the clinical laboratory, research or biotechnology environments. With the completion of the clinical practica, the graduates are eligible for various national professional certification examinations such as the American Society of Clinical Pathology [MT (ASCP)] or the National Certifying Agency [CLS (NCA)] and the Florida licensure examination for the Clinical Laboratory Technologist. The Clinical Laboratory Science program at Florida Gulf Coast University was established for student admission in Fall 1998. This program is under proposal for approval for accreditation by the National Accrediting Agency for Clinical Laboratory Science and approval by the State of Florida Agency for Health Care Administration.

**AREAS OF CONCENTRATION**

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

- Clinical Laboratory Technology
  Prepares students for national certification as clinical laboratory technicians and Florida licensure as Clinical Laboratory Technologist.
- Articulated Clinical Laboratory Technology
  Prepares practicing clinical laboratory technicians or associate degree students for completion of the baccalaureate degree, national certification as clinical laboratory technicians and Florida licensure as Clinical Laboratory Technologist or Supervisor.
- Biotechnology/Preprofessional
  Prepares students for careers in diagnostic molecular biology, medicine, dentistry, veterinary science, or graduate school. Students completing practicum requirements may qualify for the national certification examination in Molecular Diagnostics.
- Certified Laboratory Specialist in Molecular Biology
  Designed to provide a certificate in biotechnology/molecular diagnostics to clinical laboratory technicians, microbiologists, molecular biologists, and others seeking training or certification in molecular biology. Upon completion of the concentration, students are eligible to take the NCA examination as a Certified Laboratory Specialist in Molecular Biology.

**ADMISSIONS INFORMATION**

The Bachelor of Science in Clinical Laboratory Science at FGCU has been designated by the Florida Board of Regents as limited access. Applicants must meet departmental admissions criteria as well as university admissions criteria (see Admission Information). Selection process is competitive and all qualified applicants may not be admitted into the program. Admissions criteria include:

The common prerequisites for clinical laboratory science consist of hours distributed over the courses listed below. Some courses may meet general educational requirements as well as fulfill program prerequisites. Applicants must complete all Clinical Laboratory Science common course prerequisites with a grade of C (C- is acceptable) or better.
### STATE-MANDATED COMMON PREREQUISITES

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE TITLE</th>
<th>CR HR</th>
<th>RECOMMENDED FGCU COURSES</th>
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<tbody>
<tr>
<td>BSC 1XXX/1XXX</td>
<td>General Biology w/lab</td>
<td>4</td>
<td>BSC 1010C</td>
</tr>
<tr>
<td>*BSC 2XXX/2XXX</td>
<td>Anatomy &amp; Physiology I</td>
<td>4</td>
<td>BSC 1085C</td>
</tr>
<tr>
<td>BSC 2XXX/2XXX</td>
<td>Anatomy &amp; Physiology II</td>
<td>4</td>
<td>BSC 1085C</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 2XXX/2XXX</td>
<td>Human Physiology</td>
<td>4</td>
<td>PCB 3703C</td>
</tr>
<tr>
<td>BSC 2XXX/2XXX</td>
<td>Cell Biology</td>
<td>4</td>
<td>PCB 3134C</td>
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<td>Or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 1XXX/1XXX</td>
<td>Human Physiology</td>
<td>4</td>
<td>PCB 3703C</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSC 1XXX/1XXX</td>
<td>General Biology II</td>
<td>4</td>
<td>BSC 1011C</td>
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<tr>
<td>Or</td>
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<td></td>
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<td>BSC 2XXX/2XXX</td>
<td>Human Anatomy</td>
<td>4</td>
<td>PCB 3703C</td>
</tr>
<tr>
<td>BC 2XXX/2XXX</td>
<td>Genetics</td>
<td>4</td>
<td>PCB 3063C</td>
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<tr>
<td>CHM 1XXX/1XXX</td>
<td>General Chemistry I</td>
<td>4</td>
<td>CHM 1045C</td>
</tr>
<tr>
<td>CHM 1XXX/1XXX</td>
<td>General Chemistry II</td>
<td>4</td>
<td>CHM 1046C</td>
</tr>
<tr>
<td>CHM 2XXX/2XXX</td>
<td>Organic Chemistry I</td>
<td>4</td>
<td>CHM 2210C</td>
</tr>
<tr>
<td>CHM 2XXX/2XXX</td>
<td>Organic Chemistry II</td>
<td>4</td>
<td>CHM 2211C</td>
</tr>
<tr>
<td>or CHM 2XXX</td>
<td>Quantitative Analysis</td>
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<tr>
<td>MCB 2XXX</td>
<td>Microbiology w/lab</td>
<td>4</td>
<td>MCB 2010C or 3020C</td>
</tr>
<tr>
<td>STA X023 or STA X122</td>
<td>Statistics</td>
<td>3</td>
<td>STA 2023 or STA 2037</td>
</tr>
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</table>

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

Applicants with any uncompleted Common course prerequisites must provide evidence that these requirements will be completed prior to the specified enrollment date. These applicants must document the courses in progress with an official registration document and their plan for completing any remaining courses. If selected for admission, applicants must submit official documentation (e.g., transcripts, original grade reports, etc.) attesting to the successful completion of all courses prior to the first class day of the semester to which accepted. If prerequisites cannot be met in the aforementioned manner, the applicant may seek provisional admission approval from the Department Chair.

- Applications must be postmarked by the date specified on the application form for the academic term of interest. Application deadlines are as follows:

  **Summer**  
  January 15th

  **Fall**  
  February 15th

  **Spring**  
  September 15th

The Department of Clinical Laboratory Science will consider admission to all academic terms.

Applicants who submit materials after the application deadlines will be considered on a space available basis.
# FGCU LOWER DIVISION
## SUGGESTED COURSE SEQUENCE

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENC 1101</td>
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<tr>
<td>MAC 1104</td>
<td>3</td>
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<tr>
<td>BSC 1010C</td>
<td>4</td>
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<tr>
<td>CHM 1045C</td>
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<tr>
<td>IDS 1300L</td>
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<td><strong>TOTAL</strong></td>
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<thead>
<tr>
<th>Summer</th>
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<td>ENC 1102</td>
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<tr>
<td>XXXXX</td>
<td>3</td>
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<tr>
<td>XXXXX</td>
<td>3</td>
</tr>
<tr>
<td>CHM 1046C</td>
<td>4</td>
</tr>
<tr>
<td>XXXXX</td>
<td>1</td>
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<tr>
<td>HUM 2510</td>
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<td><strong>TOTAL</strong></td>
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### SOPHOMORE YEAR

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<td>CHM 2210C</td>
<td>4</td>
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<tr>
<td>BSC 1085C</td>
<td>4</td>
</tr>
<tr>
<td>XXXXX</td>
<td>3</td>
</tr>
<tr>
<td>STA 2023</td>
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<td><strong>TOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 2211C</td>
<td>4</td>
</tr>
<tr>
<td>BSC 1086C</td>
<td>4</td>
</tr>
<tr>
<td>MCB 3020C</td>
<td>4</td>
</tr>
<tr>
<td>IDS 2110</td>
<td>2</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
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</tbody>
</table>
BACHELOR OF SCIENCE IN CLINICAL LABORATORY SCIENCE

CLINICAL LABORATORY TECHNOLOGY CONCENTRATION

DESCRIPTION

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

CLS UPPER DIVISION SUGGESTED COURSE SEQUENCE

Upper division coursework in the concentration of Clinical Laboratory Technology consists of 66 credit hours of didactic and practical application in clinical areas.

JUNIOR YEAR

<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 3119</td>
<td>Foundations and Dynamics of Health Service Delivery</td>
</tr>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
</tr>
<tr>
<td>PCB 4233C</td>
<td>Immunology</td>
</tr>
<tr>
<td>BCH 3023C</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>MLS 3XXXXC</td>
<td>Essentials of Clinical Laboratory Science</td>
</tr>
<tr>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>HSA 3138</td>
<td>Dynamics of Organization and Management of Health Service Organizations</td>
</tr>
<tr>
<td>HSC 4732</td>
<td>Research Methods and Applications to Health Care Systems</td>
</tr>
<tr>
<td>PCB 3063C</td>
<td>Genetics</td>
</tr>
<tr>
<td>MLS 3220C</td>
<td>Biological Fluid Analysis</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Fall</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MLS 4506C</td>
<td>Clinical Immunology</td>
</tr>
<tr>
<td>MLS 4625C</td>
<td>Clinical Biochemistry</td>
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<td><strong>TOTAL</strong></td>
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## Summer

<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>MCB 4507C</td>
<td>Virology/Mycology/Parasitology</td>
<td>3</td>
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<tr>
<td>TOTAL</td>
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</table>

## SENIOR YEAR

### Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MLS 4XXXC</td>
<td>Molecular Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4308C</td>
<td>Hematology/Hemostasis</td>
<td>3</td>
</tr>
<tr>
<td>MCB 4203C</td>
<td>Pathogenic Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4550C</td>
<td>Immunohematology and Transfusion Practice</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4824C</td>
<td>Clinical Enrichment</td>
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*Must be repeated for different laboratory experience for a total of two credits.

| TOTAL      |                                               | 14      |

### Spring

<table>
<thead>
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<tbody>
<tr>
<td>MLS 4821C</td>
<td>Clinical Microbiology Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4822C</td>
<td>Clinical Hematology /Hemostasis Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4820C</td>
<td>Clinical Biochemistry Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MLS 48XXC</td>
<td>Clinical Immunology Practicum</td>
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<tr>
<td>HSC 4938</td>
<td>College of Health Professions Senior Seminar</td>
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### Summer

<table>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MLS 4823C</td>
<td>Clinical Immunohematology Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4175</td>
<td>Case Studies in Clinical Laboratory Science</td>
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</tr>
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</table>

These courses are under review by the Florida Board of Regents and are therefore subject to change.

## ADMISSIONS INFORMATION

Refer to the admissions information under Bachelor of Science in Clinical Laboratory Science, General Information.
BACHELOR OF SCIENCE IN
CLINICAL LABORATORY SCIENCE

ARTICULATED CLINICAL LABORATORY
TECHNOLOGY CONCENTRATION

DESCRIPTION

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

CLS UPPER DIVISION SUGGESTED COURSE SEQUENCE

Upper division coursework in the concentration of Articulated Clinical Laboratory Technology includes 62-64 credit hours of didactic and practical application in clinical areas.

JUNIOR YEAR

<table>
<thead>
<tr>
<th>Fall</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 3119</td>
<td>Foundations and Dynamics of Health Service Delivery</td>
<td>4</td>
</tr>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>BCH 3023C</td>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>MLS 3XXX C</td>
<td>Essentials of Clinical Laboratory Science</td>
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<td>TOTAL</td>
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<td>13</td>
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<tbody>
<tr>
<td>HSA 3138</td>
<td>Dynamics of Organization and Management of Health Service Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4732</td>
<td>Research Methods and Applications to Health Care Systems</td>
<td>2</td>
</tr>
<tr>
<td>PCB 3063 C</td>
<td>Genetics</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLS 3220 C</td>
<td>Biological Fluid Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MLS 4506 C</td>
<td>Clinical Immunology</td>
<td>2</td>
</tr>
<tr>
<td>MLS 4625 C</td>
<td>Clinical Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
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<td>15</td>
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<table>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MCB 4507 C</td>
<td>Virology/Mycology/Parasitology</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
SENIOR YEAR

MLS 4XXXXC  Molecular Diagnostics  3
MLS 4308C  Hematology/Hemostasis  3
MCB 4203C  Pathogenic Microbiology  3
MLS 4550C  Immunohematology and Transfusion Practice  3
MLS 4824C  Clinical Enrichment  1,1,1*

*Must be taken for one credit and may be repeated for additional laboratory experiences.

TOTAL  13-15

MLS 4821C  Clinical Microbiology Practicum  3
MLS 4822C  Clinical Hematology/Hemostasis Practicum  3
MLS 4820C  Clinical Biochemistry Practicum  3
MLS 48XXC  Clinical Immunology Practicum  2
HSC 4938  College of Health Professions Senior Seminar  3
TOTAL  14

These courses are under review by the Florida Board of Regents and are therefore subject to change.

ADMISSIONS INFORMATION

Refer to the admissions information under Bachelor of Science in Clinical Laboratory Science, General Information.

BACHELOR OF SCIENCE IN CLINICAL LABORATORY SCIENCE

BIOTECHNOLOGY/PREPROFESSIONAL CONCENTRATION

DESCRIPTION

The Biotechnology/Preprofessional Concentration is designed for students who seek a bachelor of science degree in Clinical Laboratory Science with an emphasis in clinical molecular biology. The curriculum integrates a molecular biology core with a medical emphasis. The curriculum serves as a solid preparation for medical, dental, veterinary and graduate school. The program emphasizes an inquiry based curriculum that incorporates research methodology used in basic and clinical research. Laboratory experience may be conducted at a biotechnology industry, clinical molecular diagnostic laboratory or research facility.

CLS UPPER DIVISION SUGGESTED COURSE SEQUENCE

Upper division coursework in the concentration of Clinical Laboratory Technology consists of 60 credit hours of didactic and research experiences.

JUNIOR YEAR

<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 3183  Dynamics of Organization and Management of Health Service Organizations</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3063C  Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BCH 3023C  Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>
**Fall**
- MCB 4203C  Pathogenic Microbiology  3
- PCB 4233C  Immunology  3
- **TOTAL**  15

**Spring**
- HSC 4732  Research Methods and Applications to Health Care Systems  2
- HSA 3119  Foundations and Dynamics of Health Service Delivery  4
- BSC 4420C  Methods in Biotechnology  3
- PCB 3134C  Cell Biology  3
- PCB 4523C  Molecular Genetics  3
- **TOTAL**  15

**SENIOR YEAR**

**Fall**
- PHY 2053C  College Physics I  4
- MLS 4XXX C  Molecular Diagnostics  3
- PCB 4783C  Cell Membrane Physiology  3
- MLS 4308C  Hematology/Hemostasis  3
- IDS 3920  University Colloquium  3
- **TOTAL**  16

**Summer**
- PHY 2054C  College Physics II  4
- ISC 3120C  Scientific Process  3
- MLS 4910L  Research in Molecular Diagnostics  4
- HSC 4938  College of Health Professions Senior Seminar  3
- **TOTAL**  14

These courses are under review by the Florida Board of Regents and are therefore subject to change.

**ADMISSIONS INFORMATION**

Refer to the admissions information under Bachelor of Science in Clinical Laboratory Science, General Information.

**CERTIFICATE PROGRAM IN CLINICAL LABORATORY SCIENCE**

**CERTIFIED LABORATORY SPECIALIST IN MOLECULAR BIOLOGY**

**DESCRIPTION**

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

<table>
<thead>
<tr>
<th>Summer</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 4420C</td>
<td>Methods in Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>PCB 4523C</td>
<td>Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>XXXX</td>
<td>Elective (Choose from List Below)</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4XXX C</td>
<td>Molecular Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td>MLS 4940C</td>
<td>Biotechnology/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Molecular Diagnostics Practicum</td>
<td>12</td>
</tr>
</tbody>
</table>

ELECTIVES:

| MLS 4506C | Clinical Immunology                              | 2       |
| PCB 4786C | Cell Membrane Physiology                         | 3       |
| ISC 3120C | Scientific Process                                | 3       |
| MLS 4910L | Research in Molecular Diagnostics                | 4       |

Admission and Prerequisite Requirements

Students must apply for and secure admission to Florida Gulf Coast University (see University Admission Requirements information and the College of Health Professions, Department of Clinical Laboratory Science). Entrance requirements are given below:

Graduation from a baccalaureate level, structured education program in clinical laboratory sciences or graduation from a baccalaureate program in the biological sciences or chemistry from an accredited college or university and have included the following courses or equivalents:

One year of general chemistry with lab
One year of general biology with lab
One year of organic chemistry with lab
One semester of genetics
One semester of biochemistry

DEPARTMENT OF INTERDISCIPLINARY STUDIES

FACULTY

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

MISSION STATEMENT

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

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

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

 Bachelor Of Science In Health Science Program

DESCRIPTION

This interdisciplinary program is designed to provide career advancement opportunities for associate degree graduates who have completed the basic preparation in a health profession discipline and license, certification, or registration. The curriculum consists of the following components: (a) interdisciplinary core courses, based upon generic health care professional competencies; (b) health science core courses, which include equal concentrations in advanced clinical courses, education courses and administration courses; (c) career goal concentration elective courses, which provide a choice of additional courses in a selected concentration area (advanced practice, education, or administration); and (d) an interdisciplinary senior seminar.

ADMISSIONS INFORMATION

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

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

- Associate degree from a regionally accredited institution of higher learning.

- Possession of or eligibility for certification, registration, and/or license in a health profession.

- 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.

APPLICATION INFORMATION

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 by the date specified on the application form for the semester to which you are applying. Applications received after the deadline will be considered periodically until one week before the beginning of classes in the semester for which the application is made.

GRADUATION REQUIREMENTS

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

- Foreign language.

- College Level Academic Skills Test (CLAST) or equivalent.

- Gordon Rule (6A-10.030) writing and computation courses.

- General education: Thirty-six (36) semester hours of coursework in the subject areas of communication, social sciences, humanities, natural sciences, and mathematics. Students who have completed the general education requirement of another Florida public college or university and who provide an official transcript so marked will be considered to have completed FGCU's general education requirement. Students who have completed some general education courses at another institution will have their transcripts evaluated for possible fulfillment of FGCU's general education requirement.

- Service learning: A non-credit requirement which involves 40-80 hours of community service.
Bachelor of Science in Health Science -- PROGRAM OVERVIEW

The following is a list of courses approved for this major by the Florida State Board of Regents.

REQUIRED COURSES IN THE DEGREE PROGRAM CORE (45 Total Credits)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>COURSE CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 3119</td>
<td>Foundations and Dynamics of Health Services Delivery</td>
<td>4</td>
</tr>
<tr>
<td>HSA 3183</td>
<td>Dynamics of Organizational Mgmt for Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4732</td>
<td>Research Methods and Application to Health Care Systems</td>
<td>2</td>
</tr>
<tr>
<td>HSA 3184</td>
<td>Leadership and Supervision in Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSA 3117</td>
<td>Principles of Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4185</td>
<td>Human Resource Management in Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4170</td>
<td>Models of Financial Management in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSC 3243</td>
<td>Teaching and Learning in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HSC 3231</td>
<td>Client Education in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4250</td>
<td>Task Analysis and Curriculum Development in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4007</td>
<td>Accreditation for the Health Professions Educator</td>
<td>3</td>
</tr>
<tr>
<td>HSC 3002</td>
<td>Introduction to Health Professions Practice</td>
<td>4</td>
</tr>
<tr>
<td>HSC 3720</td>
<td>Health Perspectives and Assessment in Health Professions Practice</td>
<td>4</td>
</tr>
<tr>
<td>HSC 4906</td>
<td>Directed Study in Health Professions Practice I</td>
<td>2</td>
</tr>
<tr>
<td>HSC 4609</td>
<td>Health Professions Practice Correlation</td>
<td>2</td>
</tr>
</tbody>
</table>

45 Total

REQUIRED PRACTICUM COURSE IN THE DEGREE PROGRAM CORE (3 Total Credits)

Student will select one career concentration practicum course below which corresponds to their selected career concentration.

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>COURSE CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 4817</td>
<td>Practicum in Health Services Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4818</td>
<td>Practicum in Health Professions Education</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4819</td>
<td>Practicum in Health Professions Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

3 Total

UNIVERSITY REQUIREMENT (6 Total Credits)

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>COURSE CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4938</td>
<td>Health Professions Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

6 Total

ELECTIVE COURSES IN THE CAREER CONCENTRATION (6 Total Credits)

Students will select 6 credit hours from electives listed in their selected career concentration; other FGCU electives may also be selected with approval of the Department Chair.

CAREER CONCENTRATION: Health Services Administration

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>COURSE CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 4222</td>
<td>Long Term Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSA 4503</td>
<td>Risk Management in Health Services</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4192</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
COURSE NUMBER | COURSE TITLE | COURSE CREDIT
---|---|---
HSA 4901 | Directed Study in Health Services Administration | 3
*HSA 4931 | Topics in Health Services Administration | 3
HSC 4729 | Statistical Methods for Health Care | 3
FIN 3240 | Money, Markets, and Management of Finances | 3
MAN 3025 | Behavioral Management | 3
MAN 4280 | Organizational Development and Change | 3
MAN 3522 | Total Quality Management | 3
MAR 3023 | Introduction to Marketing | 3
NUR 3935 | Health Related Elective | 3

CAREER CONCENTRATION: Health Professions Education

HSC 4265 | Continuing Education for the Health Professions | 3
HSC 4729 | Statistical Methods for Health Care | 3
HSC 4905 | Directed Study in Health Professions Education | 3
*HSC 4932 | Topics in Health Professions Education | 3
EDF 3604 | Social Foundations of Education | 3
EDF 4430 | Measurement for Teachers | 2

CAREER CONCENTRATION: Health Professions Practice

HSC 2577 | Nutrition For Human Health and Wellness | 3
HSC 4729 | Statistical Methods for Health Care | 3
HSC 4500 | Epidemiology | 3
HSC 4907 | Directed Study in Health Professions Practice II | 3
*HSC 4930 | Topics in Health Professions Practice | 3
NUR 3935 | Health Related Elective | 3
HUS 3201 | Interventions with Groups and Communities | 3
HUS 3601 | Human Services Delivery System | 3

60 TOTAL CREDITS

*Course can be repeated under different “topics.”

Lower division prerequisites are subject to change at the discretion of the State University System.

DEPARTMENT OF NURSING

FACULTY

Carol Davis, Chair

Raymond Colucci, Tawna Cooksey, Lee Duke, Peg Gray-Vickrey, Denise Heinemann, Vickie Hoezler, Regina Payne, M. Joyce Thornton, Marian Turkel

MISSION STATEMENT

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

Baccalaureate Nursing Program
Description

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

Admissions Information

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

- Submission of a SUS common application for admission, and satisfaction of all applicable university admission requirements.
- Completion of all common prerequisites for nursing prior to the end of the 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 any remaining courses. If selected for admission, applicants are required to submit official documentation (e.g., transcripts, original grade reports) attesting to successful completion of all courses prior to the first class day of the semester in which accepted.
- Either a minimum cumulative grade point average of 2.75 or a minimum grade point average of 2.75 for the most recent 30 (+/-) college credit hours.
- Submission of a completed College of Health Professions supplemental application, including an essay/statement of goals, and a portfolio. (Instructions are included in the application packet.) Only completed applications will be forwarded to and reviewed by the Department of Nursing Admissions Committee.
- RN and LPN applicants must provide evidence of licensure as a RN or LPN in the State of Florida by August 15 of the year in which application is made.

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

Application Information

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

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

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

Common Prerequisites

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

STATE-MANDATED COMMON PREREQUISITES

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE TITLE</th>
<th>CR HR</th>
<th>RECOMMENDED FGCU COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC X085C</td>
<td>Human Anatomy &amp; Physiology I (or any human anatomy &amp; physiology I course or human anatomy)</td>
<td>3-4</td>
<td>BSC 1085C</td>
</tr>
<tr>
<td>BSC X086C</td>
<td>Human Anatomy &amp; Physiology II (or any human anatomy &amp; physiology II course or human physiology)</td>
<td>3-4</td>
<td>BSC 1086C</td>
</tr>
<tr>
<td>CHM XXXX</td>
<td>Comprehensive College General Chemistry (such as CHM 1030 or CHM 1032 but NOT lower level principles such as CHM 1025)</td>
<td>4-6</td>
<td>CHM 1045C</td>
</tr>
<tr>
<td>DEP X004</td>
<td>Human Growth &amp; Development Across the Life Span (or any human growth &amp; development across life span course)</td>
<td>3</td>
<td>DEP 2004</td>
</tr>
<tr>
<td>HUN X201 or NUR 1192</td>
<td>Human Nutrition (or any human nutrition course)</td>
<td>3</td>
<td>HSC 2577</td>
</tr>
<tr>
<td>MCB X010C</td>
<td>Microbiology with Lab (or any microbiology w/lab course)</td>
<td>4</td>
<td>MCB 2010C or MCB 3020C</td>
</tr>
<tr>
<td>PSY X012</td>
<td>General Psychology (or any general psychology course)</td>
<td>3</td>
<td>PSY 2012</td>
</tr>
<tr>
<td>STA X014</td>
<td>Statistics (or any statistics course)</td>
<td>3</td>
<td>STA 2023 or STA 2037</td>
</tr>
<tr>
<td>SYG X000</td>
<td>Introduction to Sociology (or any introduction to sociology course)</td>
<td>3</td>
<td>SYG 2000</td>
</tr>
</tbody>
</table>

Bachelor of Science in Nursing -- PROGRAM OVERVIEW

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

NUR 3125 Physiology Responses to Alterations in Health 3
NUR 3145 Chemical, Herbal, and 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
XXX xxxx Health Related Elective (see program advisor) 3

49 Total

REQUARED COURSES IN THE COLLEGE OF HEALTH PROFESSIONS CORE

HSA 3119 Foundations and Dynamics of Health Services Delivery 4
HSA 3183 Dynamics of Organizational Management for Health 3
Services Organizations
HSC 4732 Research Methods & Application to Health Care Systems 2
HSC 4938 Health Professions Senior Seminar 3

12 Total

UNIVERSITY REQUIREMENT

IDS 3920 University Colloquium 3

3 Total

64 HOURS TOTAL

SERVICE LEARNING is a non-credit requirement for FGCU undergraduate degrees which involves 40 to 80 hours of community service.

DEPARTMENT OF OCCUPATIONAL THERAPY

FACULTY

Loredana Campanile, Chair
Karen Mock, Kathleen Whitcomb

Mission Statement

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

The Department of Occupational Therapy strives to:

- provide continuing education opportunities to all health care practitioners in the community.
- educate the health care consumer about the value and scope of occupational therapy in order to make informed decisions about individual health care management.
- encourage faculty and student involvement in public service by sharing knowledge and experience, and by providing assistance and consultation.
- promote and strengthen the involvement of Florida Gulf Coast University's occupational therapy faculty and students, and local therapists in occupational therapy professional organizations at the regional, state, and national levels.

**OCCUPATIONAL THERAPY (B.S.):**

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

Students may enter this curriculum with no previous occupational therapy experience (e.g., students with an associate of arts degree and/or 60 (+/-) semester credits of appropriate coursework), or may enter as certified occupational therapy assistants (i.e., graduates of an occupational therapy assistant program with an associate's degree and state licensure as an occupational therapy assistant). Students in the latter category are considered for advanced placement.

**ADMISSIONS CRITERIA**

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

- Submission of a State University System (SUS) common application for admission, and satisfaction of all applicable university admission requirements.
- Completion of all common prerequisites for occupational therapy with a minimum grade of C in each course and a combined grade point average on these courses of at least 3.0. Common prerequisites must be completed prior to the application deadline.
- Completion of the College Level Academic Skills Test (CLAST) or equivalent and all general education, foreign language, and Gordon Rule (6A-10.030) writing and computation requirements. The general education requirement consists of 36 semester hours of coursework in the subject areas of communication, social sciences, humanities, natural sciences, and mathematics. Students who have the completed general education requirement of another Florida public college or university and who provide an official transcript so marked will be considered to have completed FGCU's general education requirement. Students who have completed some general education courses at another institution will have their transcripts evaluated for possible fulfillment of FGCU's general education requirements.
- Completion of 60 (+/-) semester credit hours of coursework with a minimum grade point average of 3.0 calculated on the most recent 60 (+/-) college 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 80 hours of volunteer or paid work in health care settings; occupational therapy settings are preferred. Consult the Department of Occupation Therapy regarding alternatives.

Note: Students who have not met general education, CLAST, Gordon Rule, and foreign language requirements, and/or have not completed 60 (+/-) semester credit hours of course work prior to the application deadline, may apply for admission to the baccalaureate occupational therapy program. These applicants are expected to provide assurance that all
required lower division coursework will be completed prior to the specified enrollment date. Applicants must also document courses completed, courses in progress (via official registration document), and plan for completing any remaining courses. If selected for admission, applicants are required to submit official documentation (e.g., transcripts, original grade reports) attesting to successful completion of all courses prior to the first class day of the semester in which accepted. The selection process, however, is competitive so students who have completed all admissions criteria prior to the application deadline receive priority consideration.

APPLICATION INFORMATION

It is anticipated that application packets will be available May 1, 1998. Application materials must be postmarked to the college no later than SEP-

NUMBER | COURSE TITLE | CR HR | RECOMMENDED FGCU COURSES
--- | --- | --- | ---
BSC X010 /X010L | General Biology I w/lab | 4 | BSC 1010C and BSC 1085C
or BSC 2085/2085L | Anatomy & Physiology I w/lab | 3 | BSC 1010C and BSC 1085C
or BSC 2005 | Physiology/Anatomy | 3 | BSC 1010C and BSC 1085C
BSC 2086C | Anatomy & Physiology II | 3-4 | BSC 1086C
or XXX 2000 | Physiology | 3-4 | BSC 1086C
PHY 1024 | Physics | 3-4 | PHY 2048C or PHY 2053C
or CHM 2045 | Chemistry | 3-4 | and CHM 1045C
STA X023 | Statistics | 3 | STA 2023
PSY 2012 | General Psychology | 3 | PSY 2012
DEP 2000 | Developmental Psychology | 3 | DEP 2004
XXX XXXX | Psychology course (2000 level or higher) | 3 | See college advisor
or PPE 2001 | Personality | 3 | See college advisor
SYG 1000 | General Sociology | 3 | SYG 2000
or ANT 2401 | General Anthropology | 3 | or ANT 2000

IMPORTANT NOTE: The common prerequisites provide for some choices among alternative courses; however, FGCU strongly recommends that students complete ALL prerequisite courses listed below. Completion of the SUS common prerequisites for occupational therapy, along with the specific prerequisite courses recommended by FGCU, fulfill the requirements of the Essentials and Guidelines for an Accredited Educational Program (Accreditation Council for Occupational Therapy Education).

- General Biology I w/lab (BSC X010/X010L)
- Anatomy & Physiology I w/lab (BSC 2085/2085L)(BSC 1085/1085L)
- Anatomy & Physiology II w/lab (BSC 2086C)(BSC 1086C)
- Physics w/lab (PHY 1024C)(PHY2053C)
- Chemistry w/lab (CHM 2045C)(CHM 1045C)
- Statistics
- General Psychology
- Developmental Psychology

TEMPER 15, 1998, in order to be considered for admission into the occupational therapy program that begins the following spring (January 1999).

For more information, or to request application materials or departmental mailings, please contact:
Office of Admissions, Registration, & Records:
(941)590-7878 or toll free 888-889-1095.

College of Health Professions counselors/advisors available at (941)590-7455 [glaurean@fgcu.edu].

PREREQUISITES

The common prerequisites for occupational therapy consist of 25-27 credit hours distributed over the courses listed below. Some courses may meet general education requirements as well as fulfill prerequisites.
Requests for substitutions of any of the above courses should be directed to the College of Health Professions Office of Student Affairs (941-590-7454); for request to be considered, the applicant will have to submit a course description and a course syllabus, when available.

**PROPOSED PROGRAM OVERVIEW**

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

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

The Occupational Therapy program curriculum, prerequisites, and requirements are pending final approval by Florida Board of Regents; therefore, changes may occur. Common prerequisites are also subject to change at the discretion of the State University System.

**PROGRAM ACCREDITATION**

Florida Gulf Coast University has submitted an application for accreditation of the baccalaureate occupational therapy program to 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. Once accreditation of the program has been obtained, graduates of the FGCU baccalaureate occupational therapy program will be eligible for the National Certification Examination for occupational therapists, 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.

**DEPARTMENT OF PHYSICAL THERAPY**

**FACULTY**

Ellen Williamson, Chair

Sharon Bevins, Thomas Bevins, Pamala Feehan, Lynda Jack, Gina Musolino, Asif Daya

**Program in Physical Therapy**

Students completing the entry-level physical therapy program at Florida Gulf Coast University are awarded two degrees:

- **BACHELOR OF SCIENCE IN HEALTH SCIENCE-PHYSICAL THERAPY CONCENTRATION**

- **MASTER OF SCIENCE IN PHYSICAL THERAPY**

The physical therapy program consists of 60 semester credit hours of lower division coursework and prerequisites; 60 hours (four semesters) of upper division coursework; and 45 hours (five semesters) of graduate study focusing on clinical practice, clinical internship, and thesis research. FGCU has submitted an application for program accreditation to the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (see the following Program Accreditation section), and it is anticipated that students who complete the entire 165-hour program at FGCU will be eligible to sit for the physical therapy licensing examination. This program is an entry-level professional program and, therefore, is not appropriate for licensed physical therapists interested in pursuing graduate study.

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 FGCU entry-level physical therapy program prepares graduates as ethical and effective decision-making practitioners, valuing their role in the changing health care environment and society at large. The curriculum allows for the possibility of credit to be earned for previous education and work experience related to the field of physical therapy. Approved avenues for part-time study are available.

ADMISSIONS INFORMATION

BACHELOR OF SCIENCE IN HEALTH SCIENCE-PHYSICAL THERAPY CONCENTRATION

The Physical Therapy Concentration of the B.S. in Health Science has been designated by the Florida Board of Regents as limited access. This means that applicants must meet departmental admissions criteria as well as university admissions criteria (see university catalog). It also means that the selection process is competitive and that all qualified applicants may not be admitted into the program.

Admissions criteria include:

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

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

- Completion of all common prerequisites for physical therapy with a minimum grade of C in each course and a combined grade point average on these courses of at least 3.2.

- Minimum grade point average of 3.0 for the most recent 60 (+/-) college/university credit hours.

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

- Submission of a Department of Physical Therapy admissions portfolio, which includes a shadowing experience requirement and essay/statement of goals. Instructions are included in the application packet.

- Group and individual interviews.

Note: Students who are in the process of completing the above course requirements may apply for admission to the baccalaureate portion (B.S. Health Science-Physical Therapy Concentration) of the FGCU physical therapy program. The selection process, however, is competitive so students who have submitted required admissions materials by the application deadline receive priority consideration.

Calculation of the grade point averages for common prerequisites and hours earned are based on courses completed by the application deadline. Applicants are expected to provide assurance that all required common prerequisites and lower division coursework will be completed prior to the specified enrollment date. Applicants must document courses completed, courses in progress (via official registration document), and plan for completing any remaining courses. If selected for admission, applicants are required to submit official documentation (e.g., transcripts, original grade reports) attesting to successful completion of all courses prior to the first class day of the semester in which accepted.

APPLICATION INFORMATION

Students are admitted to the physical therapy program in the summer (May) of each year. College and departmental supplemental application information and forms will be available in July. The university admissions application and required documentation must be postmarked by DECEMBER 15 of the year preceding requested entry. The supplemental application and materials must be postmarked to the college no later than JANUARY 15.

For more information, or to request application materials or departmental mailings, please contact:

Office of Admissions, Registration, & Records:
(941)590-7878 or toll free 888-889-1095; or College of Health Professions counselors/advisors at (941)590-7455.
PREREQUISITES

The common prerequisites for physical therapy consist of 35-36 credit hours distributed over the courses listed below. Some courses may meet general education requirements as well as fulfill prerequisites.

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE TITLE</th>
<th>CR HR</th>
<th>RECOMMENDED FGCU COURSES</th>
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<tbody>
<tr>
<td>and *BSC X085</td>
<td>General Biology I w/lab</td>
<td>4</td>
<td>BSC 1010C</td>
</tr>
<tr>
<td>and *BSC X086</td>
<td>Anatomy and Physiology I w/lab</td>
<td>3</td>
<td>BSC 1085C</td>
</tr>
<tr>
<td>or BSC 2010C</td>
<td>Anatomy and Physiology II w/lab</td>
<td>3</td>
<td>BSC 1086C</td>
</tr>
<tr>
<td>BSC 2010C</td>
<td>General Biology I w/lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>and **BSC 2011C</td>
<td>General Biology II w/lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>and XXX XXXX</td>
<td>Human Physiology (2000 level or above)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CHM X045C</td>
<td>General Chemistry I w/lab</td>
<td>4</td>
<td>CHM 1045C</td>
</tr>
<tr>
<td>and CHM X046C</td>
<td>General Chemistry II w/lab</td>
<td>4</td>
<td>CHM 1046C</td>
</tr>
<tr>
<td>***PHY X053C</td>
<td>College Physics I w/lab</td>
<td>4</td>
<td>PHY 2053C</td>
</tr>
<tr>
<td>and PHY X054C</td>
<td>College Physics II w/lab</td>
<td>4</td>
<td>PHY 2054C</td>
</tr>
<tr>
<td>PSY X012 or PSY X013</td>
<td>Introductory or General Psychology</td>
<td>3</td>
<td>PSY 2012</td>
</tr>
<tr>
<td>DEP XXXX</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>DEP 2004</td>
</tr>
<tr>
<td>STA XXXX</td>
<td>Introductory Statistics</td>
<td>3</td>
<td>STA 2023 or STA 2037</td>
</tr>
</tbody>
</table>

*BSC X093 and BSC X094 may substitute for BSC X085 and BSC X086

**ZOO X010C may substitute for BSC 2011C

***PHY 2004C and PHY 2005C may substitute for PHY X053C and PHY X054C

See Graduate Academic Programs for a complete description of the physical therapy program.

RECRUITMENT

Prospective students and graduates from area high schools and community colleges are encouraged to attend a College Open House, or contact a counselor/advisor from the office to learn more about the programs in the college. The office will be coordinating several outreach activities as part of its recruitment strategies to encourage more students to pursue a career in a health care discipline.

ADMISSION

Students who desire to complete an undergraduate or graduate degree in a CHP program should contact the OSA office for detailed information on admission procedures in the college. This office coordinates the development of forms related to admissions process, storage of applicant files until completed, and the forwarding applicant files to admissions committees. In addition, a representative from this office serves as a consultant to departmental admissions committees for review of applicant files.

ORIENTATION

Students who have been admitted to Florida Gulf Coast University (FGCU) and to one of the programs in the college are required to attend an University Orientation session prior to the first semester of enrollment. The office coordinates participation and representation of the college in these events. Students who have been admitted to a college program will be advised by the faculty in the department, other transfer students will be advised by the counselor/advisors from the Office of Student Affairs.

ADVISEMENT

Students who have been admitted to FGCU and who have declared interest in a CHP program will be advised according to their classification in the University, which is determined by the number of semester hours of credit earned (see Personal, Academic and Career Counseling of the catalog). Prospective students will also receive advisement from this office as stated in the College of Health Professions Advising Procedures.
Undergraduate Programs in

The
College of Professional Studies

Don Cozzetto, Dean

941/590-7750

The College of Professional Studies is dedicated to helping students acquire the knowledge and skills necessary for careers in education and public service. Based upon a liberal arts foundation, undergraduate and graduate programs provide a field-based approach to the integration of theory and practice. Programs rely heavily upon supervised field education and internship experiences to enable graduates to readily assume positions in their professional fields. College faculty collaborate with professionals to provide students with an exposure to an interdisciplinary, egalitarian, and cooperative model of professional practice.
College of Professional Studies—Programs of study

Mission

The College of Professional Studies provides initial professional preparation and lifelong professional development in counseling, education, human services, social work, public administration, criminal justice, and other public service professions. Students are encouraged to prepare for ethical professional practice and to develop new approaches for addressing educational and social problems.

Goals

The College of Professional Studies

- continuously reviews and revises its priorities to meet changing needs within the community;
- provides access to educational opportunities on campus and via distance learning;
- emphasizes interdisciplinary education;
- provides opportunities for a broad range of students, with particular emphasis upon students who have been deprived access to education by virtue of economic, geographic, physical, gender, age or ethnicity-related factors;
- maintains regular faculty involvement in education, community service, and research efforts;
- includes consumers and providers of public services in service and research efforts, and
- prepares the college's graduates for efficient and ethical professional practice.

Program descriptions

The School of Education offers the following undergraduate degrees:

- B.S. in Early Childhood Education
- B.S. in Elementary Education
- B.S. in Secondary Education
  - Biology
  - English
  - Mathematics
  - Social Studies
- B.S. in Special Education

The School of Public and Social Services offers the following undergraduate degrees:

- B.S. in Criminal Justice
- B.S. in Human Services

Sandhill Crane
[Grus canadensis] Mated pairs of sandhill cranes share the work of feeding and protecting young, often by luring predators away from the nest of marsh plants and grasses.
Accreditation

Florida Gulf Coast University has been granted candidacy status for accreditation by the Southern Association of Colleges and Schools. In addition, The College of Professional Studies has begun the process of gaining special accreditation for its programs with the appropriate professional accrediting agencies in accordance with those agencies’ established schedules:

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

School of Education

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

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

Field Experience and Internships in the School of Education

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

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

Students must apply for all field experiences and final internships. Completion of an application by the applicable deadlines, usually in the middle of the regular semester prior to placement, is required. Applications may be obtained from the School of Education Internship Office and it is the student’s responsibility to keep abreast of relevant requirements and deadlines. Students are limited to one additional course with the final undergraduate internship.

Special requirements for enrollment in undergraduate field experiences and final internship include prior admission to the School of Education, completion of required course work, and a combined grade point average of 2.5 in professional education and specialization course work, as well as an overall GPA of 2.5.

Sabal or Cabbage Palm [Sabal palmetto] While mature trees can be over 40' tall, young palms can form dense undergrowth in FGCU’s campus pine forests.
Certification/Licensure

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

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

The School of Education is committed to providing excellent instruction through its full and part-time faculty. Because of the nature of its 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 School of Education:

Dennis Pataniczek, Director and Professor

Madelyn Isaacs, Assistant Director and Associate Professor, Counselor Education

Cecil Carter, Associate Professor, Educational Leadership

Victoria Dimidjian, Professor, Early Childhood and Counselor Education

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

Edwin George, Assistant Professor, Educational Technology

Marci Greene, Assistant Professor, Special Education

Lorraine Guth, Assistant Professor, Counselor Education

Lynn Hartle, Associate Professor, Early Childhood Education

Joyce Honeychurch, Associate Professor, Secondary Education

Linda Houck, Assistant Professor, Special Education

Gil Hutchcraft, Associate Professor, Research and Measurement

Brenda Lazarus, Professor, Special Education

Cynthia Lott, Associate Professor and Internship Coordinator

Sally Mayberry, Associate Professor, Math and Science Education

Roy Mumme, Assistant Professor, Social and Philosophical Foundations of Education

Charleen Olliff, Assistant Professor, Elementary Education

Josephine Polito, Associate Professor, Early Childhood Education

Carolyn Spillman, Professor, Elementary Education

J. Michael Tyler, Assistant Professor, Counselor Education

Thomas Valesky, Professor, Educational Leadership

Elia Vazquez-Montilla, Assistant Professor, ESOL

UNDERGRADUATE ADMISSIONS INFORMATION

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

- Completion of the General Education requirements. An A.A. from a Florida public institution meets these requirements.
- An overall minimum GPA of 2.5 on all attempted
hours plus a minimum ACT score of 20 (19 if taken prior to 10-89) or SAT score of 950 (840 if taken prior to April 1, 1995) is be required for full admission to the School. An overall minimum GPA of 2.25 on all attempted work will be accepted for students with a 22 or higher ACT (21 if taken prior to 10-89) score or SAT score of 1030 (940 if taken prior to April 1, 1995).

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

PREREQUISITES

- Additional criteria include the prerequisites listed below:

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

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

At least one course taken to meet the natural science requirements in General Education and/or prerequisites must include must include a laboratory component.

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

Fifteen hours BEYOND those taken to meet General Education requirements from the following liberal arts and sciences areas: a) fine arts or humanities; b) political science, sociology, economics, cultural geography, or speech; c) mathematics; d) natural sciences; and/or e) psychology. Among these 15 hours must be included one course in mathematics and, combined with General Education requirements, two courses in the natural sciences.

Early Childhood Education (B.S.):

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

COURSE LIST
TOTAL PROGRAM HOURS: 60
REQUIRED COURSES IN THE DEGREE PROGRAM CORE (54 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 4112</td>
<td>Child Growth &amp; Development</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4008</td>
<td>Literature in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4203</td>
<td>Programs for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>EEC 4212</td>
<td>Integrated Curriculum: Social Science, Humanities and Arts</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4211</td>
<td>Integrated Curriculum: Science/Math</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4300</td>
<td>Cognitive Experiences for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4303</td>
<td>Creative and Affective Experiences for Young Children</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4401</td>
<td>Child, Family and Teacher Relations</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4706</td>
<td>Language and Emerging Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EEC 4940</td>
<td>Internship: Early Childhood</td>
<td>9</td>
</tr>
<tr>
<td>EEC 4942</td>
<td>Field Experience</td>
<td>3</td>
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<tr>
<td>EEC 4943</td>
<td>Field Experience III</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4201</td>
<td>Young Children with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4231</td>
<td>Assessment, Evaluation and Reporting Progress of Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>PET 4035</td>
<td>Health, Safety, Nutrition &amp; Motor Skills</td>
<td>3</td>
</tr>
<tr>
<td>RED 4310</td>
<td>Early Literacy Learning</td>
<td>3</td>
</tr>
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</table>

**UNIVERSITY REQUIREMENTS (6 hours):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>EDF 3604</td>
<td>SENIOR SEMINAR: Social Foundations of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elementary Education (B.S.):**

The baccalaureate program in elementary education is designed to prepare students for teaching in Florida's elementary schools and for certification by the Florida Department of Education as elementary school teachers (grades one through six). The program of study includes course work and extensive experience in elementary school settings throughout FGCU's five-county service area (Charlotte, Collier, Glades, Hendry, and Lee) to enable students to integrate theory with teaching practice. In addition to professional education as a major, students are required to complete a concentration in one or more of the arts and sciences.

**COURSE LIST**

**TOTAL PROGRAM HOURS: 60**

**REQUIRED COURSES IN THE DEGREE PROGRAM CORE (54 hours):**

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

**UNIVERSITY REQUIREMENTS (6 hours):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>EDF 3604</td>
<td>SENIOR SEMINAR: Social Foundations of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Secondary Education (B.S.):**

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

**BIOLOGY**

Additional Admissions prerequisites include:

- Biology with lab: 8
- Chemistry with lab or Physics with lab: 8
- Science electives: 6

**COURSE LIST**

**TOTAL PROGRAM HOURS: 60**

**REQUIRED COURSES IN THE DEGREE PROGRAM CORE (14-15 hours):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 3122</td>
<td>Learning and Developing Child</td>
<td>3</td>
</tr>
<tr>
<td>LAE 3xxx</td>
<td>Reading and Writing in the Content Area</td>
<td>4</td>
</tr>
<tr>
<td>EDG 4620</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4430</td>
<td>Measurement for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>EEX 4011 or EEX 4243</td>
<td>Foundations of Special Education (3)</td>
<td>2-3</td>
</tr>
</tbody>
</table>

**REQUIRED COURSES FOR THE BIOLOGY CONCENTRATION (39-40 hours):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCE 4320</td>
<td>Teaching Methods in Middle Grades Science (taken with BSC 3030)</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>SCE 4330</td>
<td>Teaching Methods in the Secondary Sciences</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>taken with PCB 3033C</td>
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<tr>
<td>SCE 4940</td>
<td>Internship Science Education</td>
<td>9</td>
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<tr>
<td>BSC 3030</td>
<td>Biology and Society (taken with SCE 4320)</td>
<td>2</td>
</tr>
<tr>
<td>ISC 3120C</td>
<td>Scientific Process</td>
<td>3</td>
</tr>
<tr>
<td>BSC 4912</td>
<td>Senior Seminar in Biology</td>
<td>2</td>
</tr>
<tr>
<td>BSC 4920</td>
<td>Current Topics in Biology</td>
<td>1</td>
</tr>
<tr>
<td>EVR 4326</td>
<td>Conservation Strategies for a Sustainable Future</td>
<td>3</td>
</tr>
<tr>
<td>PCB 3033C</td>
<td>Concepts of Ecology (taken with SCE 4330)</td>
<td>2</td>
</tr>
<tr>
<td>PCB 3460C</td>
<td>Ecosystems Monitoring and Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EVR 4920/ISC 4930</td>
<td>Current Topics (choose 1)</td>
<td>1</td>
</tr>
</tbody>
</table>

One of the following:

- PCB 3063C  Genetics
- PCB 3134C  Cell Biology
- ZOO 2713C  Vertebrate Form and Function
- 3000 or 4000 level  Biology elective - BSC or PCB prefix

**UNIVERSITY REQUIREMENTS (6 hours):**

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

*University Electives 0-1*

**ENGLISH**

**Additional Admissions Prerequisites include:**

- Public Speaking  SPC 2030
- Literature course
- Electives in English 9

**COURSE LIST**

**TOTAL PROGRAM HOURS: 60**

**REQUIRED COURSES IN THE DEGREE PROGRAM CORE (14-15 hours):**

- EDF 3122  Learning and Developing Child
- LAE3xxx  Reading and Writing in the Content Area
- EDG 4620  Curriculum and Instruction
- EDF 4430  Measurement for Teachers
- EEX 4011 or  Foundations of Special Education (3)
- EEX 4243  Education of the Exceptional Adolescent and Adult (2) 2-3
REQUIRED COURSES IN THE ENGLISH CONCENTRATION (39 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 4320</td>
<td>Introduction to Creative Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENC 3310</td>
<td>Expository Writing</td>
<td>3</td>
</tr>
<tr>
<td>LAE 4323</td>
<td>Methods of Teaching English, Middle School</td>
<td>3</td>
</tr>
<tr>
<td>LAE 4464</td>
<td>Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>LAE 4642</td>
<td>Methods of Teaching English, High School</td>
<td>3</td>
</tr>
<tr>
<td>LAE 4940</td>
<td>Internship English Education</td>
<td>9</td>
</tr>
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One of the Following:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>LIN 4671</td>
<td>Traditional English Grammar</td>
</tr>
<tr>
<td>LIN 4680</td>
<td>Structure of American English</td>
</tr>
<tr>
<td>ENG 4060</td>
<td>History of the English Language</td>
</tr>
<tr>
<td></td>
<td><strong>3</strong></td>
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</table>

One of the Following:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AML 3242</td>
<td>Literature and Culture of the US 1945-present</td>
</tr>
<tr>
<td>AML 3601</td>
<td>African-American Literature and Culture, to 1914</td>
</tr>
<tr>
<td>AML 3602</td>
<td>African-American Literature and Culture, 1914-present</td>
</tr>
<tr>
<td>AML 3703</td>
<td>The Immigrant Experience in Literature of the US</td>
</tr>
<tr>
<td>AML 3630</td>
<td>Latino Literature</td>
</tr>
<tr>
<td>ENL 3281</td>
<td>Twentieth Century British Lit. and Culture II 1945 to Present</td>
</tr>
<tr>
<td>AML 4274</td>
<td>Literature by Women of Color in the United States</td>
</tr>
<tr>
<td>LIT 4093</td>
<td>Contemporary Literature</td>
</tr>
<tr>
<td>LIT 3301</td>
<td>Cultural Studies and the Popular Arts</td>
</tr>
<tr>
<td>AML 4713</td>
<td>Working-Class Literature</td>
</tr>
<tr>
<td>LIT 4853</td>
<td>Topics in Cultural Critique</td>
</tr>
<tr>
<td>LIT 4353</td>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>LIT 4355</td>
<td>African and Diaspora Literature</td>
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<tr>
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Two (or One) of the Following:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AML 3413</td>
<td>Anglo-American Literature and Culture to 1740</td>
</tr>
<tr>
<td>AML 3221</td>
<td>Literature and Culture of the United States 1700-1820</td>
</tr>
<tr>
<td>AML 3223</td>
<td>Literature and Culture of the United States 1820-1860</td>
</tr>
<tr>
<td>AML 3032</td>
<td>Literature and Culture of the United States 1860-1912</td>
</tr>
<tr>
<td>AML 3051</td>
<td>Literature and Culture of the United States 1912-1945</td>
</tr>
</tbody>
</table>

One (or Two) of the Following:

<table>
<thead>
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<th>Course #</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENL 3210</td>
<td>British Medieval Literature and Culture, to 1485</td>
</tr>
<tr>
<td>ENL 3220</td>
<td>British Renaissance Literature and Culture, 1485-1605</td>
</tr>
<tr>
<td>ENL 3221</td>
<td>Seventeenth-Century British Lit. and Culture, 1605-1700</td>
</tr>
<tr>
<td>ENL 3230</td>
<td>Eighteenth-Century British Literature and Culture, 1700-1780</td>
</tr>
<tr>
<td>ENL 3241</td>
<td>Nineteenth-Century British Lit. and Culture I, 1780-1832</td>
</tr>
<tr>
<td>ENL 3251</td>
<td>Nineteenth-Century British Lit. and Culture II, 1832-1890</td>
</tr>
<tr>
<td>ENL 3273</td>
<td>Twentieth-Century British Literature and Culture, 1890-1945</td>
</tr>
<tr>
<td>ENL 4338</td>
<td>Shakespeare and Elizabethan Culture</td>
</tr>
<tr>
<td></td>
<td><strong>3/6</strong></td>
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</table>
UNIVERSITY REQUIREMENTS (6 hours):

<table>
<thead>
<tr>
<th>Course #</th>
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</thead>
<tbody>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>EDF 3604</td>
<td>Senior Seminar: Social Foundations of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

University Electives 0-1

MATHEMATICS

Additional Admissions prerequisites include:
- Calculus and Analytic Geometry I 4
- Calculus and Analytic Geometry II 4
- Computer Programming Language 3
  [applicable to microcomputers]
- Electives in mathematics 4

COURSE LIST

TOTAL PROGRAM HOURS: 60

REQUIRED COURSES IN THE DEGREE PROGRAM CORE (14–15 hours):

- EDF 3122  Learning and Developing Child 3
- LAE 3xxx  Reading and Writing the Content Area 4
- EDG 4620  Curriculum and Instruction 3
- EDF 4430  Measurement for Teachers 2
- EE 4011 or Foundations of Special Education (3cr.) 2-3
- EE 4243  Education of the Exceptional Adolescent and Adult (2 cr.) 2-3

REQUIRED COURSES IN THE MATHEMATICS CONCENTRATION (37-38 hours):

- MAE 4320  Teaching Mathematics in the Middle Grades 3
- MAE 4330  Teaching Senior High School Mathematics 3
- CGS 4010  Computers in Mathematics Education 3
- MAE 4940  Internship: Mathematics Education 9

- MHF 2191  Mathematical Foundations 3
- MAS 4301  Elementary Abstract Algebra 3
- MTG 4212  College Geometry 4
- MHF 4404  History of Mathematics 3
- MAS 4214  Elementary Number Theory 3

One of the following:
- MAS 2121  Linear, Operators, and Differential Equations (4)
- MAS 2103  Elementary Linear Algebra (3 cr.) 3-4

UNIVERSITY REQUIREMENTS (6 hours):

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

University Electives 1-3
SOCIAL SCIENCES

Additional Admissions prerequisites include:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>American Government</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose four of the following six areas for a total of 12 credit hours:

- Anthropology 3
- Economics 3
- Psychology 3
- Cultural Geography 3
- History 3
- Sociology 3

COURSE LIST
TOTAL PROGRAM HOURS: 60
REQUIRED COURSES IN THE DEGREE PROGRAM CORE (14-15 hours):

- EDF 3122 Learning and Developing Child 3
- LAE 3xxx Reading and Writing in the content Area 4
- EDG 4620 Curriculum and Instruction 3
- EDF 4430 Measurement for Teachers 2
- EEX 4011 or Foundations of Special Education (3) (3)
- EEX 4243 Education of the Exceptional Adolescent and Adult (2) 2-3

REQUIRED COURSES IN THE SOCIAL SCIENCES CONCENTRATION (39 hours):

- SSE 4333 Teaching Middle Grade Social Science 3
- SSE 4334 Secondary Social Science Teaching Methods 3
- SSE 4940 Internship Social Science Education 9

Two of the following:

- POS 2112 State and Local Government and Politics
- ECO 2013 Principles of Macro Economics
- SYD 3410 Urban Sociology
- CPO 3002 Comparative Politics
- INR 3018 World Ideologies 6

One of the following:

- SYG 2250 Multicultural Issues
- SYD 4020 Global Populations
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>GEA 2000</td>
<td>Geography: Regional Areas</td>
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<tr>
<td>SYG 3325</td>
<td>Social Issues in Society</td>
<td></td>
</tr>
<tr>
<td>SYD 3800</td>
<td>Sociology of Sex Roles and Gender</td>
<td></td>
</tr>
<tr>
<td>SYD 3440</td>
<td>Rural Sociology</td>
<td>3</td>
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**One of the following:**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AFS 3251</td>
<td>African Environments</td>
</tr>
<tr>
<td>ASN 3412</td>
<td>Asian Environments</td>
</tr>
<tr>
<td>LAS 3022</td>
<td>Caribbean Environments</td>
</tr>
<tr>
<td>LAS 3007</td>
<td>Latin American Environments</td>
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Two of the following:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMH 3110</td>
<td>American Colonial History to 1750</td>
</tr>
<tr>
<td>AMH 3201</td>
<td>The U.S. 1877-1929</td>
</tr>
<tr>
<td>AMH 3252</td>
<td>The U.S. since 1929</td>
</tr>
<tr>
<td>AMH 3172</td>
<td>The Civil War</td>
</tr>
<tr>
<td>AMH 3421</td>
<td>Early Florida</td>
</tr>
<tr>
<td>AMH 3423</td>
<td>Modern Florida</td>
</tr>
</tbody>
</table>

**One of the following:**

<table>
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<tr>
<th>Course #</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EUH 3142</td>
<td>Renaissance and Reform</td>
</tr>
<tr>
<td>EUH 3202</td>
<td>History of 17th and 18th Century Europe</td>
</tr>
<tr>
<td>EUH 3206</td>
<td>History of Twentieth Century Europe</td>
</tr>
<tr>
<td>EUH 3572</td>
<td>Russian History 1865 to Present</td>
</tr>
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**UNIVERSITY REQUIREMENTS (6 hours):**

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<thead>
<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>IDS 3920</td>
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<tr>
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<td>SENIOR SEMINAR: Social Foundations of Education</td>
</tr>
<tr>
<td></td>
<td>University Electives</td>
</tr>
</tbody>
</table>

**Special Education (B.S.):**

The undergraduate special education program prepares students to work with children who have emotional and behavioral disturbances, mental retardation, and specific learning disabilities. Students majoring in special education may attain certification in one or more areas: emotional and behavioral disabilities (EH certification), developmental disabilities/mental retardation (MR certification), and specific learning disabilities (LD certification). Central to the special education program are field experiences, commencing in the first semester with increasing involvement throughout the program. Students may also earn an endorsement in Elementary Education with additional courses.
## COURSE LIST
### REQUIRED COURSES IN THE DEGREE PROGRAM (46 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 4011</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4221</td>
<td>Educational Assessment of Exceptional Students</td>
<td>3</td>
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<tr>
<td>EEX 4243</td>
<td>Education of the Exceptional Adolescent and Adult</td>
<td>2</td>
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<tr>
<td>EEX 4846</td>
<td>Clinical Teaching in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4604</td>
<td>Behavior Management for Special Needs and At-Risk Students</td>
<td>3</td>
</tr>
<tr>
<td>EEX 4940</td>
<td>Internship: Exceptional Student Education</td>
<td>9</td>
</tr>
<tr>
<td>MAE 4310</td>
<td>Teaching Elementary School Mathematics I</td>
<td>3</td>
</tr>
<tr>
<td>RED 4310</td>
<td>Early Literacy Learning</td>
<td>3</td>
</tr>
<tr>
<td>RED 4511</td>
<td>Literacy in the Intermediate and Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDF 3122</td>
<td>Learning and the Developing Child</td>
<td>3</td>
</tr>
<tr>
<td>EDF 4430</td>
<td>Measurement for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>EDG 4620</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

**One of the following:**

- EDG 4371 | Creative Arts and Movement
- SSE 4313 | Teaching Elementary School Social Studies
- SCE 4310 | Teaching Elementary School Science

**One of the following:**

- EEC 4706 | Language and Emerging Literacy
- LAE 4314 | Language Arts in Childhood Education
- SPA 4000 | Communication Disorders in the Public School
- LAE 4414 | Literature in Childhood Education

### REQUIRED COURSES IN THE Emotional/Behavioral Disorders Concentration (8 hours):

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

### REQUIRED COURSES IN THE Developmental Disorders/Mental Retardation Concentration (8 hours):

- EMR 4011 | Introduction to Mental Retardation                                         | 3            |
- EMR 4941 | Supervised Practicum in Mental Retardation                                | 5            |
  
**Note:** (Taken twice—first time for two credits; second time for three credits.)
**REQUIRED COURSES IN THE Specific Learning Disabilities Concentration (8 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD 4011</td>
<td>Introduction to Specific Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>ELD 4941</td>
<td>Supervised Practicum in Specific Learning Disabilities</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(Taken twice—first time for two credits; second time for three credits.)</td>
<td></td>
</tr>
</tbody>
</table>

**UNIVERSITY REQUIREMENTS (6 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>IDS 3920</td>
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<tr>
<td>EDF 3604</td>
<td>SENIOR SEMINAR: Social Foundations of Education</td>
<td>3</td>
</tr>
</tbody>
</table>
School of Public and Social Services  
Phone 590-7820  

Director, John McGaha  

Undergraduate programs  

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

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

Division of Criminal Justice  

Faculty  

Pamella Seay, Coordinator,  
Peggy Bradley, Tony Barringer, Tom Jordan, Sherri Smith, Mary Ann Zager  

Admissions Information  

Students must apply for admission to FGCU (see University admissions requirements) 

Criminal Justice (BS): 

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

PREREQUISITES  

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

Sample Curriculum  

Freshman and sophomore years:  

60 semester hours  
• 36 hours of general education  
• 24 hours of electives  

Junior and senior years:  

60 semester hours  
• 21 hours of courses required in major  
• 3 hours of Senior Seminar  
  (Criminal Justice Integrative)  
• 12 hours of Criminal Justice electives  
• 24 hours of University electives and University Colloquium
### REQUIRED COURSES IN THE DEGREE PROGRAM CORE (21 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>CCJ 3024</td>
<td>C J Systems and Processes</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3610</td>
<td>Theories of Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3701</td>
<td>Research Methods in Criminal Justice</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4292</td>
<td>Courts and Legal Issues</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4450</td>
<td>Leadership and management in CJ</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4487</td>
<td>Ethics in the Criminal Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4940</td>
<td>Internship</td>
<td>3</td>
</tr>
</tbody>
</table>

### ELECTIVE COURSES IN THE DEGREE PROGRAM CORE (12 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCJ 3290</td>
<td>Justice Policy</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3340</td>
<td>Methods of Offender Treatment</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3341</td>
<td>Community Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3400</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3621</td>
<td>Patterns of Criminal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3653</td>
<td>Drugs, Alcohol and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3664</td>
<td>Victimology</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4110</td>
<td>Law Enforcement</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4121</td>
<td>Crime Prevention</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4202</td>
<td>Courts and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4215</td>
<td>Constitutional Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4282</td>
<td>Legal Issues in Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4284</td>
<td>Law and Social Control</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4306</td>
<td>American Corrections</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4331</td>
<td>Alternatives to Incarceration</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4501</td>
<td>Juvenile Justice System</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4601</td>
<td>Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4610</td>
<td>Criminal and Delinquent Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4663</td>
<td>Female Crime</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4664</td>
<td>Minorities and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4681</td>
<td>Domestic Violence</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4700</td>
<td>Statistical Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4706</td>
<td>Computers and Statistics in CJ</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4933</td>
<td>Special Topics in CJ</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4940</td>
<td>Internship</td>
<td>1 - 3</td>
</tr>
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</table>

### UNIVERSITY REQUIREMENTS (6 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 4934</td>
<td>Senior Seminar in Criminal Justice</td>
<td>3</td>
</tr>
</tbody>
</table>
ELECTIVES (21 hours)

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

An articulation agreement has been signed by FGCU, ECC and the Southwest Florida Criminal Justice Academy to allow certain specific AS degrees from ECC to transfer directly to FGCU. Students admitted with these degrees enter FGCU with upper level status and are classified as juniors. As this catalog is being printed, additional agreements are being negotiated. If you have, or are intending to earn, an AS degree from ECC, contact the Academic Advisor for the Criminal Justice Division for more information.

Division of Human Services

Faculty

Coordinator HUS Program, Gary Lounsberry
Timothy Barnett-Queen, Charleen Bennett, Margaret Domanski, Judy Lee, Gary Mayfield, Patricia A Washington

Admissions Information

Students must apply for admission to FGCU (see University admissions requirements)

COMMON PREREQUISITES

HUS 1001 Introduction to Human Services 3 credit hours
[Acceptable substitutes: CLP 1000, SYG 1000, SYG 1010, EEC 1000, CHD 1135, ANT 1410]

HUS 2110 Basic Counseling Skills/Fundamentals of Assessment 3 credit hours

Sample Curriculum

Freshman and sophomore years:

60 semester hours

• 36 hours of general education

• 24 hours of electives

Human Services (BS):

The undergraduate human services major is designed to provide an interdisciplinary perspective to an array of helping and enabling services in public, non-profit and proprietary human service agencies. Students curriculum is built upon a broad liberal arts and social sciences foundation, developing a core set of skills in counseling, case management, information and referral and community organization. Course work is supplemented by extensive fieldwork throughout the senior year. 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.
Junior and senior years:

60 semester hours

- 33 hours of required Human Services courses including 9 hours of field instruction and 3 hours of field seminar
- 12 elective hours in the School of Public and Social Services: Human Services; Criminal Justice; Public Administration
- 9 University elective hours
- 6 hours required University courses: University Colloquium and Senior Seminar (Human Services Integrative)

REQUIRED COURSES IN THE DEGREE PROGRAM CORE (33 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 3020</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3201</td>
<td>Interventions with Groups and Communities</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3304</td>
<td>Interventions with Individuals and Families</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3410</td>
<td>Case Management Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>in Human Services</td>
<td></td>
</tr>
<tr>
<td>HUS 3601</td>
<td>Human Services Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HUS 3720</td>
<td>Evaluative Research in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4560</td>
<td>Social Problems and Social Policy</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4850</td>
<td>Experience in Human Services</td>
<td>9</td>
</tr>
<tr>
<td>HUS 4940</td>
<td>Human Services Field Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

ELECTIVE COURSES IN THE HUMAN SERVICES PROGRAM (select 12 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>CCJ 3506</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3653</td>
<td>Drugs, Alcohol, and Crime</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 3665</td>
<td>Victimology</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4500</td>
<td>Ethics in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4508</td>
<td>Substance Abuse and the Family</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4538</td>
<td>Bereavement Counseling</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4539</td>
<td>Elder Abuse and Neglect</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4683</td>
<td>Substance Abuse Treatment and Resources</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4901</td>
<td>Directed Individual Studies in Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4932</td>
<td>Public Policy and Aging</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4935</td>
<td>Perspectives on Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>HUS 4937</td>
<td>Special Topics in Human Services</td>
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</table>

UNIVERSITY ELECTIVES (SELECT 9 HOURS)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 3010</td>
<td>Introduction to Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 5136</td>
<td>Adolescence</td>
<td>4</td>
</tr>
<tr>
<td>HSA 3119</td>
<td>Foundations and Dynamics of Health Services</td>
<td>4</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>HSC 4732</td>
<td>Research Methods &amp; Applications to Health Care Systems</td>
<td>2</td>
</tr>
<tr>
<td>LIT 3301</td>
<td>Cultural Studies and the Popular Arts</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3935</td>
<td>Health Related Elective: Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>SYD 3600</td>
<td>Sociology of Community</td>
<td>3</td>
</tr>
<tr>
<td>SYD 3704</td>
<td>Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>SYD 3770</td>
<td>Race and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SYO 3120</td>
<td>The Family</td>
<td>3</td>
</tr>
<tr>
<td>3000 or above</td>
<td>Other courses as approved by the academic advisor</td>
<td></td>
</tr>
</tbody>
</table>

**UNIVERSITY REQUIREMENT**

| IDS 3920 | University Colloquium                                   | 3            |
| HUS 4931 | Human Services Integrative Senior Seminar                | 3            |
FGCU Graduate Programs

The College of Business
The College of Health Professions
The College of Professional Studies
Graduate Admissions

While the requirements for admission to various programs differ, the general requirements and procedures are listed below. Please refer to the description of the individual programs for specific details.

General 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. Admissions are based upon records of undergraduate achievement, prior graduate work, scores on required standardized tests, letters of recommendation, and other supporting documentation, where required. For exact requirements, refer to individual programs listed below.

Process

An applicant submits a completed application packet for graduate study. The Office of Admission, Registration and Records handles the overall application process and applicants should direct all application materials and questions to this office. Before an applicant is considered for admission, all necessary documents must be received. Refer to individual program descriptions for the appropriate and necessary documents.

Standardized Admission Tests

Each graduate degree program has unique requirements for standardized admissions tests. Refer to program descriptions for the appropriate tests or contact the Graduate Coordinator in the Office of Admissions, Registration and Records for details. Official test scores must be sent directly to the Office of Admissions, Registration and Records.

Transcripts and Other Documents

Official transcripts must be sent directly from previous institutions to the Office of Admission, Registration and Records. All documents must bear the actual seal and/or signature of the Registrar. Photocopies and facsimiles are not accepted. Send properly certified copies of academic records, not originals, as all documents become part of a permanent FGCU file. All transcripts and credentials are evaluated by graduate faculty advisors for FGCU equivalence and articulation after admission.

Graduate Student Designations

1. Degree Status Student submits a complete portfolio and meets the program admission requirements to qualify for degree seeking status.

2. Degree Status with Exception Student does not meet the admission criteria but shows potential in other areas. The Graduate Admission Committee may choose to admit this student as an exception.

3. Non-Degree Seeking Graduate Student enrollment is on a space available basis and has been established for those individuals who would like to enroll, but are not seeking a degree from FGCU. Individuals enrolling as a non-degree seeking students are limited to 9 semester hours of coursework. Students seeking professional certification or re-certification may request an exemption to the 9-semester hour limit by contacting the Registrar. Performance in courses taken as a non-degree seeking students will not qualify an applicant for admission as a degree seeking student. Graduate non-degree seeking students are subject to the same academic policies as graduate degree seeking students and must adhere to deadline dates published in the University's Class Schedule. A non-degree seeking student who has been dismissed from FGCU is not eligible for admission to FGCU as a degree seeking student. Non-degree seeking students are not eligible to receive University honors, to live in University housing or to receive financial aid. Non-Degree seeking graduate student must proof of immunization (see immunization section).
Deferred Admission

Students who do not enroll during the semester for which they have been admitted may defer their admission status to a future semester by written request to the Office of Admissions, Registration and Records. Admission is not automatic. If a student has attended another collegiate institution prior to updating the application, the student must provide an official transcript of all work attempted. A new application and fee must be submitted when applicants wish to be considered for admission for a term that begins more than 12 months after the originally requested entry date. An applicant who requests a new entry date must meet the admissions requirements in effect for the new term requested. Entry dates for some programs are limited to specified terms.

Course Load

Full time enrollment is nine hours in the 16 week Fall or Spring semesters. A total of nine hours in any combinations of Summer Terms (A Term six weeks, B Term six week, C Term 12 weeks) is considered full time.

Transfer Credit Standards

FGCU will transfer courses with a grade of “B” or better by equating them to specific FGCU courses. An equivalent FGCU course number will be entered on the student’s official academic transcript along with a grade of “T.” Transfer credits will not be computed into a student’s Grade Point Average.

International Transfer Students

The accreditation status and evaluation of credits from an institution outside of the United States must be made by either Josef Silny & Associates 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, Registration and Records.

Awarding Graduate Degrees

A minimum of 30 hours and a 3.0 GPA on a 4.0 scale is required to earn a master’s degree. At least 20 hours must be non-thesis course work and 25% of the degree must be earned at FGCU. Total hours to fulfill degree requirements will vary from program to program. Consult program coordinators for specific details. Graduate students must also complete all additional program requirements, as determined by the appropriate college. Applications for graduation are available in the Office of Admissions, Registration and Records and must be submitted by the application deadline.

Financial Aid

Information about financial aid and scholarships for graduate students is detailed in the Financial Aid section of the catalog.

Water Lettuce—
[Pistia stratiotes] This floating herb, poisonous to humans, forms a blanket across a pond in Corkscrew Sanctuary. Look closely to find a baby alligator resting in the sun.
The College of Business offers a Master of Business Administration (MBA) program that provides students with a challenging curriculum and preparation for leadership in careers across all types of business, service, and public organizations. This professional degree program emphasizes the application of analytical, technical, and behavioral tools to solve organizational problems. Within the course work required for the degree, students learn core foundation concepts across all of the business disciplines. Leadership and teamwork, the appropriate application of technology, entrepreneurial approaches, and global awareness are integrated throughout the program.

Program Requirements

The program is divided into 24 semester hours of foundation courses, 12 semester hours of required core courses, 12 to 15 semester hours of concentration courses, and 6 hours of elective courses. Students who have completed undergraduate or graduate courses in business may receive course waivers for foundation courses. Without waivers, the program length varies from 54 to 57 hours. Specific course requirements include the following:

Foundation Courses

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 6025</td>
<td>Accounting Fundamentals for Managers</td>
<td>3</td>
</tr>
<tr>
<td>FIN 5405</td>
<td>Foundations of Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6055</td>
<td>Contemporary Management Concepts</td>
<td>3</td>
</tr>
<tr>
<td>MAR 6815</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 6006</td>
<td>Graduate Economics</td>
<td>3</td>
</tr>
<tr>
<td>QMB 6305</td>
<td>Statistical Methods for Management</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6021</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>QMB 6603</td>
<td>Quantitative Methods in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6266</td>
<td>The Challenge of Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6607</td>
<td>Global Organizational Issues</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6501</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>GEB 6895</td>
<td>Global Business Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Students must complete 6 semester hours of approved College of Business elective courses outside the area of specialization.

Concentrations

Students may choose from the following concentrations depending on their areas of interest.
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 5655</td>
<td>Independent Audit II</td>
<td>3</td>
</tr>
<tr>
<td>BUL 5830</td>
<td>Business Law I</td>
<td>3</td>
</tr>
<tr>
<td>BUL 5831</td>
<td>Business Law II</td>
<td>3</td>
</tr>
<tr>
<td>ACG 6135</td>
<td>Accounting Theory</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>Approved Accounting or Tax course</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: An undergraduate degree in accounting (or equivalent) is required for admission into the accounting concentration. In order to meet Florida CPA requirements, students completing the accounting concentration must select all elective courses in Accounting or Tax.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 6246</td>
<td>Money and Capital Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIN 6326</td>
<td>Commercial Banking</td>
<td>3</td>
</tr>
<tr>
<td>FIN 6605</td>
<td>Multinational Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MAR 6849</td>
<td>Services Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Computer Information Systems**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISM 6121</td>
<td>Information Systems Development</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6122</td>
<td>Information Systems Design</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Approved CIS courses</td>
<td>6</td>
</tr>
</tbody>
</table>

**Entrepreneurship**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 5805</td>
<td>Management of Small Business</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6808</td>
<td>Entrepreneurship and Business Plan Development</td>
<td>3</td>
</tr>
<tr>
<td>FIN 5478</td>
<td>Financial Management for Entrepreneurs</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6806</td>
<td>Entrepreneurial Field Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Finance**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 6246</td>
<td>Money and Capital Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIN 6406</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>FIN 6506</td>
<td>Analysis of Investments</td>
<td>3</td>
</tr>
<tr>
<td>FIN 6605</td>
<td>Multinational Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**General Management**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6289</td>
<td>Organizational Development and Change</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6930</td>
<td>Seminar in Management</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Approved Management courses</td>
<td>6</td>
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</table>

**Health Administration**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 5110</td>
<td>Health Services Management and Operations</td>
<td>3</td>
</tr>
<tr>
<td>HSC 5638</td>
<td>Global Perspectives of Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Approved Health Administration courses</td>
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</tr>
</tbody>
</table>

**Human Resource Management**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 6305</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>MAN 6403</td>
<td>Employment Laws and Regulations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives Approved Management courses</td>
<td>6</td>
</tr>
</tbody>
</table>

**Interdisciplinary**

Students must complete 12 semester hours of approved College of Business elective courses in two or more disciplines.

**Manufacturing and Operations Systems**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>MAN 5516</td>
<td>Design of Production and Services Systems</td>
<td>3</td>
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<tr>
<td>MAN 5537</td>
<td>Management of Technology</td>
<td>3</td>
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<tr>
<td>MAN 6526</td>
<td>Operations Planning and Control</td>
<td>3</td>
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<tr>
<td>ISM 6536</td>
<td>Automation in Operations Management</td>
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**Marketing**

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<tr>
<td>MAR 6646</td>
<td>Advanced Marketing Research</td>
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<tr>
<td>MAR 6807</td>
<td>Advanced Marketing Analysis and Strategy</td>
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<td>Electives Approved Marketing courses</td>
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**Project Management**

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<tr>
<td>ISM 6146</td>
<td>Project Design and Development:</td>
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<td>Conception to Completion</td>
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<tr>
<td>ISM 6315</td>
<td>Project Planning and Scheduling</td>
<td>3</td>
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<td></td>
<td>Electives Approved CIS and/or Management courses</td>
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</table>

**Admission Requirements**

Applicants must meet the following criteria for admission into the MBA program:

- earned undergraduate degree from a regionally accredited institution
- minimum 3.0 GPA in upper division course work (60 hours) or score of 500 on the Graduate Management Admissions Test (GMAT), and
- total points of 1050 (GPA x 200 + GMAT ) with a GMAT score of at least 400
- International students must have a satisfactory score on the TOEFL exam

Prior to admission into the program, students may complete a maximum of 9 semester hours of courses in the MBA program. For additional information, please contact the College of Business (941) 590-7300.

**Transfer Credit**

Students may transfer a maximum of 6 semester hours from AACSB accredited MBA programs.
Executive Master of Business Administration

Gary Bonvillian, Associate Dean for External and International Programs

Director, the Center for Leadership and Innovation

The Executive MBA is a full time, two year, fourteen course program, tailored for the experienced professional. This MBA degree program has a strategic focus and is designed to provide the tools critical for meeting the current and future operational challenges faced by virtually all highly competitive organizations.

Acknowledging the busy and often hectic pace of professional life, classes are held biweekly on Friday and Saturday for a total of nine sessions each semester. Participants will also be required to attend two one-week summer sessions. This schedule allows students to continue their full-time professional commitments while progressing through the program. All classes and activities are held at the Center for Leadership and Innovation, an extension site of the University located in Bonita Springs.

Program Requirements

First Year

The first year of study will include a series of courses and experiential activities that lay the foundation for development of professional skills and individualized self-assessment of leadership style.

Summer Session

Introduction to Executive MBA – A model for Critical Thinking

Fall Semester

Accounting Fundamentals for Managers
Statistical Methods for Management
The Challenge of Leadership

Spring Semester

Management Information Systems
Contemporary Management Concepts
Managerial Economics I

Second Year

The second year will continue with additional course work in the functional areas and an even greater emphasis on the strategic process of leading competitive organizations.

Summer Session

Executive Seminar

Fall Semester

Operations Management
Marketing Management
Foundations of Business Finance

Spring Semester

Global Organizational Issues
Global Business Strategy
Graduate Elective

Admission Requirements

Candidates for the program are considered for admission on the basis of individual application and interviews. For additional information and a program brochure, please contact the Center for Leadership and Innovation (941) 948-1812.
College of Health Professions

(941) 590-7450

The College of Health Professions is implementing the following graduate degrees:

M.S. in Physical Therapy
(culminating portion of the entry-level Physical Therapy program)

M.S. in Health Science

MASTER OF SCIENCE IN HEALTH SCIENCE PROGRAM

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

DESCRIPTION

The interdisciplinary Master of Science in Health Science program is designed to provide advanced opportunities for baccalaureate graduates who have completed the basic preparation and license, certification, or registration as applicable in one of the health professions. Four concentrations are offered within this Master of Science in Health Science Program:

• Health Professions Education for those who aspire to college/university faculty and/or educational administration positions.

• Health Professions Practice for those who desire to increase their expertise in the practice arena.

• Health Services Administration for those who aspire to manager/department head positions in health care facilities, government agencies and/or management of private practices or managed care facilities.

• Gerontology for those who wish to care for the elderly and/or work in institutions that administer or deliver services to the elderly.

Students will complete a common core and one required concentration core. Students will also have the option of strengthening the concentration core with electives or completing a second concentration core. The degree conferred is a Master of Science in Health Science regardless of the concentration selected. Total program length consists of 42-45 semester credit hours.

ADMISSIONS INFORMATION

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.

• One of the following:

• 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.

• 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.

• A graduate degree from a regionally accredited institution.

• Minimum score of 600 on TOEFL for international students who speak English as a second language.

• Note: All applicants must present GRE, GMAT, or MAT scores.
Program Goals
Graduates of the Master of Science in Health Science Program are prepared to serve as health care leaders in advanced professional roles within the diverse current and dynamic health services delivery system. By selecting a concentration in health professions education, health professions practice, health services administration, or gerontology, the graduates will exhibit expertise and innovation in planning, developing, and implementing quality health care services. Hence, graduates will demonstrate proficiencies in their selected concentrations.

Health Professions Education Concentration
Graduates will be prepared to:

• serve as faculty and/or educational administrators in health professions programs at academic institutions and practice sites.

• understand, evaluate, analyze, and utilize different learning methods, teaching strategies, and models of instruction to develop programs, courses, and lessons in the didactic and practice components of health professions education.

• evaluate and differentiate the roles, duties, responsibilities, special skills, and the educational and experiential qualifications of health professions faculty at academic institutions and practice sites.

• measure and evaluate the practice and didactic competencies related to the cognitive, psychomotor, and affective domains through the selection and/or development, validation, and application of test instruments.

• evaluate the philosophies, principles, and practices of health professions education and develop curricula which integrate didactic and practice components that reflect the needs of the dynamic health services community.

• conduct and evaluate research to improve health professions education.

• analyze, evaluate, and implement models of health care practices to ensure quality and effective health care services and delivery.

• evaluate and analyze current issues and trends which impact health professions practice and serve as innovators and change agents.

• conduct and evaluate research to improve health professions practice.

Health Services Administration Concentration
Graduates will be prepared to:

• serve as managers/department heads in health care facilities, government agencies, private practices, or managed care facilities.

• analyze the social, economic, political and professional forces that impact health service administration and delivery, and implement innovative solutions.

• manage, lead, design, implement, and sustain effective health-related programs and organizations.

• master information and human relation skills.

• develop and implement policies and procedures related to human resources.

• conduct and evaluate research to improve health services administration.

Gerontology Concentration
Graduates will be prepared to:

• care for the elderly and/or work in institutions that administer or deliver services to the elderly.

• compare and contrast concepts and theories used to study aging, recognizing their influence on policies and procedures in practice.

• employ appropriate assessment procedures and intervention strategies to enhance quality of living, and to maintain functional capacity and adaptation at the optimal level throughout the life cycle.

• understand the principles of effective practice and apply them to the evaluation of gerontology programs and/or practice.

• understand the variety of contexts within which aging can be examined.
• summarize, evaluate and utilize popular, professional and scientific literature in gerontology to maintain currency in knowledge and skills, to provide valid rationale for practice and policies, and to enhance accurate interpretation of the various aging processes for the public and other professionals.

• conduct and evaluate research to improve gerontology practice.

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**PROGRAM OVERVIEW**

**Master of Science in Health Science**

**Health Services Administration Concentration**

**REQUIRED COURSES IN THE DEGREE PROGRAM CORE (21 Total Hours)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>HSC 5511</td>
<td>Statistical Analysis for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HSC 5638</td>
<td>Global Perspectives of Health Policy</td>
<td>3</td>
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<tr>
<td>HSC 6644</td>
<td>Legal and Ethical Aspects of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6734</td>
<td>Research in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>*HSC 6975</td>
<td>Health Professions Thesis</td>
<td>6</td>
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<tr>
<td>*HSC 6911</td>
<td>Health Professions Capstone Project</td>
<td>6</td>
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<tr>
<td>HSC 6933</td>
<td>Health Policy Capstone Seminar</td>
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</table>

21 Total **

**REQUIRED COURSES IN THE CONCENTRATION CORE (12 Hours)**

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>HSA 5110</td>
<td>Health Services Management and Operations</td>
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<tr>
<td>HSA 5112</td>
<td>Comparative Health Services Delivery Systems</td>
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<tr>
<td>HSA 6179</td>
<td>Models of Financial Management in Health Care</td>
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<tr>
<td>HSA 6433</td>
<td>Health Policies and Economic Issues</td>
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<td>in Health Services Organizations</td>
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12 Total

**ELECTIVE COURSES IN THE CONCENTRATION (Student must select 9 hours)**

<table>
<thead>
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<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>HSA 5109</td>
<td>Concepts and Principles of Managed Care</td>
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<tr>
<td>HSA 5225</td>
<td>Long Term Care Administration</td>
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<td>HSA 6933</td>
<td>Entrepreneurship in Health Services Administration</td>
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<td>HSC 6972</td>
<td>Grant Writing for the Health Professions</td>
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<td>HSA 6163</td>
<td>Planning and Marketing Health Services</td>
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<td>HSA 6198</td>
<td>Informatics and Health Management Information Systems</td>
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<td>HSA 6942</td>
<td>Health Services Administration Internship</td>
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<td>HSA 6930</td>
<td>Topics in Health Services Administration</td>
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<td>HSA 6905</td>
<td>Directed Study in Health Services Administration</td>
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<td>ACG 6025</td>
<td>Accounting Fundamentals for Managers</td>
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<td>FIN 6406</td>
<td>Graduate Business Finance</td>
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<td>ISM 6021</td>
<td>Management Information Systems</td>
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<td>MAN 6055</td>
<td>Behavioral Management</td>
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<td>MAN 6607</td>
<td>Global Organizational Issues</td>
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<td>MAR 6815</td>
<td>Marketing Management</td>
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<tr>
<td>Course #</td>
<td>Course Title</td>
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<td>PAD 6207</td>
<td>Public Budgeting and Financial Management</td>
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<td>PAD 6101</td>
<td>Public Organizations</td>
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<td>QMB 6603</td>
<td>Quantitative Methods of Business</td>
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</tbody>
</table>

* Students must select one of these two options.

** Total hours in Program Core reflect selection of Thesis or Capstone Project.

+ Students will select three of the concentration electives for the required 9 semester hours of electives or students may select the option of doing a second concentration core.

Master of Science in Health Science
Health Professions Education Concentration

REQUIRED COURSES IN THE DEGREE PROGRAM CORE (21 Total Hours)

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 5511</td>
<td>Statistical Analysis for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HSC 5638</td>
<td>Global Perspectives of Health Policy</td>
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<tr>
<td>HSC 6644</td>
<td>Legal and Ethical Aspects of Health Care</td>
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<tr>
<td>HSC 6734</td>
<td>Research in the Health Professions</td>
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</tr>
<tr>
<td>*HSC 6975</td>
<td>Health Professions Thesis</td>
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<td>*HSC 6911</td>
<td>Health Professions Capstone Project</td>
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REQUIRED COURSES IN THE CONCENTRATION CORE (12 Hours)

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<tr>
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<tbody>
<tr>
<td>HSC 5260</td>
<td>Teaching Methods for the Health Professions</td>
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<td>HSC 5268</td>
<td>Health Professions Faculty Roles and Responsibilities</td>
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<tr>
<td>HSC 6258</td>
<td>Curriculum Development in Health Professions Education</td>
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<td>HSC 6715</td>
<td>Educational Measurement and Evaluation in the Health Professions</td>
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ELECTIVE COURSES IN THE CONCENTRATION+ (Student must select 9 hours)

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<th>Credit hours</th>
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<td>HSC 5009</td>
<td>Accreditation in the Health Professions</td>
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<td>HSC 5269</td>
<td>Continuing Education for the Health Professions</td>
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<td>HSC 6972</td>
<td>Grant Writing for the Health Professions</td>
<td>3</td>
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<td>HSC 6935</td>
<td>Topics in Health Professions Education</td>
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<td>HSC 6905</td>
<td>Directed Study in Health Professions Education</td>
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<td>HSC 6943</td>
<td>Health Professions Education Internship</td>
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<td>EDF 6215</td>
<td>Learning Principles Applied to Instruction</td>
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<td>EDF 6432</td>
<td>Foundations of Measurement</td>
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<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
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<td>42 HOURS TOTAL</td>
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</table>

* Students must select one of these two options.

** Total hours in Program Core reflect selection of Thesis or Capstone Project.

+ Students will select three of the concentration electives for the required 9 semester hours of electives or students may select the option of doing a second concentration core.
Master of Science in Health Science
Health Professions Practice Concentration

REQUIRED COURSES IN THE DEGREE PROGRAM CORE (21 Total Hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
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<td>HSC 5511</td>
<td>Statistical Analysis for the Health Professions</td>
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<td>HSC 5638</td>
<td>Global Perspectives of Health Policy</td>
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<tr>
<td>HSC 6644</td>
<td>Legal and Ethical Aspects of Health Care</td>
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<tr>
<td>HSC 6734</td>
<td>Research in the Health Professions</td>
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<tr>
<td>*HSC 6975</td>
<td>Health Professions Thesis</td>
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</tr>
<tr>
<td>*HSC 6911</td>
<td>Health Professions Capstone Project</td>
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<tr>
<td>HSC 6933</td>
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REQUIRED COURSES IN THE CONCENTRATION (12 Hours)

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<tbody>
<tr>
<td>HSC 5103</td>
<td>US Models of Health Care Practice</td>
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<td>HSC 5636</td>
<td>Current Issues and Trends in Health Professions Practice</td>
<td>3</td>
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<td>HSC 6901</td>
<td>Directed Studies in Health Professions Practice</td>
<td>3</td>
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<tr>
<td>HSC 6921</td>
<td>Correlations in Health Professions Practice</td>
<td>3</td>
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ELECTIVE COURSES IN THE CONCENTRATION+ (Student must select 9 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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<tbody>
<tr>
<td>SC 6507</td>
<td>Epidemiology and Health Professions Practice</td>
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<tr>
<td>HSC 5009</td>
<td>Accreditation in the Health Professions</td>
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<td>HSC 6972</td>
<td>Grant Writing for the Health Professions</td>
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<tr>
<td>HSC 6907</td>
<td>Directed Study in Health Professions Practice II</td>
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<td>++HSC 6931</td>
<td>Topics in Health Professions Practice</td>
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<tr>
<td>HSC 6944</td>
<td>Health Professions Practice Internship</td>
<td>3</td>
</tr>
<tr>
<td>HSC 5936</td>
<td>Advanced Pediatrics: Development of Children From Birth to School Age</td>
<td>3</td>
</tr>
<tr>
<td>HSC 5937</td>
<td>Advanced Pediatrics: Families of Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6938</td>
<td>Advanced Pediatrics: Atypical Development and Characteristics of Young Children with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6939</td>
<td>Advanced Pediatrics: Interdisciplinary Teaming Approaches to Planning and Intervention for Children with Disabilities</td>
<td>3</td>
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<tr>
<td>HSC 6856</td>
<td>Advanced Pediatric Practicum</td>
<td>3</td>
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<tr>
<td></td>
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</tbody>
</table>

* Students must select one of these two options.

** Total hours in Program Core reflect selection of Thesis or Capstone Project.

+ Students will select three of the concentration electives for the required 9 semester hours of electives or students may select the option of doing a second concentration core.

Master of Science in Health Science
Gerontology Concentration

REQUIRED COURSES IN THE DEGREE PROGRAM CORE (21 Total Hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 5511</td>
<td>Statistical Analysis for the Health Professions</td>
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<td>HSC 5638</td>
<td>Global Perspectives of Health Policy</td>
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<td>HSC 6644</td>
<td>Legal and Ethical Aspects of Health Care</td>
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<tr>
<td>HSC 6734</td>
<td>Research in the Health Professions</td>
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<tr>
<td>*HSC 6975</td>
<td>Health Professions Thesis</td>
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</tr>
<tr>
<td>*HSC 6911</td>
<td>Health Professions Capstone Project</td>
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</tbody>
</table>
HSC 6933    Health Policy Capstone Seminar  3  
            21 Total **

REQUIRED COURSES IN THE CONCENTRATION CORE (12 Hours)

GEY 5005    Orientation to Gerontology  3
GEY 5325    Programs and Services for Older Adults  3
GEY 6613    The Science of Aging  3
GEY 6645    Psychosocial Aspects of Aging  3
            12 Total

ELECTIVE COURSES IN THE CONCENTRATION+ (Student must select 9 hours)

GEY 5255    Aging and Adaptation  3
GEY 5630    Economics of Aging  3
GEY 6626    Ethnogerontology: Diversity in Aging  3

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEY 6903</td>
<td>Directed Study in Gerontology</td>
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<tr>
<td>GEY 5934</td>
<td>Topics in Gerontology</td>
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<tr>
<td>GEY 6942</td>
<td>Gerontology Internship</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5109</td>
<td>Concepts and Principles of Managed Care</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5225</td>
<td>Long Term Care Administration</td>
<td>3</td>
</tr>
<tr>
<td>HSC 5009</td>
<td>Accreditation in the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>HSC 6972</td>
<td>Grant Writing for the Health Professions</td>
<td>3</td>
</tr>
<tr>
<td>SOW 5245</td>
<td>Public Policy and Aging</td>
<td>3</td>
</tr>
<tr>
<td>SOW 5647</td>
<td>Elder Abuse and Neglect</td>
<td>3</td>
</tr>
<tr>
<td>SOW 5648</td>
<td>Perspectives on Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>SOW 5644</td>
<td>Bereavement Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

3 Total
42 HOURS TOTAL

* Students must select one of these two options.

** Total hours in Program Core reflect selection of Thesis or Capstone Project.

+ Students will select three of the concentration electives for the required 9 semester hours of electives or students may select the option of doing a second concentration core.
MASTER OF SCIENCE IN PHYSICAL THERAPY

FACULTY

Ellen Williamson, Chair

Sharon Bevins, Thomas Bevins, Pamala Feehan, Lynda Jack, Gina Musolino

Students completing the entry-level physical therapy program at Florida Gulf Coast University are awarded two degrees:

• BACHELOR OF SCIENCE IN HEALTH SCIENCE-PHYSICAL THERAPY CONCENTRATION

• MASTER OF SCIENCE IN PHYSICAL THERAPY

The physical therapy program consists of 60 semester credit hours of lower division coursework and prerequisites; 60 hours (four semesters) of upper division coursework; and 45 hours (five semesters) of graduate study focusing on clinical practice, clinical internship, and thesis research. FGCU has been granted candidacy for program accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (see the following Program Accreditation section), and it is anticipated that students who complete the entire 165-hour program at FGCU will be eligible to sit for the physical therapy licensing examination. This program is an entry-level professional program and, therefore, is not appropriate for licensed physical therapists interested in pursuing graduate study.

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 FGCU entry-level physical therapy program prepares graduates as ethical and effective decision-making practitioners, valuing their role in the changing health care environment and society at large. The curriculum allows for the possibility of credit to be earned for previous education and work experience related to the field of physical therapy. Approved avenues for part-time study are available.

Mission

Central to the mission of the Department of Physical Therapy are the mission and goals of Florida Gulf Coast University and the College of Health Professions. Reflective of these, the program in Physical Therapy is designed to meet the diverse needs of the college students of today and of the future. Students with other life commitments are able to pursue their degrees through innovative programming and responsive scheduling, including asynchronous and distance learning. Students develop or improve their skills in the use of technology and become self-directed learners through the active learning format that characterize the program—skills that aid them in being resourceful scholars and clinicians. Faculty are committed to providing an environment which accommodates a variety of learning styles, supports self-paced learning and fosters success.

Service to the profession and the community at large is valued and will be modeled by the program faculty. All students will be involved in service learning projects during their professional studies, building an understanding of the importance of service as a health professional.

Graduates of the program reflect the diverse backgrounds, experiences and interests of the community that the University serves. Through active participation in interdisciplinary coursework and community experiences, graduates will be skilled in effective communication, facilitating teamwork and model leadership within their work environments and in their communities. All graduates are exposed to experiences that cultivate cultural awareness and sensitivity to diversity.

Our curriculum allows students with PTA education and licenses to progress through the program without requiring unnecessary repetition of content in which they demonstrate mastery. All students participate in a curriculum that focuses on the process of effective problem solving and scientific inquiry. Faculty provide a scaffolding for higher learning, exposing students to the base of knowledge on which the profession is founded and facilitate student exploration of the validity of that knowledge base. Coursework requiring the student to use intellectual inquisitiveness builds a desire in each student for life-long growth and learning. Psychomotor and decision making skills are developed in the context of ethical, competent, compassionate and holistic client care. An integrated curriculum and community based laboratories prepare students for real-life practice.

Self-evaluation and reflection are the cornerstone of student evaluation. Through this process, students become proficient in identifying individual areas of strength and need. This enables each student to bring a strong foundation in self-assessment of learning and a repertoire of necessary tools to the
process of peer review and evaluation. Through collaborative learning and application of the review and evaluation process, students will develop acceptance of and comfort with the development of the skills essential for peer evaluation and review.

Graduates of the program are skilled in coping with change, preparing for practice in the 21st century. Student learning occurs through the utilization of appropriate existing technology in all areas of learning opportunities including integrated lecture, laboratory, and clinical experiences. Students become proficient in employing technology as it relates to learning and practice.

Consistent with the University’s mission of aesthetic sensibility, graduates of the program appreciate the aesthetics of the human body’s grace and performance in creative and athletic endeavors such as theater, dance, and athletics.

Therefore, students enter the program with unique abilities and perspectives and progress through the rigorous learning experience gaining the skills necessary for successful entry-level practice.

ADMISSIONS INFORMATION

BACHELOR OF SCIENCE IN HEALTH SCIENCE-PHYSICAL THERAPY CONCENTRATION

The Human Science Concentration of the B.S. in Health Science has been designated by the Florida Board of Regents as limited access. This means that applicants must meet departmental admissions criteria as well as university admissions criteria (see university catalog). It also means that the selection process is competitive and that all qualified applicants may not be admitted into the program. Admissions criteria include:

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

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

• Completion of all common prerequisites for physical therapy with a minimum grade of C in each course and a combined grade point average on these courses of at least 3.2.

• Minimum grade point average of 3.0 for the most recent 60 (+/-) college/university credit hours.

• Submission of a completed College of Health Professions supplemental application form.

• Submission of a Department of Physical Therapy admissions portfolio, which includes a shadowing experience requirement and essay/statement of goals. Instructions are included in the application packet.

• Group and individual interviews.

Note: Students who are in the process of completing the above course requirements may apply for admission to the baccalaureate portion (B.S. Health Science-Physical Therapy Concentration) of the FGCU physical therapy program. The selection process, however, is competitive so students who have submitted required admissions materials by the application deadline receive priority consideration. Calculation of the grade point averages for common prerequisites and hours earned are based on courses completed by the application deadline. Applicants are expected to provide assurance that all required common prerequisites and lower division coursework will be completed prior to the specified enrollment date. Applicants must document courses completed, courses in progress (via official registration document), and plan for completing any remaining courses. If selected for admission, applicants are required to submit official documentation (e.g., transcripts, original grade reports) attesting to successful completion of all courses prior to the first class day of the semester in which accepted.

MASTER OF SCIENCE IN PHYSICAL THERAPY

Upon successful completion of the baccalaureate portion (B.S. Health Science-Physical Therapy Concentration) of the FGCU physical therapy program, students progress to the master’s level (per program progression and retention standards). Progression from the bachelor’s level to the master’s level is not competitive. Continuing students must meet the following criteria:

• Bachelor of Science in Health Science-Human Science Concentration or equivalent from a regionally accredited institution of higher learning.

• One of the following:

• 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.

- 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.

- A graduate degree from a regionally accredited institution.

- Note: All applicants must present GRE, GMAT, or MAT scores.

The master’s level physical therapy curriculum is designed for students who have completed the B.S. in Health Science-Physical Therapy Concentration. Students who are interested in entering the FGCU physical therapy program, but who have earned another health-related baccalaureate degree, should contact the Department of Physical Therapy for information regarding program access.

APPLICATION INFORMATION

Students are admitted to the physical therapy program in the summer (May) of each year. College and departmental supplemental application information and forms will be available in July. The university admissions application and required documentation must be postmarked by DECEMBER 15 of the year preceding requested entry. The supplemental application and materials must be postmarked to the college no later than JANUARY 15.

For more information, or to request application materials or departmental mailings, please contact:

Office of Admissions, Registration, & Records:
(941)590-7878 or toll free 888-889-1095.

College of Health Professions counselors/advisors:
(941)590-7455.

PREREQUISITES

The common prerequisites for physical therapy consist of 35-36 credit hours distributed over the courses listed below. Some courses may meet general education requirements as well as fulfill prerequisites.

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE TITLE</th>
<th>CR HR</th>
<th>RECOMMENDED FGCU COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2010C</td>
<td>General Biology I w/lab</td>
<td>4</td>
<td>BSC 1010C</td>
</tr>
<tr>
<td>and *BSC X085</td>
<td>Anatomy and Physiology I w/lab</td>
<td>3</td>
<td>BSC 1085C</td>
</tr>
<tr>
<td>and *BSC X086</td>
<td>Anatomy and Physiology II w/lab</td>
<td>3</td>
<td>BSC 1086C</td>
</tr>
<tr>
<td>or BSC 2010C</td>
<td>General Biology I w/lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>and **BSC 2011C</td>
<td>General Biology II w/lab</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>and XXX XXXXX</td>
<td>Human Physiology (2000 level or above)</td>
<td>3</td>
<td>CHM 1045C</td>
</tr>
<tr>
<td>CHM X045C</td>
<td>General Chemistry I w/lab</td>
<td>3</td>
<td>CHM 1046C</td>
</tr>
<tr>
<td>and CHM X046C</td>
<td>General Chemistry II w/lab</td>
<td>4</td>
<td>PHY 2053C</td>
</tr>
<tr>
<td>***PHY X053C</td>
<td>College Physics I w/lab</td>
<td>4</td>
<td>PHY 2054C</td>
</tr>
<tr>
<td>and PHY X054C</td>
<td>College Physics II w/lab</td>
<td>4</td>
<td>PSY 2012</td>
</tr>
<tr>
<td>PSY X012 or PSY X013</td>
<td>Introductory or General Psychology</td>
<td>3</td>
<td>DEP 2004</td>
</tr>
<tr>
<td>DEP XXXXX</td>
<td>Developmental Psychology</td>
<td>3</td>
<td>STA 2023 or STA 2037</td>
</tr>
<tr>
<td>STA XXXXX</td>
<td>Introductory Statistics</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

* BSC X093 and BSC X094 may substitute for BSC X085 and BSC X086
** ZOO X010C may substitute for BSC 2011C
*** PHY 2004C and PHY 2005C may substitute for PHY X053C and PHY X054C
PROGRAM OVERVIEW

B.S. in Health Science - Physical Therapy Concentration
M.S. in Physical Therapy

The curriculum for the physical therapy program is pending final approval by Florida Board of Regents. A college or program faculty advisor assists students in preparing an academic plan that incorporates university and program requirements that must be fulfilled prior to graduation.

Required courses in the B.S. Health Science - Physical Therapy Concentration (48 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 3119</td>
<td>Foundations and Dynamics of Health Services Delivery</td>
<td>4</td>
</tr>
<tr>
<td>HSA 3183</td>
<td>Dynamics of Organizational Management for Health Services Organizations</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4732</td>
<td>Research Methods and Applications to Health Care</td>
<td>2</td>
</tr>
<tr>
<td>PHT 3007</td>
<td>Topics in Physical Therapy I</td>
<td>1</td>
</tr>
<tr>
<td>PHT 4008</td>
<td>Topics in Physical Therapy II</td>
<td>1</td>
</tr>
<tr>
<td>PHT 3106C</td>
<td>Integrated Studies in Human Anatomy &amp; Neuroscience I</td>
<td>3</td>
</tr>
<tr>
<td>PHT 4107C</td>
<td>Integrated Studies in Human Anatomy &amp; Neuroscience II</td>
<td>5</td>
</tr>
<tr>
<td>PHT 4108C</td>
<td>Integrated Studies in Human Anatomy &amp; Neuroscience III</td>
<td>3</td>
</tr>
<tr>
<td>PHT 3156C</td>
<td>Physiological Dimensions of Human Activity</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3125</td>
<td>Physiological Responses to Alterations in Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 3145</td>
<td>Chemical, Herbal and Nutritional Therapies</td>
<td>2</td>
</tr>
<tr>
<td>PHT 4123C</td>
<td>Biomechanical Dimensions of Human Movement</td>
<td>3</td>
</tr>
<tr>
<td>PHT 4146</td>
<td>Lifespan Development Across Domains</td>
<td>3</td>
</tr>
<tr>
<td>PHT 4262C</td>
<td>Fundamental Skills of Physical Therapy Examination and Intervention</td>
<td>6</td>
</tr>
<tr>
<td>PHT 3901</td>
<td>Community-Based Experience in Health Care I</td>
<td>1</td>
</tr>
<tr>
<td>PHT 3902</td>
<td>Community-Based Experience in Health Care II</td>
<td>1</td>
</tr>
<tr>
<td>PHT 4903</td>
<td>Community-Based Experience in Health Care III</td>
<td>1</td>
</tr>
<tr>
<td>HUS 4500</td>
<td>Ethics in Human Services</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses in the B.S. Health Science - Physical Therapy Concentration (6 hours)

- One course (3 hours) will be selected from an approved list of Education electives (see a program faculty advisor).
- One course (3 hours) will be selected from an approved list of Administration electives (see a program faculty advisor).

University Requirements (6 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
<td>3</td>
</tr>
<tr>
<td>HSC 4938</td>
<td>Health Professions Senior Seminar</td>
<td>3</td>
</tr>
</tbody>
</table>

SERVICE LEARNING is a non-credit requirement for FGCU undergraduate degrees which involves 40 to 80 hours of community service.

Total Credit Hours for B.S. in Health Science – Human Science Concentration: 120

Required graduate courses for M.S. in Physical Therapy (39 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHT 5726C</td>
<td>Integrated Clinical Practice I</td>
<td>6</td>
</tr>
<tr>
<td>PHT 5727C</td>
<td>Integrated Clinical Practice II</td>
<td>7</td>
</tr>
<tr>
<td>PHT 6728C</td>
<td>Integrated Clinical Practice III</td>
<td>5</td>
</tr>
<tr>
<td>PHT 6729C</td>
<td>Integrated Clinical Practice IV</td>
<td>6</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>PHT 5615</td>
<td>Foundations of Independent Research</td>
<td>1</td>
</tr>
<tr>
<td>PHT 5511</td>
<td>*Professional Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>PHT 6512</td>
<td>Professional Seminar II</td>
<td>2</td>
</tr>
<tr>
<td>PHT 5822</td>
<td>*Clinical Internship I</td>
<td>1</td>
</tr>
<tr>
<td>PHT 6823</td>
<td>*Clinical Internship II</td>
<td>1</td>
</tr>
<tr>
<td>PHT 6824</td>
<td>*Clinical Internship III</td>
<td>4</td>
</tr>
<tr>
<td>PHT 6825</td>
<td>*Clinical Internship IV</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective graduate courses for M.S. in Physical Therapy (6 hours)**

**Select one sequence:**

**Independent Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHT 5906</td>
<td>Independent Study I</td>
<td>1</td>
</tr>
<tr>
<td>PHT 6907</td>
<td>Independent Study II</td>
<td>2</td>
</tr>
<tr>
<td>PHT 6908</td>
<td>Independent Study III</td>
<td>2</td>
</tr>
<tr>
<td>PHT 6909</td>
<td>Independent Study IV</td>
<td>1</td>
</tr>
</tbody>
</table>

**Research Thesis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHT 5971</td>
<td>Research Thesis I</td>
<td>1</td>
</tr>
<tr>
<td>PHT 6972</td>
<td>Research Thesis II</td>
<td>2</td>
</tr>
<tr>
<td>PHT 6973</td>
<td>Research Thesis III</td>
<td>2</td>
</tr>
<tr>
<td>PHT 6974</td>
<td>Research Thesis IV</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL CREDIT HOURS FOR M.S. IN PHYSICAL THERAPY: 45 HOURS**

**TOTAL CREDIT HOURS FOR ENTRY-LEVEL PROGRAM IN PHYSICAL THERAPY: 165 HOURS**

*A total of 28 weeks of full-time clinical practice, with no guaranteed remuneration, is a requirement of the graduate portion of the physical therapy program.

**PROGRAM ACCREDITATION**

The physical therapy program at Florida Gulf Coast University has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association. Candidacy is not an accreditation status nor does it assure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission on Accreditation in Physical Therapy Education which indicates that the program is progressing toward accreditation.
College of Professional Studies

941/590-7450

The College of Professional Studies is dedicated to helping students acquire the knowledge and skills necessary for careers in education and public service. Based upon a liberal arts foundation, undergraduate and graduate programs provide a field-based approach to the integration of theory and practice. Programs rely heavily upon supervised field education and internship experiences to enable graduates to readily assume positions in their professional fields. College faculty collaborate with professionals to provide students with an exposure to an interdisciplinary, egalitarian, and cooperative model of professional practice.

Mission

The College of Professional Studies provides initial professional preparation and lifelong professional development in counseling, education, human services, social work, public administration, criminal justice, and other public service professions. Students are encouraged to prepare for ethical professional practice and to develop new approaches for addressing educational and social problems.

Goals

The College of Professional Studies

- continuously reviews and revises its priorities to meet changing needs within the community;

- provides access to educational opportunities on campus and via distance learning;

- emphasizes interdisciplinary education;

- provides opportunities for a broad range of students, with particular emphasis upon students who have been deprived access to education by virtue of economic, geographic, physical, gender, age or ethnicity-related factors;

- maintains regular faculty involvement in education, community service, and research efforts;

- includes consumers and providers of public services in service and research efforts, and

- prepares the college's graduates for efficient and ethical professional practice.

Program descriptions

The School of Education offers the following graduate degrees:

- M.A./M.Ed. in Counselor Education
- M.A./M.Ed. in Curriculum and Instruction
  - Educational Technology
- M.Ed. in Educational Leadership
- M.A./M.Ed. in Elementary Education
- M.A./M.Ed. in Special Education

The School of Public and Social Services offers the following graduate degrees:

- M.P.A. in Public Administration (beginning spring 1998)
- M.S.W. in Social Work

Accreditation

Florida Gulf Coast University has been granted candidacy status for accreditation by the Southern Association of Colleges and Schools. In addition, The College of Professional Studies has begun the process of gaining special accreditation for its programs with the appropriate professional accrediting agencies in accordance with those agencies' established schedules:

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

Counselor education program - Council for Accreditation of Counseling and Related Educational Programs

Public administration program - National Association of Schools of Public Affairs and Administration

Social work program - Council on Social Work Education
School of Education

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

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

Field Experience and Internships in the School of Education

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

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

Students must apply for all field experiences and final internships. Completion of an application by the applicable deadlines, usually in the middle of the regular semester prior to placement, is required. Applications may be obtained from the School of Education Internship Office and it is the student's responsibility to keep abreast of relevant requirements and deadlines. Students are limited to one additional course with the final undergraduate internship.

Several graduate programs also offer field experiences, practica and internships. Applications for these are also available through the School of Education office and are governed by program rules and prerequisites.

Certification/Licensure

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

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

The School of Education is committed to providing excellent instruction through its full and part-time faculty. Because of the nature of its 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 School of Education:

Dennis Pataniczek, Director and Professor
Madelyn Isaacs, Assistant Director and Associate Professor, Counselor Education
Cecil Carter, Associate Professor, Educational Leadership
Victoria Dimidjian, Professor, Early Childhood and Counselor Education
C. William Engel, Professor, Mathematics Education and Educational Technology
Edwin George, Assistant Professor, Educational Technology
Marcia Greene, Assistant Professor, Special Education
Lorraine Guth, Assistant Professor, Counselor Education
Lynn Hartle, Associate Professor, Early Childhood Education
Joyce Honeychurch, Associate Professor, Secondary Education
Linda Houck, Assistant Professor, Special Education
Gil Hutchcraft, Associate Professor, Research and Measurement
Brenda Lazarus, Professor, Special Education
Cynthia Lott, Associate Professor and Internship Coordinator
Sally Mayberry, Associate Professor, Math and Science Education
Roy Mumme, Assistant Professor, Social and Philosophical Foundations of Education
Charleen Olliff, Assistant Professor, Elementary Education
Josephine Polito, Associate Professor, Early Childhood Education
Carolyn Spillman, Professor, Elementary Education
J. Michael Tyler, Assistant Professor, Counselor Education
Thomas Valesky, Professor, Educational Leadership
Elia Vazquez-Montilla, Assistant Professor, ESOL

Other composites may be considered; however, applicants with less than 400 on either section of the GRE will be advised to retake the GRE or to take the MAT.

- Satisfy any additional academic requirements of the program of specialization. Students may be required to take specific undergraduate course(s) if they do not have the necessary prerequisites for the graduate level course/program.
- Obtain three (3) favorable recommendations from professionals in the field.
- Submit proof of certification and/or relevant educational experience (M.Ed. degree only).

Counselor Education (M.A./M.Ed.)

The master's program in Counselor Education prepares students to become school counselors in elementary and secondary schools as well as counselors in community agencies. Program goals include development of professional competence; commitment to respect of worth of every individual and advocacy for rights of all clients; and enhanced self-awareness, individual growth, and professional identity. The program provides a broad theoretical base for practice as well as appreciation of social and economic factors impacting individuals, families, communities and social institutions (e.g., schools, agencies, self-help organizations). Likewise, the program promotes acquisition of appropriate counseling, consultation, student management, and referral skills for use in helping interventions.

Students pursuing the master's program in counseling may choose between two tracks: school counseling and community counseling. The program requires that all students complete course work covering human development or learning principles, personality theory, principles of the counseling profession, counseling theories, group counseling, appraisal, career development, research methods, and legal and ethical issues for counselors. In addition, a four-semester-hour practicum in individual counseling and a six-semester-hour counseling internship in a preferred setting are required. Students with prior teacher training who wish to become school counselors must also complete course work related to counseling special populations and consultation. Students without prior teacher training who wish to be school counselors must additionally meet state certification requirements by completing courses in Curriculum and Instruction, Social, Philosophical or Historical Foundations of Education, and Foundations of Measurement. These programs lead to certification as school counselors in Florida.
Students who are preparing to become community counselors take courses related to the study of mental disorders and human sexuality instead of course work relating to counseling special populations and consultation. This plan of study meets course requirements for mental health licensure in Florida. 

**Additional admissions criteria:**

- Student must prepare a personal statement concerning their preparation and interest for graduate study in counseling.
- A personal interview.

---

**PREREQUISITES**

Plan I is designed for school counselors who are eligible for a teaching certificate. Plan II includes additional course work and is designed for individuals without prior teaching certification. Plan III is designed for students seeking to work in community agencies.

**COURSE LIST**

**Plan I: School Counseling Concentration (Program Length 50 hours):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6354</td>
<td>Theories of Personality for Counselors</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6006</td>
<td>Principles of the Counseling Profession</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6200</td>
<td>Appraisal Procedures in Counseling</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6340</td>
<td>Career Development</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6400</td>
<td>Counseling Theories and Practices</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6420</td>
<td>Counseling Special Population Groups</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6509</td>
<td>Group Counseling Theories and Practices</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6601</td>
<td>Consultation for the Counseling Profession</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6780</td>
<td>Legal and Ethical Issues in the Counseling Profession</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6800</td>
<td>Practicum in Individual Counseling</td>
<td>4</td>
</tr>
<tr>
<td>SDS 6820</td>
<td>Internship in School Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

Select one:

EDF 5136   Adolescence 4
EDF 6120   Child Development
EDF 6215   Learning Principles Applied to Instruction 4

**Plan II: School Counseling Concentration -- non-certified educator (Program Length 59-60 hours):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6354</td>
<td>Theories of Personality for Counselors</td>
<td>4</td>
</tr>
<tr>
<td>EDF 6432</td>
<td>Foundations of Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EGD 4620</td>
<td>Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one:

EDF 5136   Adolescence
EDF 6120   Child Development
EDF 6215   Learning Principles Applied to Instruction 4

Select one:

EDF 6517   Historical Foundations of American Education 4
EDF 6544   Philosophical Foundations of American Education 3
EDF 6606   Socio-Economic Foundations of American Education 3-4
<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MHS 6006</td>
<td>Principles of the Counseling Profession</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6200</td>
<td>Appraisal Procedures</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6340</td>
<td>Career Development</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6400</td>
<td>Counseling Theories and Practices</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6420</td>
<td>Counseling Special Population Groups</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6509</td>
<td>Group Counseling Theories and Practices</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6601</td>
<td>Consultation for the Counseling Program</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6780</td>
<td>Legal and Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6800</td>
<td>Practicum in Individual Counseling</td>
<td>4</td>
</tr>
<tr>
<td>SDS 6820</td>
<td>Internship in School Counseling</td>
<td>6</td>
</tr>
</tbody>
</table>

**Plan III: Community Counseling (Program Length - 51 hours):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6354</td>
<td>Theories of Personality for Counselors</td>
<td>4</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6006</td>
<td>Principles of the Counseling Profession</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6070</td>
<td>Study of Mental Disorders for Counselors</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6200</td>
<td>Appraisal Procedures</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6340</td>
<td>Career Development</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6400</td>
<td>Counseling Theories and Practices</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6480</td>
<td>Human Sexuality Issues for Counselors</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6509</td>
<td>Group Theories and Practices</td>
<td>4</td>
</tr>
<tr>
<td>MHS 6780</td>
<td>Legal and Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>MHS 6800</td>
<td>Practicum in Individual Counseling</td>
<td>4</td>
</tr>
</tbody>
</table>

**Select one:**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 5136</td>
<td>Adolescence</td>
<td>4</td>
</tr>
<tr>
<td>EDF 6120</td>
<td>Child Development</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6215</td>
<td>Learning Principles Applied to Instruction</td>
<td>4</td>
</tr>
</tbody>
</table>

**Curriculum and Instruction (M.A./M.Ed.) Educational Technology Concentration**

The curriculum and instruction graduate program is designed to provide students with a theoretical foundation and practical skills required for developing curriculum and instructional materials for a variety of settings from preschool through adult education. Particular emphasis in the Educational Technology concentration is the use of instructional technology by enabling students to: (1) provide leadership in applying distance learning technology to educational systems; (2) provide technical support and in-service education to teachers who wish to use technology in management and instruction; and (3) to design and implement courses in computer programming, applications, and literacy. The M.Ed. program is specifically designed for those who already possess Florida teacher certification, while the M.A. program is designed for those who are neither currently seeking nor intending to seek Florida certification.

**COURSE LIST**

**REQUIRED COURSES IN THE DEGREE PROGRAM CORE (17 hours):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6215</td>
<td>Learning Principles Applied to Instruction</td>
<td>4</td>
</tr>
<tr>
<td>EDF 6432</td>
<td>Foundations of Measurement</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6606</td>
<td>Socio-Economic Foundations of American Education</td>
<td>4</td>
</tr>
<tr>
<td>EDG 6627</td>
<td>Foundations of Curriculum and Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>
REQUIRED COURSES IN THE CONCENTRATION (21 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGS 6210</td>
<td>Microcomputer Hardware Systems for Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6284</td>
<td>Problems in Instructional Design for Microcomputers</td>
<td>3</td>
</tr>
<tr>
<td>EME 6930</td>
<td>Programming Languages for Education</td>
<td>3</td>
</tr>
<tr>
<td>EME 6936</td>
<td>Application of Computers as Educational Tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(This three-credit-hour course will be repeated with various topics.)</td>
<td>12</td>
</tr>
</tbody>
</table>

Total program length – 38 hours

Educational Leadership (M.Ed.)
The graduate program in educational leadership is designed to prepare students to assume leadership positions in educational settings as well as improve performance of current leaders in educational leadership positions. Program content focuses on the function of educational leaders, stressing the relationship between tested practice and applied theory. The program prepares students for “Level I” certification by the Florida Department of Education. Individuals with prior master's degrees are exempt from 6 hours of elective credit.

PREREQUISITES & COURSE SELECTION

Applicants must satisfy the following:

- For those seeking K-12 Educational Leadership Certification, have certification in a teaching field and at least two years of successful teaching experience.

- For those not seeking certification, have two or more years of relevant work experience.

Courses for electives and certification will be selected in consultation with an academic advisor.

COURSE LIST

REQUIRED COURSES IN THE DEGREE PROGRAM CORE -- all concentrations (27 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 6061</td>
<td>Principles of Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6192</td>
<td>Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6232</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6242</td>
<td>School Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6627</td>
<td>Foundations of Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDS 6050</td>
<td>Principles and Practices of Educational Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EME 6425</td>
<td>Microcomputers for School Management</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6945</td>
<td>Administrative Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

REQUIRED COURSES IN THE INDIVIDUAL CONCENTRATIONS (6 hours each):

**Elementary School Concentration: Program Length – 39 hours**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6205</td>
<td>School Curriculum: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6693</td>
<td>Problems in Curriculum &amp; Instruction: Elementary</td>
<td>3</td>
</tr>
</tbody>
</table>

**High School Concentration: Program Length - 39**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 6695</td>
<td>Problems in Curriculum &amp; Instruction: Secondary</td>
<td>3</td>
</tr>
<tr>
<td>ESE 6215</td>
<td>School Curriculum: Secondary</td>
<td>3</td>
</tr>
</tbody>
</table>

**Middle School Concentration: Program Length - 39**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 6694</td>
<td>Problems in Curriculum &amp; Instruction: Middle School</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>EDM 6235</td>
<td>School Curriculum: Middle</td>
<td>3</td>
</tr>
</tbody>
</table>

**Special Education Concentration: Program Length - 39**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 6025</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6511</td>
<td>Administration of Exceptional Student Programs</td>
<td>3</td>
</tr>
</tbody>
</table>

**ELECTIVE COURSES – all concentrations (6 hours):**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDA 6106</td>
<td>Administrative Analysis and Change</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6195</td>
<td>Policy Development</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6262</td>
<td>Planning Educational Facilities</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6503</td>
<td>The Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6910</td>
<td>Directed Research</td>
<td>1-19</td>
</tr>
<tr>
<td>EDA 6931</td>
<td>Case Studies in School Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDA 6945</td>
<td>Administration Practicum</td>
<td>3-8</td>
</tr>
<tr>
<td>EDA 6971</td>
<td>Thesis: Master</td>
<td>variable repetitions</td>
</tr>
<tr>
<td>EDG 6285</td>
<td>School Curriculum Improvement</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6931</td>
<td>Selected Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6947</td>
<td>Internship</td>
<td>1-9</td>
</tr>
<tr>
<td>EDS 6131</td>
<td>Clinical Supervision</td>
<td>3</td>
</tr>
<tr>
<td>EDS 6239</td>
<td>Problems in Supervision</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elementary Education (M.Ed./M.A.)**

The master's degree in elementary education is designed to provide focused graduate study in an area of elementary education specialization. Areas of concentration include: elementary curriculum, early childhood education, language arts/reading, and literacy in a diverse society (leads to endorsement in teaching English speakers of other languages).

Master of Education (M.Ed) and Master of Arts (M.A.) degrees are offered in the following plans:

- **Plan 1:** Teachers currently certified in elementary education will receive the M.Ed. All four areas of concentration are available to these students.
- **Plan 2:** Students with a BA/BS in another field without elementary certification will meet requirements for both the M.A. and elementary or early childhood certification. This program will require completion of certain undergraduate courses and internships. Areas of concentration for this plan include either Elementary or Early Childhood Education.

Plan 3: Under certain conditions, teachers may take the M.A. or M.Ed. without completing the requirements for teaching certification.

All three plans are practitioner-oriented and are aimed at increasing the curriculum and instructional expertise of teachers.

The elementary, early childhood, and language arts/reading concentrations have the same required courses for the degree program core. Required and elective courses for these concentrations are listed after the degree program core section. Listed separately are the degree program core requirements and required courses for the Literacy in a Diverse Society Concentration.

**Requirements for Elementary, Early Childhood, and Language Arts concentrations:**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6935</td>
<td>Seminar in Curriculum Research</td>
<td>3</td>
</tr>
<tr>
<td>• Select one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDF 6215</td>
<td>Learning Principles Applied to Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6120</td>
<td>Child Development</td>
<td>4</td>
</tr>
<tr>
<td>• Select one:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAE 6415</td>
<td>Literature and the Learner</td>
<td>3</td>
</tr>
<tr>
<td>LAE 5466</td>
<td>Trends in Literature in a Diverse Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elementary Concentration (Program Length--34 hours):**
Required courses in the concentration -- none

Elective courses in the concentration (21 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6906</td>
<td>Independent Study: Elementary/Early Childhood Education</td>
<td>1-6</td>
</tr>
<tr>
<td>EDG 6931</td>
<td>Selected Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6301</td>
<td>Language Learning in Childhood</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6315</td>
<td>Teaching Writing in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6115</td>
<td>Current Trends in Elementary Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>RED 6116</td>
<td>Current Trends in Elementary Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RED 6516</td>
<td>Corrective Reading in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RED 6540</td>
<td>Classroom Diagnosis of Reading Problems</td>
<td>3</td>
</tr>
<tr>
<td>RED 6544</td>
<td>Remediation of Comprehension Problems</td>
<td>3</td>
</tr>
<tr>
<td>RED 6545</td>
<td>Remediation of Reading and Writing Vocabulary Problems</td>
<td>3</td>
</tr>
<tr>
<td>RED 6971</td>
<td>Thesis: Masters/Educational Specialist</td>
<td>varies</td>
</tr>
<tr>
<td>SCE 6616</td>
<td>Trends in Science Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SSE 6617</td>
<td>Trends in Social Studies Instruction</td>
<td>3</td>
</tr>
<tr>
<td>THE 6720</td>
<td>Drama in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Early Childhood Concentration (Program Length--34 hours):

Required courses in the concentration (15 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>EEC 6261</td>
<td>Advanced Programs in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 6405</td>
<td>Home-School-Community Interaction in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EEC 6406</td>
<td>Social Growth in Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EEC 6705</td>
<td>Intellectual Growth in Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EEC 6926</td>
<td>Workshop in Early Childhood Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses in the concentration (6 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6906</td>
<td>Independent Study: Elementary/Early Childhood Education</td>
<td>1-6</td>
</tr>
<tr>
<td>EDG 6931</td>
<td>Selected Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6301</td>
<td>Language Learning in Childhood</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6315</td>
<td>Teaching Writing in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6115</td>
<td>Current Trends in Elementary Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>RED 6116</td>
<td>Current Trends in Elementary Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RED 6516</td>
<td>Corrective Reading in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RED 6540</td>
<td>Classroom Diagnosis of Reading Problems</td>
<td>3</td>
</tr>
<tr>
<td>RED 6544</td>
<td>Remediation of Comprehension Problems</td>
<td>3</td>
</tr>
<tr>
<td>RED 6545</td>
<td>Remediation of Reading and Writing Vocabulary Problems</td>
<td>3</td>
</tr>
<tr>
<td>SCE 6616</td>
<td>Trends in Science Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SSE 6617</td>
<td>Trends in Social Studies Instruction</td>
<td>3</td>
</tr>
<tr>
<td>THE 6720</td>
<td>Drama in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Language Arts Concentration (Program Length--37 hours):

Required courses in the concentration (21 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAE 6301</td>
<td>Language Learning in Childhood</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6315</td>
<td>Teaching Writing in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6616</td>
<td>Trends in Language Arts Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RED 6116</td>
<td>Current Trends in Elementary Reading Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RED 6544</td>
<td>Remediation of Comprehension Problems</td>
<td>3</td>
</tr>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credit hours</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>RED 6545</td>
<td>Remediation of Reading and Writing Vocabulary Problems</td>
<td>3</td>
</tr>
<tr>
<td>THE 6720</td>
<td>Drama in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective courses in the concentration (3 hours)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDE 6906</td>
<td>Independent Study: Elementary/Early Childhood Education</td>
<td>1-6</td>
</tr>
<tr>
<td>EDG 6931</td>
<td>Selected Topics in Education</td>
<td>3</td>
</tr>
<tr>
<td>MAE 6115</td>
<td>Current Trends in Elementary Mathematics Education</td>
<td>3</td>
</tr>
<tr>
<td>RED 6516</td>
<td>Corrective Reading in the Classroom</td>
<td>3</td>
</tr>
<tr>
<td>RED 6540</td>
<td>Classroom Diagnosis of Reading Problems</td>
<td>3</td>
</tr>
<tr>
<td>RED 6971</td>
<td>Thesis: Masters/Educational Specialist</td>
<td>varies</td>
</tr>
<tr>
<td>SCE 6616</td>
<td>Trends in Science Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SSE 6617</td>
<td>Trends in Social Studies Instruction</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements for the Literacy in a Diverse Society concentration (Program Length--37 hours):**

**Required courses in the degree program core (13 hours)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6215</td>
<td>Learning Principles Applied to Instruction</td>
<td>4</td>
</tr>
<tr>
<td>EDG 6935</td>
<td>Seminar in Curriculum Research</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6xxx</td>
<td>Trends in Literature in a Diverse Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required courses in the concentration (24 hours)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 6931</td>
<td>Selected Topics in Education (Global Perspectives)</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6248</td>
<td>Instructional Approaches for Exceptional Populations</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6301</td>
<td>Language Learning in Childhood</td>
<td>3</td>
</tr>
<tr>
<td>LAE 6616</td>
<td>Trends in Language Arts Instruction</td>
<td>3</td>
</tr>
<tr>
<td>RED 6544</td>
<td>Remediation of Comprehension Problems</td>
<td>3</td>
</tr>
<tr>
<td>RED 6545</td>
<td>Remediation of Reading and Writing Vocabulary Problems</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5371</td>
<td>Methods of Teaching English as a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>TSL 5525</td>
<td>Cross-Cultural Issues in ESL</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective courses in the concentration -- none**

**Special Education (M.A./M.Ed.)**

The programs of study in the Department of Special Education prepare special education leaders for work in public and private schools and in state, federal, or community settings at the master's level. Specific areas of education and training include behavior disorders, developmental disabilities/mental retardation, specific learning disabilities, and varying exceptionailties. 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 in lieu of a thesis.

**PREREQUISITES**

- EEX 6025 Foundations in Special Education is a required course if an equivalent course has not been taken in the undergraduate program.

- Students without undergraduate certification in special education are required to take additional courses in education in order to be certified at the master's level. See an academic advisor for course selection.
COURSE SELECTION & PROGRAM LENGTH

- Departmental advisors assist students in selecting appropriate electives.

- The Behavior Disorders, Mental Retardation, and Specific Learning Disabilities concentrations consist of a minimum of 36 hours, and the Varying Exceptionalities concentration consists of a minimum of 36-39 hours.

COURSE LIST

Required courses in the degree program core -- all concentrations:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required courses in the degree program core (27-30 hours depending on concentration):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 6025</td>
<td>Foundations of Special Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(May be waived or an elective substituted if an equivalent course was completed at the undergraduate level.)</td>
<td></td>
</tr>
<tr>
<td>EDF 6481</td>
<td>Foundations of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EEX 5752</td>
<td>Working with Families: A Pluralistic Perspective</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6222</td>
<td>Advanced Psychoeducational Assessment of Exceptional Students</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6245</td>
<td>Transitional Prog for Adolescent &amp; Young Adult Except Student</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6248</td>
<td>Instructional Approaches for Exceptional Populations</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6612</td>
<td>Management and Motivation of Exceptional and At-Risk Students</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6732</td>
<td>Consultation and Collaboration in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6939</td>
<td>Advanced Seminar: Paradigms, Practices and Policies in Special Ed</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6943</td>
<td>Practicum in Exceptional Student Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Specific concentration requirements and electives:

Behavior Disorders Concentration: (Program Length – 36 hours)

Required courses (3 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 6215</td>
<td>Advanced Theories and Practices in Behavior Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective courses (select 3 hours): Electives should be relevant to the student’s program of study and will be selected in consultation with departmental advisors.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EED 6943</td>
<td>Practicum in Behavior Disorders</td>
<td>1-8</td>
</tr>
<tr>
<td>EED 6211</td>
<td>Educational Strategies for Students with Behavior Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6931</td>
<td>Selected Topics in Education</td>
<td>1-4</td>
</tr>
<tr>
<td>EED 6246</td>
<td>Educating the Autistic Student</td>
<td>3</td>
</tr>
<tr>
<td>EEX 6906</td>
<td>Independent Study: Special Education</td>
<td>1-6</td>
</tr>
</tbody>
</table>

Developmental Disabilities/Mental Retardation Concentration: (Program Length – 36 hours)

Required courses (3 hours):

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMR 6052</td>
<td>Advanced Theories and Practices in Mental Retardation</td>
<td>3</td>
</tr>
</tbody>
</table>
Course #  Course Title  Credit hours
Elective courses (select 3 hours): Electives should be relevant to the student's program of study and will be selected in consultation with departmental advisors.
EMR 6943 Practicum in Mental Retardation  1-8
EDG 6931 Selected Topics in Education  1-4
EMR 6303 Educational Strategies for the Mentally Retarded  3
EEX 6906 Independent Study: Special Education  1-6

Specific Learning Disabilities Concentration: (Program Length – 36 hours)
Required courses (3 hours):
ELD 6015 Advanced Theories and Practices in Specific Learning Disabilities  3

Elective courses (select 3 hours): Electives should be relevant to the student's program of study and will be selected in consultation with departmental advisors.
ELD 6235 Educational Strategies for Students with Learning Disabilities  3
ELD 6943 Practicum in Learning Disabilities  3
EDG 6931 Selected Topics in Education  1-4
EGI 5051 Nature and Needs of the Gifted  3
EGI 6232 Advanced Educational Strategies for the Gifted  3
EGI 5325 Creative Problem Solving for the Child  3
EGI 6416 Consultation, Counseling, and Guidance Skills for Gifted Students  3
EGI 6936 Seminar in Education of the Gifted: Special Population  3
EEX 6906 Independent Study: Special Education  1-6

Varying Exceptionalities Concentration: (Program Length – 36-39 hours)
Required courses (9 hours):
ELD 6015 Advanced Theories and Practices in Specific Learning Disabilities  3
EMR 6052 Advanced Theories & Practices in Mental Retardation  3
EED 6215 Advanced Theories & Practices in Behavior Disorders  3

Elective courses -- none

School of Public and Social Services
Phone 590-7820
Director, John McGaha

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

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

Faculty
Chairperson, Roberta Walsh
Jim Chambers, Don Cozzetto, Roger Green, Celeste Murphy, Arthur J. Rubens, Terry Winherley

Admission Requirements

Admission to the Master of Public Administration is based on a combination of past academic performance, letters of recommendation, a clear statement of career goals and scores on the Graduate Record Examination (GRE) or the Miller Analog Test (MAT).

Applicants for admission to the MPA program are expected to meet or exceed the following requirements:

- A bachelor’s degree from an accredited institution of higher learning
- A grade point average (GPA) of 3.0 or above on a 4.0 scale in the last 60 hours attempted as an upper division student working for a bachelor’s degree
- Completion of the Graduate Record Exam (GRE) or Miller Analog Test (MAT) within the last five years, earning a combined score of 1000 on the combined quantitative and verbal sections of the GRE or a score of 45 or above on the MAT
- Three completed reference rating forms from persons competent to judge the applicant’s potential as a graduate student and future potential as a public and social service professional
- A clearly written statement of career goals that indicate both a commitment to public service and the public and social service field
- Completion of MPA Supplemental Application documenting current and previous professional experience
- Completion of 15 hours of undergraduate course work in the social sciences or business, including 3 hours in quantitative skills
- International applicants for whom English is a second language are required to submit a score of 550 or higher on the Test of English as a Foreign Language (TOEFL)

Professional or volunteer experience in a public and social service organization, performance in previous graduate-level course work (reflecting a GPA or 3.0 or above), or an earned Master’s, Doctorate, or other graduate degree from a regionally accredited institution, will also be considered in admission decisions, and may be submitted with the application packet.

Master of Public Administration (MPA):

The Master of Public Administration (MPA) is an interdisciplinary, applied degree program, which prepares students for successful careers as managers in the public and not-for-profit sectors. The MPA program is designed to enhance the knowledge and skills of those students who have significant in-service experience and is also well suited for those aspiring toward middle to upper level administrative positions in public and social service agencies. The MPA core curriculum provides theoretical and practical training for students in research methods, personnel administration, finance and budgets, policy analysis, management in public administration and intergovernmental relations. A choice of elective concentrations allows students to develop specialties in areas such as environmental policy, business, health policy and administration, criminal justice policy and education. Since the MPA program is designed to prepare working professionals and aspiring students to function in a variety of practice settings, scheduling of classes is flexible and information technology and distance learning opportunities are available.

Curriculum

Sample Curriculum

The MPA degree will normally require the completion of 43 semester hours of approved graduate study. Students must take 22 semester hours of core courses; 9 hours of elective MPA courses; and 12 hours within an area of concentration.

<table>
<thead>
<tr>
<th>Full-Time</th>
<th>Year One</th>
<th>Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 hours</td>
<td></td>
<td>21 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-Time</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 hours</td>
<td>18 hours</td>
<td>7 hours</td>
<td></td>
</tr>
</tbody>
</table>
**CORE COURSES IN THE DEGREE PROGRAM** (22 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 6060</td>
<td>Introduction to Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6207</td>
<td>Public Budgeting*</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 Admin</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6826</td>
<td>Intergovernmental Relations</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6961</td>
<td>Capstone Project</td>
<td>1</td>
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</tbody>
</table>

**ELECTIVE COURSES IN THE DEGREE** (Student selects 9 hours)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAD 5041</td>
<td>Administrative Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5352</td>
<td>Emerging Issues in Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5620</td>
<td>Environmental Law</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5625</td>
<td>Environmental Policy and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PAD 5933</td>
<td>Grant Writing and Administration</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6101</td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6327</td>
<td>Seminar in Program Planning and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6605</td>
<td>Administrative Law</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***</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 5635</td>
<td>Comparative Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 6406</td>
<td>Criminal Justice Management and Policy: Law Enforcement and Courts</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 6455</td>
<td>Criminal Justice Management and Policy: Juvenile Justice and Correctional Systems</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 6910</td>
<td>Directed Research Projects</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 6935</td>
<td>Special Topics in Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>CCJ 6936</td>
<td>Justice Policy Reform</td>
<td>3</td>
</tr>
</tbody>
</table>

* PAD 6060 (Prerequisite)
** PAD 6701 (Prerequisite)
*** For students with less than one year professional experience and with the consent of advisor

**Concentrations (Students selects 12 hours from concentration)**

Students majoring in public administration may choose from one of the following six areas of concentrations depending on their areas of interest.

1. **General Public Administration**

   Completion of 12 hours in 5000 or greater courses in public administration.

2. **Management**

   Pending approval.

3. **Environmental Policy**

   Completion of 6 hours of required courses:
   - PAD 5620 Environmental Law
   - PAD 5625 Environmental Policy and Ethics
Completion of 6 additional hours of 5000 or greater courses in environmental policy and issues.

4. Criminal Justice Policy

Completion of 6 hours of required courses:

- CCJ 6405 Law Enforcement and Courts
- CCJ 6455 Juvenile Justice and Correctional System

Completion of 6 additional hours of 5000 or greater courses in criminal justice management and policy.

5. Educational

Completion of 12 hours in 5000 or greater courses in educational administration, or a specific content area in education administration such as curriculum development, instructional design, etc.

6. Health Policy and Health Administration

Completion of 6 hours of required courses:

- HSC 5638 Global Perspectives and Health Policy
- HSA 5110 Health Services Management and Operations

Completion of 6 additional hours of 5000 or greater courses in health policy and health administration.

Social Work Master’s Program

Faculty
Chairperson, Patricia A Washington
Timothy Barnett-Queen, Charleen Bennett, Judy Lee, Gary Lounsberry, Gary Mayfield

Admission Requirements

Admission to the Social Work Master’s Program is based on a combination of past academic performance, letters of recommendation, a clear statement of career goals and scores on the Graduate Record Examination (GRE).

- A bachelor’s degree or equivalent from a regionally accredited University
- Transcripts from all colleges or universities attended
- Graduate Record Examination (GRE) scores within five years preceding application
- Meet at least one of the following criteria:
  - Shall have earned a graduate degree from a regionally accredited institution
  - Shall have earned a “B” average (3.0 on a 4.0 scale) or better in all work attempted while registered as an upper division student working for a bachelor's degree.
  - Shall have a total verbal plus quantitative GRE General Test score of 1000 or higher.
  - Previous social service related experience (minimum of one year).
  - 500 word biographical sketch.
  - Three (3) favorable recommendations from professionals in the field.
  - Interview with a social work faculty member.
  - Applicants who have completed a BSW within the past five years may apply for exemptions of foundation course work for up to 30 semester hours.

Master of Social Work (MSW):

The Master of Social Work (MSW) is a graduate program that prepares students for professional social work practice through the acquisition of specialized knowledge and skills necessary for clinical social work. The initial offering is a part-time ten (10) semester block program jointly administered with The University of South Florida. It is designed to meet the needs of working adults. Students in the part-time program are admitted once every three years. The program has a core curriculum, electives and supervised field experiences based upon a bio-psychosocial approach which also incorporates an ecological model for understanding people in their environment. Areas of practice emphasized in the curriculum include: practice with groups, gerontology, children and family services.

The program objectives are:

- to prepare students for careers as licensed professional social workers
- to prepare students for doctoral work in social work and related human services fields
- to prepare professionals in the area of clinical practice and supervision
**Sample Curriculum**

Six (6) credit hours for ten (10) continuous semesters

**REQUIRED COURSES IN THE DEGREE PROGRAM CORE (54 hours)**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 6105</td>
<td>Foundations in Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6114</td>
<td>Individual Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6124</td>
<td>Theoretical Perspectives on Mental Dysfunctioning</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6126</td>
<td>Theoretical Perspectives on Physical Dysfunctioning</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6235</td>
<td>Foundations of Social Welfare Policy</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6236</td>
<td>Social Welfare Policy Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6305</td>
<td>Fundamentals of Social Work Practice</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6342</td>
<td>Individual, Family, and Group Treatment I</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6348</td>
<td>Theories of Clinical Practice</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6362</td>
<td>Individual, Family, and Group Treatment III</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6368</td>
<td>Individual, Family, and Group Treatment II</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6375</td>
<td>Macro Practice Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6405</td>
<td>Foundations of Social Work Research and Statistics</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6425</td>
<td>Clinical Research</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6426</td>
<td>Field Research I</td>
<td>1</td>
</tr>
<tr>
<td>SOW 6427</td>
<td>Field Research II</td>
<td>1</td>
</tr>
</tbody>
</table>

**Field Courses:**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 6553</td>
<td>Field Instruction Sequence IA</td>
<td>1</td>
</tr>
<tr>
<td>SOW 6554</td>
<td>Field Instruction Sequence IB</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6555</td>
<td>Field Instruction Sequence II A</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6556</td>
<td>Field Instruction Sequence II B</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6557</td>
<td>Field Instruction Sequence III C</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6558</td>
<td>Field Instruction Sequence III A</td>
<td>2</td>
</tr>
<tr>
<td>SOW 6559</td>
<td>Field Instruction Sequence III B</td>
<td>2</td>
</tr>
</tbody>
</table>

**TOTAL**

**54**

**ELECTIVE COURSES IN THE DEGREE OR TRACK/CONCENTRATION**

(STUDENT MUST CHOOSE 6 HOURS)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOW 6366</td>
<td>Systems Theory and Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SOW 6931</td>
<td>Special Topics (This three-credit course can be repeated with various topics.)</td>
<td>3</td>
</tr>
</tbody>
</table>

**6 HOURS**

**60 HOURS TOTAL**
The growth and ever-changing nature of technology have forever altered the way we live and work. Florida Gulf Coast University is committed to graduating students who confidently use technology to compete successfully in the work market and to engage in lifelong learning. The University believes that technology, when properly used, can enhance the quality of our lives. To ensure the effective use of technology, FGCU has established an Office of Instructional Technology.

FGCU employs technology to improve the effectiveness of teaching and to expand the audience for its programs by offering courses at more convenient places and times. 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.
Instructional Technology

In addition, the Office of Instructional Technology helps faculty courses that can be offered through distance learning methods. This means that in some cases students may earn course credits without coming to campus. Courses may be completed by:

- Viewing materials on public broadcasting and cable television;
- Viewing videotapes, reading assigned texts and completing learning assignments;
- Going to an off-site facility equipped with television monitors that permit persons at the off-campus site to see the professor and students on-campus — and vice versa; or
- Using a home computer to access assignments, materials and student discussions and to submit completed assignments for feedback and grading.

The University recognizes that many students lack the skills and do not have access to the facilities needed to take full advantage of modern technology. Therefore, the Office of Instructional Technology provides technical support and on-campus facilities where students can go to use computers 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.

The University closely evaluates its educational programs to ensure that all courses are carefully designed to take advantage of the communication power that technology offers and to provide students with scheduling options and a quality learning experience.

WGCU-TV and WGCU-FM

WGCU-TV and WGCU-FM are public television and public radio stations managed by Florida Gulf Coast University, located in the broadcasting facility on campus. The television station broadcasts on channel 30/cable 3 and provides PBS, educational and self-improvement programming for Southwest Florida. WGCU-TV offers greatly expanded educational opportunities for elementary and secondary students through electronic field trips and interactive programs. FGCU and Edison Community College benefit from Telecourses. The broadcast facility is equipped with two state-of-the art distance learning classrooms that allow campus students to have live interaction with students and professors at other locations in Southwest Florida and around the world.

WGCU-TV broadcasts at 90.1 FM with a 100,000-watt stereo signal. The format includes classical music, jazz and National Public Radio (NPR) news, as well as opera, entertainment and programming that covers financial news, business and Florida legislative issues. WGCU-TV operates 24-hours a day and serves a five county area, from Sarasota to Marco island.

DISTANCE LEARNING

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

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

Carolyn Gray, Dean

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

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

Mission

The mission of the Florida Gulf Coast University Library is to develop collections and services to support the curriculum, program offerings, service and research of the University and to create for southwest Florida a thriving dynamic organization to serve as a model for the state and nation in collecting, conserving, and communicating information by utilizing the latest information technologies.

The library is responsible for information resource management: acquiring, organizing, preserving, and providing access from any location to recorded knowledge, information, and data in all formats. It is responsible for ensuring equity of access to all students regardless of geographic location, learning styles, or economic circumstances.

The library provides instruction and assistance. Librarians assist each user in the selection, classification, assimilation, and critical thinking about recorded knowledge, information, and data. Working in concert with professional and technical staff in allied fields, librarians create new knowledge packages and tools for independent and cooperative learning experiences. The librarian plays a key role in the educational process through work with faculty in the design of course materials and teaching methods that take advantage of emerging instructional, informational, and telecommunications technologies.

An essential characteristic of library services is that they are carried out in real space and in computer (or virtual) space. The real time and real space characteristics of the library provides a place that preserves an intellectual center of the campus and a primary locus of interaction for faculty, students, and others who require interpersonal and research relationships. The virtual space characteristics of the library provide an electronic environment for teaching, learning, and accessing information wherever it is located or needed. Students need not be geographically or financially disadvantaged if technologies work for them as the equalizer.

Goals and Services

To provide the maximum direct services to students and faculty, the library staff is organized into cross-functional teams in five broad areas: instruction, research consultation, borrower services, systems development and support, and collection development.

Instruction

The goal of the library's instructional program is to develop learner expertise in searching for, analyzing, evaluating, and managing the information needed for use in academic, personal, and professional life. Subject specialist librarians work with faculty to design instructional sessions focusing on resources specific to the discipline.

Research consultation

Librarians provide research consultation services in the library and electronically. Librarians are available for assistance with reference questions or consultation on the most complex research problem on a walk-in basis and by appointment. In addition to in-person service, an Electronic Reference Desk is available through the library's web site. The web site also includes digital reference materials and on-line help guides (i.e., encyclopedias, dictionaries, and indexes).

Borrower Services

Borrower services include checking out materials from the library and from other libraries through interlibrary loan, and hard copy and

Hawk-Airborn predators eat small mammals, fish, and reptiles. Graceful in flight, they can often be seen circling the FGCU campus and its surrounding area.
electronic course reserves for access in the library and from remote locations. Many full-text journal articles are accessible electronically through a student's or faculty member's computer. The library network design includes the ability to deliver sound, video, and still and moving images.

Computer Systems Development and Support

Computer Systems staff members maintain a state-of-the-art network for library services. The systems staff also works in collaboration with the Florida Center for Library Automation to integrate their services into the FGCU Library and the State University System's (SUS) combined online catalog, LUIS. The library has an open computer lab providing electronic information resources, web access, and a variety of applications software.

Collection Development

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

The collection includes books, journal subscriptions, full-text electronic journals in a number of disciplines, electronic reference materials, microfilm back files for core journals and newspapers, and a number of research collections in microform targeted to specific programs. The electronic collection is expected to grow at a more rapid rate than the analog (print, microfilm, microfiche, etc.) materials.

Southwest Florida Library Network

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

ADMISSIONS INFORMATION

The Office of Admissions, Registration and Records provides prospective students, parents and other interested individuals with admissions counseling, presentations, tours and informational workshops. FGCU actively encourages motivated individuals with adequate academic preparation to apply for admission. The University encourages applications from all qualified applicants regardless of race, sex, religion, culture, age, disability or ethnic background. Admission to the University does not guarantee admission to programs designated as limited access or teacher certification.

Campus Tours

Tours of campus are available to all interested individuals. Campus tours are conducted by trained student volunteers and last approximately one hour. In order to take a guided tour of campus, you must reserve your space at least 48 hours in advance. Tours leave from the Office of Admissions, Registration and Records, Building 5. Group tours or special requests may be scheduled as well. Call toll free, 1-888-889-1095 for a guided campus tour.

Applying for Admission

1. FGCU utilizes the State University System (SUS) common application form for first-time-in-college students and transfer students.

2. Request a hard copy of the admissions application by calling toll free 1-888-889-1095 or visiting the Office of Admissions, Registration and Records, Building 5. Applications may also be obtained from Florida high schools and community colleges.

3. Students may also apply for admission by following the instructions found at the FGCU web site at http://www.fgcu.edu.

4. Mail applications or direct inquiries to:
Florida Gulf Coast University
Office of Admissions, Registration and Records
10501 FGCU Boulevard, South
Fort Myers, FL 33965-6565

5. Applications are accepted as early as 12 months before the requested entry date. The application and transcripts should be received by FGCU two months prior to the specific program application deadline.

6. There is a non-refundable $20.00 application fee.

7. Application information for graduate admissions is listed in the Graduate Programs section of the catalog.

Students with Disabilities

Students with documented visual impairments, hearing impairments, motor impairments or specific learning disabilities that may prohibit them from meeting minimum admission standards may petition for substitution of admission requirements, provided such substitutions do not significantly alter the nature of the programs for which admission is being sought. The Admissions and Credits Committee will make individual admission decisions based on appropriate documentation provided by the student in each case. An admission test score is required and cannot be waived.

Admission Categories

First Time in College Applicants—Requirements:

• Graduate of an accredited high school. Applicants must have 19 Carnegie Units (15 academic and four elective) which are yearlong courses that are not remedial in nature. Initial application review is based on high school grade point average in the academic units and performance on one standardized admissions test. Acceptable tests include: SAT, SAT-I, ACT or the E-_ACT.

• Acceptable cumulative high school grade point average in specific academic courses. FGCU recalculates high school grade point averages using grades in the following academic courses: 4 units of English (at least three with substantial writing); 3 units of mathematics at the level of Algebra I or higher (Algebra A, B can be used for one year of math); 3 units of natural science (at least two with laboratory); 3 units of social science (includes history, political science, economics and sociology); 2 units of the same foreign language. One point will be added for credits earned in honors, advanced placement and International Baccalaureate courses (for grades of “D” or better). Appropriate academic and elective courses are listed in the Counseling for
Future Education Handbook published by the Florida Department of Education.

•Correlated Grade Point Average and Admissions Test Score. To meet admissions criteria, applicants must have a minimum 3.0 grade point average on a 4.0 scale paired with a minimum of one of these standardized admissions tests, SAT (340 verbal/400 math) or SAT-I (420 verbal/440 math) or ACT (16 reading/16 math/composite 16), or present a combination of high school GPA and admissions test scores indicated below:

To make arrangements 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

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 General Equivalency Diploma (GED), must present a test score of at least a 1010 on the re-centered SAT I or a 21 on the E-ACT.

Lower Division Transfer Applicants with fewer than 60 hours of transferable credit must meet all requirements of incoming First Time in College Applicants. They must also have a minimum cumulative 2.0 grade point average on a 4.0 scale in all previous college work and be eligible to return as a degree-seeking student in good standing to the last institution attended.

<table>
<thead>
<tr>
<th>Grade Point Averages</th>
<th>SAT I (R-SAT after 3/95)</th>
<th>SAT (R-SAT after 3/95)</th>
<th>ACT</th>
<th>E-ACT (after 10/89)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>1140</td>
<td>1050</td>
<td>24</td>
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<td>2.8</td>
<td>980</td>
<td>870</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>2.9</td>
<td>970</td>
<td>860</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>
Transfer Applicants with an A.A. Degree from a Florida Public Institution

are governed by the Articulation Agreement between the state universities and public community colleges. (See Florida Community College Students section of the FGCU catalog.)

Upper Division Transfer Applicants with at least 60 hours of transferable credits as determined by the Office of Admissions, Registration and Records do not need to submit test scores for admission. If grade point average is at least 2.0 on previous course work and the applicant is in good standing at the last institution attended, the applicant is admissible at FGCU.

Second Baccalaureate Degree Applicants—Graduates from other regionally accredited four-year US institutions may apply for admission to work toward a second undergraduate degree. The first baccalaureate degree satisfies the General Education Program requirements and provides exemption from the foreign language requirements for admission and graduation. Submit all transcripts and an undergraduate application for acceptance into the University. Admission test scores are not required. Applicants applying to limited access programs must meet the specific requirements for those programs.

Limited Access Program Applicants

Admission to FGCU does not guarantee admission to limited access programs that have application criteria beyond those of the general State University System. Limited Access Programs are designated in the list of FGCU degree programs in the General Information section of the catalog.

Early Admission (full-time)

FGCU expects to have a full time early admissions program in 1998 for students who have completed all the requirements for their junior year in high school. Proposed:

• High school students with demonstrated exceptional academic ability

• Sufficient maturity as evidenced by age at the time of admission and/or written recommendations substantiating the candidate’s maturity

• A 3.5 or better high school average in the academic subjects

• A minimum R-SAT score of 1200 or minimum E-ACT score of 26

• Enrollment in a strong college preparatory cur-
riculum

Applications must submit a SUS admission application, a non-refundable $20 application fee; official high school transcript; official ACT or SAT test scores; a personal letter outlining reasons for seeking early admission; two letters of recommendation, one of which must be from the principal or the representative of the principal; and a TOEFL score, if applicable. Contact the Office of Admissions, Registration and Records for additional information.

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

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

1. Be in good standing and eligible to return to the last institution attended, including FGCU.

2. Have achieved a grade point average of at least 2.0 on a 4.0 scale on all college-level academic courses attempted, if student has attended other institutions since last enrolled at FGCU.

Graduate and Post-Baccalaureate Applicants—See the Graduate Programs section of the catalog.

International Applicants

Applicants are classified as international if they are not US citizens, dual citizens or permanent residents.

• International students have earlier deadlines to submit applications and documents for all programs.

• Josef Silny & Associates, Incorporated or World Education Services must evaluate credit from institutions outside the US. 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 in most cases, will be required to submit acceptable TOEFL scores. See the Academic and Enrollment Information section of catalog for more information.

• Students who have not earned at least 60 semester hours of transferable credit must also submit an official SAT or ACT score along with an evaluated high school transcript.
• Applicants must file a Confidential Financial Statement confirming availability of funds to finance the first year of study prior to issuing the appropriate immigration papers.

• Prior to registration for classes, admitted students submit proof of health and accident insurance to meet mandatory requirement. Minimum coverage limits may be obtained from the Office of Multi Access Services. The University reserves the right to refuse registration to any international student that 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.

Transient Student Applicants

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

Undergraduate Non-Degree Seeking Applicants

Undergraduate non-degree seeking student enrollment is on a space available basis and has been established for those individuals who would like to enroll, but are not seeking a degree from FGCU. Individuals enrolling as a non-degree seeking student are limited to 15 semester hours of course work. Students seeking professional certification or re-certification may request an exemption to the 15-semester hour limit by contacting the Registrar. Performance in courses taken as a non-degree seeking student will not qualify an applicant for admission as a degree seeking student.

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

All credentials and documents submitted during the enrollment process become the property of Florida Gulf Coast University and will not be returned to the applicant or forwarded to another institution, agency, or person. Furnishing any false or fraudu-

lent statements or information in connection with the admissions or enrollment process may result in disciplinary action, denial of admission, and invalidation of credits or degrees earned.

Deferring Admission

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

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

Appealing Admission Decisions

Undergraduate applicants who do not fully meet minimum admission requirements are reviewed by the Admissions and Credits Committee, which considers admission based on other appropriate evidence of ability to do successful academic work. A student who does not meet the minimum admission standards or who has been denied admission may:

1. Appeal to the Director of Admissions at FGCU, who will forward the appeal to the Admissions and Credits Committee.

2. Submit an appeal with the admission application or make an appeal within 30 days of receiving an admission denial in the mail.

3. Support appeal by submitting letters of recommendation, additional test scores, personal statement or response to essay question #19 on the State University System application. These documents will be helpful to the Admissions and Credits Committee as exceptions to admission criteria are considered.

Foreign Language Admission Requirement

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

1. Lower-Division Transfers must satisfy the foreign language requirement prior to admission to the upper division. The requirement is eight (8) to ten (10) semester hours of the same foreign language or
American Sign Language at the collegiate level or the successful completion of two sequential units of the same foreign language in high school.

2. Upper-Division Transfers, including A.A. degree holders from Florida public community colleges or SUS institutions who do not meet the criteria listed for lower-division transfers, must satisfy the foreign language requirement prior to graduation from FGCU. The requirement is eight (8) to ten (10) semester hours of the same foreign language or American Sign Language at the collegiate level or the successful completion of two sequential units of the same foreign language in high school. Please note, some limited access programs require the foreign language entrance criteria to be met before admission to the programs is secured. See program descriptions.

Exempted from the Foreign Language requirement:

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

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

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

- International students, except those from countries where English is the only official language, must achieve 550 or above (600 for a M.S. in Health Science) on the TOEFL examination or demonstrate English proficiency in accordance with the University's English proficiency policy; or

- Students from countries where English is the only official language will be exempt from the foreign language requirement if they achieve 550 or above on the Test of English as a Foreign Language (TOEFL) examination.

TRANSMILLING CREDIT TO FGCU

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

FGCU evaluates transfer course work taken at another college or university, if that institution is accredited 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; and 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.

Advanced Placement and CLEP Credit. College credits earned by high school or college students on the basis of the College Entrance Examination Board’s Advanced Placement Program, the International Baccalaureate Program or College Level Examination Program (CLEP) will be accepted. A maximum of 45 semester hours of College Level Examination Program (CLEP) credits, Advanced Placement (AP), correspondence and military service education credits can be applied toward a degree. For students with more than 45 applicable credits, CLEP and AP credits will be transferred before evaluating other credits. CLEP scores must meet FGCU standards. Details of FGCU standards and credit equivalency are available from the Office of Admissions, Registration and Records.

Transfers with Associate of Science (A.S.)

Degrees from Edison Community College. Articulation agreements between FGCU and ECC allow students with Associate of Science degrees in some areas to enter FGCU with upper level status. Contact academic advising to discuss these agreements.

Florida Public Community College Students Transferring to FGCU. Associate of Arts (A.A.) degree holders from Florida public community colleges meet FGCU general education requirements and are automatically awarded 60 semester hours of lower division credit, regardless of how many hours were attempted or earned. Hours above 60 may be transferred depending on a major selected; however,
a student must take a minimum of 48 hours of upper level courses and meet the residency requirement to receive a baccalaureate degree. For academic advising purposes, all A.A. degree credits attempted or earned will be posted to the FGCU computerized academic history. Credits for transfer applicants with incomplete general education programs or from out-of-state or private institutions will be evaluated on a course-by-course basis.

International College (INC) Fort Myers, and Naples. FGCU will accept transfer credits for courses completed at International College (I.N.C. Fort Myers and Naples) during the period of time the institution was/is in Candidacy status with the Commission on Colleges of the Southern Association of Colleges and Schools. Transfer credit for courses completed prior to the effective date of Candidacy (January 1, 1996) will be considered, if the student had been continuously enrolled and graduated after INC was granted Candidacy.

Non-Traditional Education Experiences

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

Departmental Examinations. 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.

Transfer Credit Standards. FGCU will transfer applicable undergraduate courses with a grade of "D" or better by equating them to specific FGCU courses. In some cases, colleges require grades of "C" or higher in certain courses. An equivalent FGCU course number will be entered on the student's official academic transcript along with a grade of "T." Transfer credits will not be computed into a student's 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, Registration and Records.
ACADEMIC POLICIES

Academic Amnesty

The academic amnesty program provides undergraduate students opportunities to have course work that is at least five (5) calendar years old disregarded for admission decisions to the University.

When filing for academic amnesty, students follow regular transfer admissions procedures or the FGCU readmission process. The application should include a written request, a statement detailing why amnesty is requested and provide supporting documentation. Students may not petition for academic amnesty after being accepted to the University.

Requests by qualified students will be referred to the Admissions and Credits Committee for resolution. If academic amnesty is approved for a former FGCU student, that student's Grade Point Average will be re-calculated based on all course work taken after amnesty is granted. Former FGCU students should note that all previous course work earned at FGCU or previously accepted as transfer credit by FGCU, before amnesty is granted, will remain on a student's official academic transcript.

Transfer students who have been granted amnesty should note that FGCU will keep a record of all previous college level work, but will not enter that information on an official FGCU transcript and will not consider those courses when certifying completion of degree requirements.

Academic Grievance Policy—See the Student Guidebook

Academic Standards of Behavior

Misconduct for which students are subject to discipline includes dishonesty, such as cheating, plagiarism, knowingly furnishing false information or being in unauthorized places such as offices and buildings after hours or a professor's office without permission. Plagiarism and cheating refer to using unauthorized books or notes or otherwise securing help with a test; copying tests, assignments, reports or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work, or otherwise practicing scholastic dishonesty.

Academic Standing/Academic Progress

Florida Gulf Coast University has established minimum academic standards to which all students must adhere. Action is taken toward students who fail to meet these standards at the completion of course work, usually at the end of each semester or summer session. Officially changing a course grade does not necessarily reverse these academic actions. An exception can be made when an error is committed and is so stated on a Change of Grade form by the professor of a course.

Semester GPA

Grade Point Average on all credit course work attempted during any given semester at FGCU.

Cumulative GPA

Grade Point Average on all FGCU course work attempted while in attendance at the University.

Academic Probation

A student is placed on Academic Probation when his/her cumulative GPA drops below 2.0. A student on Academic Probation must earn a minimum semester GPA of 2.25 for each semester after being placed on Academic Probation. Academic Probation will continue until the cumulative GPA reaches 2.0 or better. Academic Probation status will not be noted on the official academic transcript.

First Academic Suspension

A student on Academic Probation who fails to earn a semester GPA of 2.25 will be suspended. The First Academic Suspension will last for one semester and re-admission is not automatic. A student must submit an application for re-admission with a letter
indicating the reason for the academic difficulties and a plan for achieving a cumulative GPA of 2.0 or better. The appeal should be addressed to the Office of Admissions, Registration and Records. The Admissions and Credits Committee will review a student's entire academic history. Academic suspensions are noted on the official academic transcript.

Indefinite Suspension
A student who has been readmitted following the First Academic Suspension and who fails to achieve a semester GPA of 2.25 will be suspended indefinitely from the University. Re-admission will not be considered for a minimum of one year for any student who has been put on Indefinite Suspension. All cases of Indefinite Suspension will be referred to the Admissions and Credits Committee. Indefinite Suspension will be noted on the official academic transcript.

Earning Credit While Suspended
A FGCU Freshman or Sophomore student who receives a First or Indefinite Suspension and who subsequently receives an A.A. degree from a Florida public community college or SUS institution may be readmitted to the University. Students who attend other colleges or universities following First or Indefinite Suspension and re-apply for admission to FGCU will be classified as transfer students and re-admission will be based on total educational records.

Attendance Policies
Class Attendance and Participation—Regular and punctual attendance is expected. Although in general, students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where the instructor deems class attendance and class participation essential. In those classes where attendance is considered part of the grade, the instructor should 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 Admissions, Registration and Records drop a student with a grade of "W" prior to the deadline for withdrawal from a class 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 authority to establish college-wide, program-wide or course-wide policy on attendance, as long as the policy is in accordance with the above stipulations.

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 practicable or to be given special allowance so that he/she is not penalized for the absence. An excused absence is an absence due to other causes, such as illness, family emergency, death in the family or religious holiday. A student seeking an excused absence should obtain documentation such as a physician's statement, accident report or obituary and contact instructors or the Office of the Dean of Student Services.

Changing Majors
A student wishing to change majors should complete a Change of Major form and return it to the Office of Admissions, Registration and Records. Students wishing to change their majors to limited access programs or undergraduate students wishing to enter graduate programs must formally apply to those programs.

Choice of Catalog
In order for students to graduate from FGCU, each degree seeking student must meet all graduation requirements specified in the FGCU catalog of their choice for their programs of study. Due to program accreditation requirements, students in certain majors may not have this option.

A degree seeking student may choose the requirements published in any FGCU catalog during the student's continuous enrollment. “Continuous enrollment” is defined as enrolling at least one term each twelve month period. “Catalog” is defined as the program and graduation requirements published each academic year for the beginning of the Fall semester and concluding with the Summer term.

If students cannot meet all of the graduation requirements specified in the catalog of their choice due to decisions and changes by the University in matters of policy or course offerings, appropriate substitutions will be determined by the program manager to preclude penalizing the student.
Course Load

Full Time Status: 12 undergraduate or 9 graduate hours in the 16 week Fall or Spring semesters; a total of 12 undergraduate or 9 graduate hours in any combinations of Summer Terms (A Term six weeks, B Term six week, C Term 12 weeks).

Undergraduate students wishing to register for more than 18 credit hours for Fall and Spring terms or for a total of 9 semester hours for summer terms A or B or 15 for summer C must have permission from an academic advisor. Signed approval is submitted to the Office of Admissions, Registration and Records.

English Proficiency

International students must demonstrate adequate proficiency in English.

A. To assess English proficiency, scores on the Test of English as a Foreign Language (TOEFL) are required of all applicants, except applicants from countries where English is the only official language. Unless other satisfactory evidence indicates that a student will be able to perform at an acceptable level, the University requires that international students achieve a score of 550 on the TOEFL. Students applying for the M.S. in Health Science must achieve a minimum score of 600 on the TOEFL.

B. International students, who are A.A. graduates of Florida public community colleges or SUS institutions, are exempt from the above requirements.

C. With the approval of the Director of Admissions and Recruitment 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 better; and/or a minimum of sixty (60) credits satisfactorily completed at an institution of higher education where all courses are taught in English.

For information on the TOEFL, please write to TOEFL, Educational Testing Service, Princeton, 08541, USA. The University's institutional code for the transmittal of the TOEFL is #5125.

Florida Statewide Course Numbering System

Courses in this catalog are identified by prefixes and numbers that were assigned by Florida's Statewide Course Numbering System. This common numbering system is used by all public postsecondary institutions in Florida and by two participating private 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 meaning in the State Course Numbering System (SCNS). The list of course prefixes and numbers, along with their generic titles, is referred to as the "SCNS taxonomy." Descriptions of the content of courses are referred to as "course equivalency profiles."

Example of Course Identifier

Prefix  Level Code
(first digit)  Century Digit
(second digit)  Decade Digit
(third digit)  Unit Digit
(fourth digit)  Lab Code
SYG  1 0100

Sociology, General  Freshman level at this institution  Entry-Level General Sociology  Survey Course  Social Problems No laboratory component in this course

Slash Pine- [Pinus Elliottii] Walk into the woods on campus and look skyward to see these enormous pines. The forest floor of beneath them is usually carpeted with their long needles.
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 the participating institutions that offer the course, with a few exceptions. (Exceptions are listed below.)

For example, a survey course in social problems is offered by 31 different 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 this course at a specific institution. In the SCNS taxonomy, "SYG" means "Sociology, General," the century digit "0" represents "Entry-Level General Sociology," the decade digit "1" represents "Survey Course," and the unit digit "0" represents "Social Problems."

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

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

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

The Course Prefix:

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

Authority for Acceptance of Equivalent Courses:

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

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

Exceptions to the General Rule for Equivalency:

The following courses are exceptions to the general rule for course equivalencies and may not be transferable. Transferability is at the discretion of the receiving institution 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; and graduate courses. College preparatory and vocational preparatory courses may not be used to meet degree requirements and are not transferable.

Questions about the State Course Numbering System and appeals regarding course credit transfer decisions should be directed to the Office of Admissions, Registration and Records or the Florida Department of Education, 401 Florida Education Center, 325 West Gaines Street, Tallahassee, FL 32399-0400.
AWARDING DEGREES

Associate of Arts Degree
Minimum requirements for awarding the Associate of Arts Degree:

• Earn a minimum of 60 semester hours with a cumulative GPA of 2.0 in all course work attempted at FGCU

• Completion of 36 hours of general education requirements, including course work to satisfy Gordon Rule requirements (see the General Education section of the catalog)

• Completion of 24 hours of lower division elective courses

Complete 15 of the last 30 hours of FGCU

• Satisfactory completion of the CLAST or an approved alternative to CLAST (as designated by the State Board of Education)

• Satisfy the residency requirement

• Apply for the AA degree within two semesters of completing the requirements

Baccalaureate Degree
Minimum requirements for awarding the Baccalaureate Degree:

• Apply for graduation by the deadline indicated in the University calendar

• Recommendation by appropriate college advisor

• Earn a minimum of 120 semester hours (certain majors may require more than 120 hours) with a cumulative GPA of 2.0 in all course work attempted at FGCU (Colleges and Departments may have requirements that exceed these minimums)

• Satisfactorily complete the CLAST or an approved alternative to CLAST (as designated by the State Board of Education) and the writing and computation course requirements

• Earn a minimum of 48 hours of upper division course work (courses numbered 3000 and above)

• Completion of the general education and Gordon Rule requirements

• Completion of all program requirements

• Complete 30 of the last 60 semester hours at FGCU

• Completion of the University service learning requirements

• Completion of the University Colloquium

• All students entering FGCU with fewer than 60 semester hours of credit are required to earn at least nine semester hours of credit prior to graduation by attendance during one or more summer terms. The University may waive the application of this rule.

• Satisfy state of Florida foreign language admission requirement

Second Baccalaureate Degree
Students desiring to obtain two Baccalaureate degrees from FGCU must meet the requirements for both degrees, earn a minimum of 150 semester hours and work with the advisor of each degree program. The graduation application must indicate both degrees.

Commencement
Commencement ceremonies at FGCU are held once a year at the conclusion of the Spring Semester. Students completing their degree requirements at the end of the summer and fall terms are encouraged to attend the spring ceremony.

Students completing degree requirements should submit an application for graduation in the Office of Admissions, Registration and Records by the application deadline during the semester they anticipate completing their degree. By submitting the form, a student will initiate the process of verifying degree requirements, ordering diplomas and receiving information about the commencement ceremony.

Honors at Commencement
Students with an outstanding academic performance at FGCU will be honored at Commencement. Baccalaureate candidates must have a cumulative GPA of 3.50 (on a 4.0 scale) for all course work attempted at FGCU to be considered for honors. (A minimum of 30 hours in residency is required to earn a degree from FGCU.) Honors at Commencement will be based on courses taken at FGCU.

• Candidates with a GPA of 3.50 but below 3.70 shall receive a diploma designation of cum laude (with honors).

• Candidates with a GPA of 3.71 but below 3.89 shall receive a diploma designation of magna cum laude (with higher honors).

• Candidates with a GPA of 3.90 or above shall receive a diploma designation of summa cum laude (with highest honors).

Each dean has the option of selecting students to be graduated with distinction. These students are chosen on the basis of exceptional achievement.
ENROLLMENT INFORMATION AND POLICIES

Student Classifications

Undergraduate students

will be classified by level, on the basis of semester hours satisfactorily earned:

Freshman
0 through 29 semester hours

Sophomore
through 59 semester hours

Junior
60 through 89 semester hours – fulfilled the Gordon Rule and for Florida public community college transfers, completion of the CLAST

Senior
90 or more semester hours, prior to completion of Baccalaureate requirements

Post-Baccalaureate/Graduate:

Post-Baccalaureate
Any student enrolled in a course, regardless of course level, except a student working toward another Baccalaureate degree, who has a Baccalaureate degree but has not been admitted to a graduate program

Graduate
• Any student enrolled in a graduate course (6000-7000 level) who has been admitted to a graduate program

Other Student Classifications:

• Audit
any student registered for any credit course who is not seeking credit

• Non-degree seeking

• Any student who is taking a course but has not been admitted to an undergraduate or graduate program

• Transient

• A student registered for one semester at the University for the purpose of transferring courses to the student’s home institution

Immunization History Form
As a prerequisite to registration, the State University System of Florida requires all students born after December 31, 1956, to present documented proof of immunity to measles (Rubeola) and Rubella. Prior to registration, each student must submit a completed FGCU Immunization History Form to the Office of Admissions, Registration and Records.

Acceptable Proofs of Immunization:
1. Proof of two (2) vaccinations (doses) of measles received at least 30 days apart and one vaccination of rubella, after 12 months of age, or

2. Measles vaccinations must have been received in 1968 or later and Rubella vaccination in 1969 or later, or

3. Proof of immunity by way of a blood test result (titer), or

4. A written, dated statement signed by a qualified health care provider on office letterhead which specifies the date seen and stating that the student has had an illness for 3 days or more with a rash, fever of 101 degrees or greater, cough and conjunctivitis and is considered to have the Rubeola (measles) disease.

Exemptions to the Immunization Requirement:

• Student born before December 31, 1956

• Enrolled in ONLY off-campus or distance learning courses

• Religious exemption

Temporary Deferments (must be submitted by a physician):

• Pregnancy or possibility of pregnancy

• Illness

• Allergies

Requests for health or religious exemptions or questions about acceptable proof may be directed to the Office of Admissions, Registration and Records.

Additional immunization or medical tests may be required for students in certain majors.
CLAST Requirement

The College Level Academic Skills Test (CLAST) is required of all Florida public community college and university students who have completed at least 18 credit hours of college level course work. The exam covers reading skills, English language skills, computational skills and writing skills (a timed essay). An exemption may be given based on a 2.5 grade point average in specified courses.

There is no exemption for students in the School of Education. The State Department of Education and the FGCU School of Education require that all education majors take and pass all sections of CLAST as part of the requirement for teacher certification.

The CLAST test is administered at FGCU by the Personal, Academic Skills and Career Counseling (PAC) Office. Questions and registration for CLAST should be referred to the assessment coordinator.

Excess Hours Surcharge Policy

As a result of recent legislation, students may be subject to additional charges when they register for hours that exceed those that are required for their degrees. This policy is effective in the Fall of 1996 for entering freshmen and in the Fall of 1998 for transfer students. An additional fee (50% of the tuition fee) may be charged when students enroll in courses that exceed 115% of the hours required for the degree. The Florida Board of Regents will determine which students and credit hours will be exempt from this policy.

Repeat Hour Surcharge Policy

In compliance with House Bill 1545, Florida Gulf Coast University will assess students who enroll for the same course a third time, a repeat hour surcharge. Each year the amount of the surcharge is determined by the Board of Regents base 100% of the cost of instruction.

House Bill 1545 allows for certain exceptions to the surcharge and those exceptions and the amount of the surcharge will be published each semester in the schedule of classes.

Good Standing

FGCU students are considered to be in good standing if they are currently enrolled or are eligible to return to the University.

Residency Requirement

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

Summer Semester 9 Hour Residency Rule

Undergraduate students entering one of the State universities of Florida with fewer than 60 semester hours of credit must earn at least nine semester hours prior to graduation by attendance during one or more summer sessions at one of the ten State universities.

Withdrawal

• No entry will be made on a student’s academic records, if the withdrawal occurs before the end of the drop/add period.

• A student may withdraw from the University with a grade of “W” during the first nine weeks of a fall or spring semester and by the published date for the summer terms. A student must submit a completed Withdrawal Form to the Office of Admissions, Registration and Records.

• Withdrawal after the ninth week of the semester or the published summer withdrawal will result in grades of “WF.” A student who withdraws may not continue to attend class.

• After the official drop/add period, a student is limited to three withdrawals at the lower division (first 60 hours) and three withdrawals at the upper division (last 60 hours).

• A Student will receive a grade of “WF” should he or she withdraw from a fourth class after accruing three “W” grades in each division. “WF” grades count in computing grade point averages.

GRADING AT FGCU

Grade Point Average (GPA)

The Grade Point Average (GPA) is the average number of grade points per semester hours attempted and is computed by dividing the total number of grade points by the total number of semester hours attempted, less W, X, I, S, U, T, NR and NG grades. The semester GPA is calculated based on one semester or summer term course work taken at FGCU. The cumulative GPA is calculated on all course work attempted at FGCU. The required minimum grade point average for graduation is 2.0.
Grading System

The University uses the standard alphabetic system to identify student grades and other administrative actions regarding student progress. The system is as follows:

Grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Passing</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal</td>
<td>0 (grade point deadline)</td>
</tr>
</tbody>
</table>

Other Transcript Actions:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Withdrawal by published deadline (student or professor)</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>X</td>
<td>Audit (no credit)</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>T</td>
<td>Transfer Grade</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>NR</td>
<td>Not reported by professor</td>
<td>0</td>
</tr>
<tr>
<td>NG</td>
<td>No grade</td>
<td>0</td>
</tr>
</tbody>
</table>

Grades are not mailed. Students obtain their grades by telephone or by using the FGCU web system. Unofficial and official grade reports may be requested through the Office of Admissions, Registration and Records.

Auditing a Course

A student wishing to attend classes without receiving credit may register in an audit status. To audit a class, the student must file a regular application with the Office of Admissions, Registration and Records and be accepted as a degree seeking or non-degree seeking student. Audit students must have the approval of the instructor of the course. Audit students will not be allowed to register until the late registration period. In addition, any change of status from audit to credit or from credit to audit must be made before the end of the drop/add, late registration period published in the Academic Calendar.

Incomplete Grade Policy

An "I" grade assigned by a professor indicates that a student has not completed a limited portion of the course work required. An "I" grade is not computed in a student's GPA for either an undergraduate or graduate student. To initiate consideration for an "I" grade, a student contacts the instructor before grades are reported. The decision to award an "I" grade is solely the decision of the instructor. Should a professor decide to assign an "I" grade, both the student and the professor must complete an Incomplete Grade Agreement Form. A copy of this form is on file in the Office of Admissions, Registration and Records. The maximum amount of time allotted to complete course work and remove an "I" grade is one year from semester ending date that the "I" was assigned. After one year, the "I" grade will be changed to an "F," if the instructor has reported no grade. A student will not be permitted to re-register for a course in which he or she currently has an "I" grade.

Grade Change

A request for grade change will be considered only during the term immediately following the term in which the grades were assigned, except grades assigned during the spring semester which may be changed during the following summer or fall terms. The deans of the colleges offering the courses must approve grade changes. Grades will not be changed after a degree has been conferred.

GPA Honors Recognition

• President's List—Undergraduate students completing at least twelve hours of class work in regularly 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 twelve hours of class work in regularly graded courses taken at FGCU during a semester with a grade point average of 3.5 to 3.99 will be eligible for Dean's List recognition. Students will be notified of this recognition by the appropriate academic dean.

STUDENT RECORDS

The Office of Admissions, Registration and Records is responsible for insuring the confidentiality of all student records and has been designated by the University as the official student records custodian. The federal Family Educational Rights and Privacy Act (FERPA) of 1974 guarantees students the right to protect information that is not classified as open directory information as defined by federal law and University policy.
Open Directory Information

FGCU has designated the following as open directory information:

• Full name
• Address
• Telephone listing
• Date and place of birth
• Major field of study
• Participation in officially recognized activities and sports
• Intramural events
• Dates of attendance
• Degrees and awards received
• Most recent educational institution attended before FGCU
• Academic standing

Enrolled students have the right to withhold directory information from the public (any non-University individual, agency, etc.). They may do so by filing requests in the Office of Admissions, Registration and Records.

A parent or guardian may NOT have access to non-directory student information unless the student is claimed as a dependent for federal income tax purposes during the year preceding the term in question and for the year during which that term occurs. If the student is not a dependent, the student must complete a consent form to release that information. Faculty and staff may access and use student directory and non-directory information to conduct official University business.

FGCU Transcripts

Transcripts are only released with written authorization from the student. E-mail and FAX requests will be honored, if the transcript is being sent to another institution of higher education. Transcripts will not be released for students who have a financial obligation with FGCU.

A transcript request includes a student’s full name, social security number and signature along with the names and complete addresses of transcript recipients. If grades or degree statement for the current semester are needed, the student should indicate that the transcript request is to be held until the term final grade reports are posted. There is a $5.00 charge for an FGCU transcript.

Enrollment Certification

Requests for enrollment certification are addressed to the Office of Admissions, Registration and Records and include specific information needed, such as dates of attendance, student standing, residency status and full-time/part-time status.

Financial Aid & Scholarships

Financial Assistance

The University offers a comprehensive program of financial assistance for both traditional and nontraditional students pursuing undergraduate or graduate degrees. The Financial Aid and Scholarships Office (FASO) within the Division of Student Services is responsible for helping students secure the necessary funds to pursue their educations. The office is proactive in offering information to enrolled and prospective students about the availability of financial assistance.

The Financial Aid and Scholarship Office administers grants, scholarships, loans and student employment programs to assist students in paying educational expenses.

A financial aid application will be not processed until a student has been admitted to a degree program or eligible certificate program. Non-degree seeking students are not eligible for financial aid.

Types of Financial Aid

Need-Based Aid is awarded to students who demonstrate their need for financial assistance to pursue higher education. Financial need is defined as the difference between the estimated cost of attendance and the amount the student and his or her family can reasonably be expected to contribute toward educational expenses. The evaluation process is based on a federal formula and considers the income, assets of the student and family (excluding
primary residence), number of persons in the house-
hold and number in college, taxes paid and other 
relevant factors. Students applying for aid by the 
priority deadline of May 1 will maximize aid consid-
eration, although it is advisable to apply as soon 
after January 1 as possible.

There are three kinds of need-based aid:

1. **Grants are gift aid, and they do not need to be repaid. Grants include:**
   - Federal Pell Grants for eligible students pursuing first baccalaureate degrees. Award amounts depend on program funding. The maximum award for 1997-98 award was $2700.
   - 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 $1500 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 May 1.

2. **Loans are borrowed funds that permit students to 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 insured by a guarantee agency. Yearly loan limits are freshmen, $2625; sophomores, $3500; juniors/seniors, $5500; and graduate students, $8500. 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 is placed in repayment status. Students begin repayment six months after they graduate or drop below half-time status.

3. **Employment opportunities place students in part-time jobs with FGCU.**
   - FGCU Workstudy eligible students must be enrolled at least half time and pursuing first baccalaureate degrees. 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 May 1.

**Eligibility Criteria:**
To qualify for financial assistance, the student must meet the following basic eligibility requirements:

- Be a US citizen or eligible non-citizen;
- Be registered with Selective Service, if required;
- Not be in default on a loan, or owe a repayment of Title IV aid received at any institution;
- Be enrolled as a regular student in an eligible program of study; and
- Maintain satisfactory academic progress.

**Applying for Assistance:**
All first-time applicants must complete the Free Application for Federal Student Aid (FAFSA) which collects basic financial information about the student and family to determine eligibility for federal, state and institutional need-based aid programs. The FAFSA must be completed and returned to the Federal Processor in the envelope provided inside the application booklet. This form is available through any Financial Aid and Scholarship Office or can be downloaded from the internet at www.ed.gov/offices/ope/express.html.

**Renewal FAFSA Application:**
Students 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.

**Non-Need Based Aid:**
Loans allow students or parents to borrow funds without demonstrated financial need.

- Federal Unsubsidized Stafford Loans may be made for half time students who do not demonstrate financial need. Loan limits for dependent students are freshmen, $2625; sophomores, $3500; juniors/seniors, $5500; independent and graduate students are eligible for an additional loan amount of $4000 for the first two years of undergraduate study, $5000 for the remainder of undergraduate
study and $10,000 for graduate study. Yearly interest rates are variable and have a cap for the life of the loan. Students are responsible for interest payments while enrolled in their degree program. Students begin repayment six months after graduating or dropping below half-time status. Students may receive less than the yearly maximum amounts, if they receive other financial aid.

- Federal Parent Loan for Undergraduate Students (PLUS) are available to parents of dependent undergraduate students enrolled at least half-time. Yearly maximum is equal to cost of education less any financial aid received by the student for the academic year. A variable interest rate of up to 9% is charged from the date of disbursement. Repayment of principal and interest begins 60 days after the final loan disbursement for the academic year. Parents interested in applying for this loan must submit a completed PLUS application to the Financial Aid Office.

- Other Personal Services (OPS) employment opportunities provide temporary part-time jobs to undergraduate and graduate students regardless of financial need.

**Satisfactory Academic Progress**

Federal regulations require students to demonstrate satisfactory academic progress in order to receive financial assistance. Measures of academic progress include:

- Qualitative Measure of Progress – all undergraduate students must maintain a cumulative 2.0 GPA, graduate students must maintain a cumulative 3.0 GPA for continued enrollment.

- Quantitative Measure of Progress – at the end of each academic year all students must have earned a minimum of 80% of the total credit hours attempted including credit hours for courses from which the student withdrew without refund.

- Time Frame required to complete a degree cannot exceed 125% of the published program length.

**Refund and Repayment Policies**

- Refunds: If the student is entitled to a fee refund as a result of withdrawal, cancellation or termination of attendance and if the student received financial aid for that period, a portion of the refund will be returned to the appropriate financial aid program(s). Any refund that remains after all accounts have been reimbursed will be returned to the student.

- Repayment: If the student withdraws from the University after receiving financial aid funds, he or she must repay a specified percentage of the aid received, since the funds were awarded to help meet living expenses for an entire term of enrollment. The repayment amount is based on the percentage of time elapsed in the term.

**Merit-Based Aid is scholarships awarded on a competitive basis to students with special skills, talents, characteristics or abilities.**

**FRESHMEN SCHOLARSHIPS**

Access Scholarship. For students typically underrepresented in colleges and universities, including students with disabilities, African American, Native American, Native Alaskan, Asian, Pacific Islander and Hispanic. Candidates must have a cumulative 3.2 high school GPA. Renewable annually for four years.

National Merit Program Scholarship. For students selected as National Merit, National Achievement or National Hispanic scholars or finalists. Renewable annually for four years.

Outstanding Community Trust Scholarship. For students who demonstrate outstanding community leadership. Students must have cumulative 3.0 high school GPA. Recipients re-apply each year.

Presidential Scholarship. For entering Freshmen with a minimum high school academic average of 3.5. Renewable for four years.

Valedictorian Scholarship. For entering freshmen who graduated first in their high school classes. Priority is given to applicants from public and private high schools in Lee, Collier, Glades, Hendry and Charlotte Counties. Renewable for four years.

Salutatorian Scholarship. For entering freshmen who graduated second in their high school classes. Priority is given to applicants from public and private high schools in Lee, Collier, Glades, Hendry and Charlotte Counties. Renewable for four years.

**TRANSFER SCHOLARSHIPS**

Community College Scholars Award. For students with A.A. degrees who are recommended by the deans of their colleges and/or other faculty or staff members. Recipients must have a 3.2 cumulative GPA at previous institution. Non-renewable.

Florida Junior/Community College Student Government Association Award. For an entering Junior student who was active as a member of the FJCCSGA Executive Board or who attended two FJCCSGA Conferences as a delegate. Requires commitment for continued involvement in student government or activities. Renewable for five semesters. Applicants must be recommended by their student government advisors and faculty members. Renewable annually for two years.
HERO Scholarship. For incoming student with AA degree from ECC with a cumulative 3.0 GPA. Preference given to ECC HOPE Scholarship graduates and students who participated in the FGCU College Readiness Program (CROP) and/or the Public Schools Enrichment Program (PSEP). Two letters of recommendation are required, one from the HOPE/CROP/PSEP Coordinator and one from a high school teacher. Renewable annually for two years.

HERO Leadership Scholarship. For incoming student with an AA degree from ECC and a cumulative 3.2 GPA. Preference given to ECC HOPE scholarship graduates and students who participated in CROP and/or PSEP and who were involved in a leadership capacity on campus or in the community. Two letters of recommendation are required from HOPE/CROP/PSEP Coordinator. Renewable for four semesters.

Phi Theta Kappa Scholarship. For entering students who graduate from a Florida community college and who are members of Phi Theta Kappa. Renewable for four semesters.

**FOUNDATION SCHOLARSHIPS**

Barnett Bank of Lee County. Awarded to a deserving student majoring in business, finance or accounting.

Barnett Bank of Lee County. (formerly First Florida Bank of Lee County) Awarded to a deserving student.

Ophelia Brown. Criteria to be announced

Jackson Burgess. Awarded to a deserving student.

Zelda P. Butler Memorial. Awarded to highly qualified high school seniors with priority given to students from the southwest coast of Florida. Academically qualified students wishing to study in those areas chosen by Zee Butler—American Studies (City Government), Fine Arts (both Music and Visual Arts and Natural Sciences (protection of our environment)—will be eligible.

Baron and Dana Collier. Awarded to a Collier County student.

Charlotte County Endowed. Awarded to a Charlotte County student.

Coopers & Lybrand. Awarded to a Fort Myers area student majoring in accounting.

Florida Federal Savings & Loan. Awarded to a Fort Myers area student.

Florida Federal Book. Awarded to a Fort Myers area student.

Aline T. Flynn Book. Awarded to a underrepresented student.

James A. Franklin, Jr. Awarded to a deserving student.

Greater Fort Myers Chamber. Awarded to a Lee County student.

Florence Hecht. Awarded to a deserving student.

Hilliard. Awarded to a Hendry County student.

T. Howard. Awarded to a deserving student.

W. Thomas Howard/Gannett Foundation. Scholastic merit award for high school Valedictorian or runner up.

Hudson Nursing. Awarded to a Nursing student.

William & Lillian Hudson Endowed. Awarded to an undergraduate or graduate student seeking a degree in political science or education who demonstrates financial need as determined by the Foundation.

John Kontinos. Awarded to a Fort Myers area student.

Sanford Lawton, Jr. Awarded to a Fort Myers area student.

Professor & Mrs. E.L. Lord. (given by Richard W. & Esther A. Shaughnessy) Awarded to Lee County students seeking degrees in natural science or in preparation for teaching in the natural sciences. Award determined by academic merit and financial need.

The Pop & Marj Kelly Endowed. Awarded to students who demonstrate financial need and academic merit. Student must have graduated from a public high school in one of the following counties: Broward, Charlotte, Collier, Dade, DeSoto, Glades, Hardee, Hendry, Lee, Martin, Monroe, Okeechobee or Palm Beach. This scholarship is made for the period of one academic year. Subsequent awards may be made the same to individual if all criteria for funding continues to be achieved.

Edward R. Melton. Awarded to a deserving student.

Moseley Title Foundation. Awarded to a Lee County High School graduate planning to pursue a degree in Business with an emphasis on Real Estate.

Munters Corporation. Awarded to a Fort Myers area student.

NationsBank (formerly NCNB of Lee County). Awarded to a Fort Myers area student.
Newman Oil Company. Awarded to a deserving student.

News–Press. Awarded to a Fort Myers area student.

Ron Nichols and Terri Thatcher in Memory of Lucretia Nichols. Criteria to be announced.

Jane Foster & C.B. Pate. Awarded to a Fort Myers student (a preference to males) pursuing a degree in Business Administration.

Periwinkle Garden Club. Awarded to a Fort Myers area student.

Chesley Perry/Gannett Foundation. Awarded to a high school Valedictorian or runner up.

John E. & Aliese Price Foundation. Awarded to a deserving student with priority given to those who intend to enter the ministry.


George Sanders. Awarded to a Fort Myers area student.

Silver Anniversary Book. Awarded to a Fort Myers area student.

Society First Federal Savings & Loan. Awarded to a Fort Myers area student.

Robert & Linda Taylor. Awarded to students entering in the fields of business or education.

Robert A. Weiss, Jr. Memorial. Awarded to a Junior or Senior student dedicated to pursuing a degree in Elementary Education with an intent to teach. Recipient must provide evidence of financial need. Recipient must have a 2.5 GPA.

Zonta Club. Awarded to a female student who demonstrates high academic achievement and promise as well as high economic need. Preference will be given to women who are returning to school with families and/or women whose other avenues for grants or scholarships have been exhausted. Recipients can be undergraduate or graduate students and can be enrolled on a full or part-time basis.

All Scholarships are subject to change without notice.

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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 properly.

Confidentiality of Student Records

The University ensures the confidentiality of student records in accordance with State University System rules, State statutes and the Family Education Rights and Privacy Act of 1974, known as the Buckley Amendment. Family financial information and the type and amount of aid are held in confidence. Information can only be released to a third party with the student's written consent.

Anti-Drug Abuse Act

Students convicted of drug felonies may lose their eligibility for federal financial aid programs. The Omnibus Drug Initiative Act of 1988 gives courts the authority to suspend eligibility for federal student aid when sentencing an individual convicted of possession or distribution of a controlled substance.
Student Services

941/590-7900

Wm. Gregory Sawyer, Dean

Student Services directs the University's efforts to recruit, enroll, retain and graduate a diverse, high-quality student body at the undergraduate and graduate levels. A spirit of cooperation within Student Services fosters a learning environment that promotes the academic success, personal and career development of students with an emphasis on leadership skills, community services and an appreciation for diversity.
The mission of the Division of Student Services is to provide an intellectual, cultural and social environment that helps students to acquire knowledge and develop skills and talents, which will enhance their participation in a culturally diverse and global society. To this end, the programs and services offered by the Division of Student Services facilitate learning by supplementing and enhancing a student's formal education. These services support student's personal, social and financial needs; provide management information to the University community; promote an environment appreciative of ethnic, religious, and cultural diversity; and foster, by example, a spirit that works toward the common good of the University and the community at large.

THE OFFICE OF COUNSELING AND STUDENT HEALTH SERVICES (CSH)

Counseling Services

Personal Services

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

Personal Counseling

Individual and group counseling, personal consultation and referrals, outreach, and skill development programs. Personal counseling through CSH is a free, confidential, student service. CSH counselors adhere to the ethical standards established by professional associations, state licensing boards and national certification organizations. Call 590-7950 or e-mail Error! Bookmark not defined. for an appointment. The office is located on the second floor of the Student Services Building in Room 225.

Emergency On-Call

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

Victim Assistance

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

Academic Skill Development

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

Tutoring Services

Individualized tutoring and/or course specific study groups is provided for students in many subject areas. Many tutoring and academic development services are offered through the T-Lab. Tutoring may be especially helpful to students with disabilities who may also seek assistance from the OMAS office. Information about current programs is available by checking the Student Services web page. THE FGCU CONNECTION is a comprehensive and centralized list of tutorial and supplemental assistance from all sections of the FGCU community. Other WWW sources are listed for easy access. Off site students can receive personal and professional writing and math assistance. Specific content areas have web based discussion groups that students can access through the internet.

Common Moorhen or Florida Gallinule- [Gallinula chloropus] Notable for its bright orange bill, this small, ducklike bird is found in weedy waterways and ponds.
Testing Services

Testing services include the administration of career interest inventories, academic testing, and personality testing. In addition to testing, administration proctoring services and test preparation services are also provided.

The T-Lab (Tutoring and Testing)

The T-Lab has 28 state-of-the-art computers loaded with tutoring, career exploration, and testing software. Assessment services include career exploration through SIGI Plus and career interest inventories. Other academic and admissions testing is available (e.g., ACT, CLAST, GRE). Trained tutors assist with AllWrite (a writing skills program), Maple, and SPSS software. A writing assistant is often available for one-on-one attention. Hours are posted in Room 204 of the Student Services Building. Walk-in appointments, as well as pre-arranged appointments are available.

Career Services

The counseling services for career development include career counseling for career choice issues and education, skill development, early career planning, and referral for establishing oneself in a career area. These services are offered through the Career Development Center located on the second floor of the Student Services Building.

Career Counseling

There are times in the academic process that students find a need for career counseling. Perhaps it is a matter of finding your first college major, or it could be feeling that the major you have chosen is not what you expected. Returning students are often considering a career change. Regardless of the situation, career counselors are able to provide assistance in making whatever career choice decisions students face at FGCU. The counseling process enables students to make an informed personal choice. A variety of career assessment instruments are available through the Career Development Center.

Career Planning and Development

Career Planning and Development assists students in developing an awareness of the world of work and its relationship to their academic experiences through workshops, seminars, computer software programs, career fairs, employer information, and career speakers. The Career Development Center maintains a WEB based on-campus interview system where employers can post employment vacancies for senior and graduate level students to review. All students can post their resumes on the WEB based resume bank, where employers can review and retrieve their resumes. The State of Florida Department of Labor and Employment Security maintains a computer in the office dedicated solely to positions posted on its WEB site. Once a week a Veterans Jobs and Benefits employee is at the Career Development Center to assist Veterans and other students with career concerns. Call to make an appointment.

Resources are available that list various positions offered by employers such as internships, full-time professional positions, and part-time and summer positions. Educational opportunities for interview and resume writing skills are also available.

Student employment positions are available for students interested in working on campus. Identify available positions by reading the list of positions posted outside the Career Development Center.

STUDENT HEALTH SERVICES

Personal Health

FGCU offers a number of health services to its students. Located in the Wellness Center, a registered nurse practitioner provides a variety of services from immediate triage to education and health awareness programs. Student Health Services is committed to ensuring that students are provided timely information and education so that students can better care for themselves. Student Health Services at FGCU is not designed as a primary care facility, but to augment other services.

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

Health Insurance

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

OFFICE OF RECREATION AND LEISURE SERVICES

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

Hundreds of students are involved in recreation at FGCU. Whether it's scuba diving, spending after-
noons in the Wellness Center, playing intramural sports or canoeing, FGCU students are active. This physical activity helps relieve stress, loosens tense muscles, clears the brain-fog caused by extensive studying and offers great opportunities for meeting people, making friends and having fun.

UNIVERSITY OUTREACH

University Outreach provides comprehensive programs and services, which prepare students for postsecondary education. University Outreach serves as an “educational pipeline” for students in the five county school district of Southwest Florida. Programs and services introduce pre-collegiate students to the University environment while encouraging them to pursue higher education. University Outreach works with elementary schools, middle schools, high schools and community based programs to actively promote the values and benefits of higher education. Activities, programs and services are designed to improve the quality of the student’s life and promote physical, emotional, intellectual and social development. Programs focus on the development of student academic skills and abilities, which translate into graduation and enrollment into postsecondary education.

HOUSING AND RESIDENCE LIFE

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

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

The complex is situated next to a lake and has a number of picnic and recreation areas, including a swimming pool, volleyball courts and outdoor grills. A Commons building has a laundry facility, business center, lobby and television area. Staff includes a live-in director, resident assistants and receptionists to assist students.

A single bedroom is $1,937 per semester and a double bedroom is $1,604 per semester. There is a dining facility on the main campus that provides eating arrangements at a reasonable cost. Housing residents can also take advantage of the fitness facilities located in the Wellness Center on campus. Additional information on Housing is available from the Dean of Student Services office at (941) 590-7900.

OFFICE OF MULTI ACCESS SERVICES – Multicultural, Diversity, Students with Disabilities, International Education

The Office of Multi Access Services (OMAS) assists students accessing and succeeding in the educational experiences offered by the University. Programs and services offered enhance curricular and co-curricular learning through opportunities to experience and learn about diverse cultures, abilities and global perspectives. OMAS primarily serves underrepresented students, students of diverse cultural/ethnic heritage, students with disabilities, international students and FGCU students pursuing international exchanges.

Services offered include:

• Multicultural and Diversity Programs. Working with historically underrepresented populations, OMAS encourages students to attend FGCU and provides support services to enhance their success. These may include financial aid information; academic skills, cross-cultural and social adjustment workshops; mentoring, leadership, career planning, multicultural and diversity programs; and advocacy for students of diverse racial, cultural and ethnic heritages. OMAS serves as a resource for student organizations whose focus is Multicultural, African American, Hispanic, Asian American, Native American, Women’s concerns or other groups that express an interest in forming. All students are invited to participate in multicultural programs that recognize cultures, significant historical events and persons, and provide opportunities for awareness, exploration and understanding of the value of diversity.

• Student Disability Services. OMAS promotes opportunities for full participation in University academics, programs, activities and services by students with disabilities, through the provision of reasonable accommodations and other support services. Disabilities as outlined in the Americans with Disabilities Act and by the University may include learning disabilities, visual, hearing, speech, physical
and other disabilities determined by individual situations. OMAS facilitates accommodations through coordination with faculty and staff, and serves as an information resource to promote awareness and knowledge of disabilities. The student is responsible for self-identifying, providing current (within the last three years) documentation from professionals who make such diagnoses and consulting with the OMAS staff with sufficient notice to coordinate appropriate services. Students facing challenges with academic access and progress may have undiagnosed disabilities. While FGCU does not currently provide disability testing, the OMAS can assist students, through referrals, to determine whether or not disabilities exist. Student are responsible for securing appropriate testing and documentation and assume the expense of this testing.

The OMAS staff provide initial consultation and periodic review of each student’s needs and works with faculty and staff to provide accommodations such as enrollment and registration assistance, classroom accommodation, notetaking and reader services, modified or extended test taking and interpreters. The Adaptive Learning Lab offers quiet study areas, assistive learning technologies and adaptive computer programs. Although the Financial Aid and Scholarship Office provides information on funding available to assist students with educational expenses, the OMAS staff has additional information on some scholarships available to students with disabilities.

• International Education. OMAS staff enrolls international students, processes their legal documents and maintains records in accordance with the US Immigration and Naturalization Service. Support services for international students include orientation to living and studying in the US, assistance with cross-cultural adjustment and transition issues and integrating international students into the University and community experiences. International students are encouraged to share their cultures through a variety of campus programs. Specific admission information, instructions and forms are available in the International Student Admission Guide.

• Opportunities for study abroad, internships, international community service and other types of international exchanges are available to students seeking to enhance the educational experience
Tuition, Fees, and Refunds

Assessment of fees is established by the Board of Regents and the Florida State Legislature and is subject to change without notice. Every effort will be made to publicize changes for any term in advance of the registration date for that semester. All other 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.

<table>
<thead>
<tr>
<th>Credit Hour Fees</th>
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<tbody>
<tr>
<td>Resident</td>
<td>Nonresident</td>
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<td>$ 62.19</td>
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<table>
<thead>
<tr>
<th>Graduate</th>
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<tbody>
<tr>
<td>$131.54</td>
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<td>$475.10</td>
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</table>

Student Health Fee/Term $12.50

Student ID (one time fee) $10.00

Registration fees for course audits are the same as the above fees, except that no assessment will be made for the out-of-state portion. A lab or course related fee may also be charged for certain courses. Consult your Schedule of Classes to locate the courses that require fees and the amounts. Additional fees may be added and special purpose fees may be assessed in some instances.

Students receive fee statements at the time they register and each time they drop or add courses and are responsible for paying fees in full by the appropriate due date stated in the Schedule of Classes. Failure to do so may result in cancellation of the student’s registration.

Initial Application Fee
$20 for each application - non refundable

Vehicle Registration and Parking Permits
See University Police section of catalog for additional information.

Fee Payment
Fees may be paid at the Cashier’s Office in person or by mail. Fees paid by mail must be received by the Cashier’s Office on or before the published due date. The University is not responsible for cash left in the night depository or sent through the mail.

Make checks payable to Florida Gulf Coast University and mail to:
Florida Gulf Coast University
ATTN: Cashier’s Office
10501 FGCU Blvd. South
Ft. Myers, FL 33965-6565

The Cashier’s Office will not accept checks above the amount due or checks for cash.

State law requires that a $25 service fee be assessed on a check returned unpaid by the bank. Returned checks can be redeemed only by cash, cashier’s check or money order. The University will not accept a check from any student with two previous dishonored checks.

Failure to pay fees by the established deadlines will cause registration in all courses to be canceled. See the Schedule of Classes for information regarding fee liability and reinstatement of classes.

Florida Prepaid Tuition Plan—All students planning to register under the Florida Prepaid Tuition Plan (FPTP) must present their FPTP identification cards to Cashier’s Office before the published last day to pay fees. The portion of the student fees not covered by the plan, which include local fees and applicable lab fees, must be paid by the student prior to the payment deadline.

Spiders-
Florida has thousands of species of insects, which makes a veritable feast for the many species of spiders that can be found on campus.
Late Registration Fee
A student who registers after the established deadline will be automatically assessed a $50 late registration fee.

Late Payment Fee
A student who pays fees after the established deadline for payments will be automatically assessed a $50 late payment fee. If applicable, this fee will be assessed in addition to the late registration fee described above.

Fee Waivers
A student using ANY fee waiver as part of the fee payment, must present the original and the student copy to the Cashier's Office at the time of payment. See the Schedule of Classes for more information.

Payment on Accounts Due the University
In addition to its published tuition and other fees, the University assesses students for loss or breakage of University equipment, books, fines and other related charges. These charges are due immediately. University policy prohibits registration, release of transcript or diploma for any student whose account with the University is delinquent.

The University reserves the right to assign any past due accounts to an agency for collection. When an account has been assigned, the collection agency fee will be added to the University charges for collection at the current contract rate.

Refunds
Refunds will be processed and mailed to the student's address shown on the Registrar's files for those students whose accounts show overpayments after the last day to pay fees. Students due refunds will not be required to submit refund requests to receive their refunds; they will be automatically calculated. If there is an amount due in the accounts receivable system, that amount will be deducted from any refund due.

- 100% of registration fees and tuition will be refunded if notice of complete withdrawal from the University is documented prior to the end of drop/add period.
- 25% of registration fees and tuition will be refunded if notice of withdrawal from ALL courses at the University is documented prior to the end of the fourth week of classes.
- Any student attending the University for the first time who withdraws from classes is entitled to a prorated refund of up to 60% of fees paid for the first semester. This only applies to students who are enrolled at a University for the first time.

Students who receive financial aid and subsequently change their enrollment status, which results in refunds, may have all or a portion of their refunds returned to the University's Financial Aid Office.

### 1998-99 ESTIMATED COSTS OF ATTENDANCE

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<thead>
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<th>With Parents</th>
<th>On Campus</th>
<th>Off Campus</th>
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<tbody>
<tr>
<td>Tuition and Fees*</td>
<td>1,960</td>
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<td>Books and Supplies</td>
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<td>Room and Board</td>
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<td>Transportation</td>
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<td>Personal Expenses</td>
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<td>TOTAL COST</td>
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</tr>
</tbody>
</table>

Appeals for tuition refunds must be submitted in writing to the Office of Admissions, Registration and Records within two years after the end of the term for which the refund is requested. There are no exceptions to this policy.

### Deadlines

Students are reminded that deadlines are strictly enforced. The University is not able to grant credit, permit installment payments for any fees or to extend the fee payment period beyond the time set in the official calendar. Financial aid is available to those students who qualify. Students who have applied for or receive financial aid should contact the Financial Aid Office immediately upon being notified that receipt of financial aid will be delayed to insure arrangements are made to meet current deadlines.
FGCU Resources

THE EAGLES CAFE

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

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

FAMILY RESOURCE CENTER

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

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

The center will provide opportunities for research related to the development and care of young children and for supervised internships, practicum projects and student teaching.

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

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

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

UNIVERSITY BOOKSTORE

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

Textbooks are expensive because they are costly to write, publish, ship and sell. Accelerated research contributes to a relatively short shelf life as new editions are published. Your textbook investment represents approximately 3% of the total cost of your
education. The bookstore pays cash for used books throughout the year. Prices paid depend on future class use at the University and Store inventory levels. Current editions of non-adopted textbooks in good condition will be purchased at the current market value.

Refunds

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

Payment

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

Lost or Stolen Textbooks

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

Bookstore hours.

Monday through Thursday from 8:00 a.m. to 7:00 p.m. and Friday from 8:00 a.m. to 5:00 p.m. Exceptions to these hours will be posted.

UNIVERSITY OMBUDSMAN OFFICE

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

Operating Philosophy

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

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

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

What the Ombudsman Does

According to University policy, the Ombudsman is expected to:

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

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

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

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

- Make recommendations to the President and appropriate authorities about desired or necessary changes in University rules, regulations, and procedures.
How the Ombudsman Can Help You

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

When the Ombudsman Does Not Get Involved

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

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

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

Processing Complaints

The following campus officers may receive complaints:

For academic complaints, the chair, director, or team leader of the relevant department/area and the dean of the relevant college and/or the Ombudsman; non-academic complaints by students are appropriately received by the Dean of Student Services and/or the Ombudsman.

The recipient of these informal complaints may deem it appropriate either to undertake an informal resolution of the complaint or to refer the complainant to another appropriate campus officer who may be better able to resolve the issue.

Student information complaint forms are available in the Ombudsman Office:

Charles W. McKinney, University Ombudsman,

Library Building #228, Phone: (941) 590-1022, Fax: (941) 590-1059, E-mail: CMCK@FGCU.EDU. In Dr. McKinney's absence, contact Linda Summers in Service Learning, Library 229, Phone: (941) 590-7016, Fax: (941) 590-7034, e-mail: Isummers@fgcu.edu.

UNIVERSITY POLICE

Florida Gulf Coast University Police and Safety Department provides a full range of public safety services to the 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; escorts of students, faculty and staff (on request); motorist assists (lockouts, dead batteries, etc.); lost and found, and educational programs (RAD, Securing Your Home, Robbery Prevention).

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

Telephone numbers:

Parking Services
590-1912 or ext. 1912

Administrative/Non-Emergency
590-1900 or ext. 1900

Emergency from a Campus Phone
590-1911 or ext. 1911

Emergency from a pay phone
911

Emergency from a cellular phone
*FGCU
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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.

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Accounting: General

ACG 2021 Core Concepts in Accounting I Credits: 3
This course focuses on the accounting information needs of various stakeholders, including managers, owners and creditors (capital markets), governmental agencies, and others. Specific topics covered include accounting and business vocabulary, the accounting process, income measurements, cash flow analysis, assets, liabilities, and financial statement content and analysis.
Prerequisites:
CGS 1100 with a minimum grade of C

ACG 2071 Core Concepts of Accounting II Credits: 3
This is the second in a two course sequence that introduces core concepts of financial and managerial accounting. This course focuses on managerial decision making and the information needs of managers. Specific topics covered include break-even analysis, traditional and non-traditional measures of performance, capital budgeting, TQM, ISO-9000, and the global economy.
Prerequisites:
ACG 2021 with a minimum grade of C

ACG 2091 Accounting Tools Credits: 2
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 2021.)
Prerequisites:
CGS 1100 with a minimum grade of C

ACG 3103 Financial Report & Analysis I Credits: 4
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 2021 with a minimum grade of B and ACG 2091 with a minimum grade of B and CGS 1100 with a minimum grade of B

ACG 3113 Financial Report & Analysis II Credits: 3
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 Credits: 4
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 Credits: 3
This course provides students with a basic understanding of well-controlled information systems in a variety of technological environments with added emphasis placed on the collection, processing, and reporting of accounting information. (USF course - last offered Fall 1997)

ACG 3402 Business Processes & Controls Credits: 4
This course familiarizes accounting students with the primary processes, or cycles, of organizations, and the risks associated with each event in the processes. The emphasis is placed on controlling risks and minimizing the potential impact they have on businesses. Topics covered include the sales cycle, the purchase cycle, the payroll cycle, controls, the general ledger architecture, and event based information systems.
Prerequisites:
ACG 2071 with a minimum grade of B and ACG 2091 with a minimum grade of B and CGS 1100 with a minimum grade of B

ACG 4123 Financial Report & Analysis III Credits: 3
Studies the measurement, reporting, and analysis of financial information under generally accepted accounting principles (GAAP) beyond Financial Reporting & Analysis II. Selected topics include deferred taxes, pensions, post-retirement benefits, leases, accounting changes, error analysis, cash flows, and full disclosure issues.
(USF course - last offered Spring 1998)
Prerequisites:
ACG 3113 with a minimum grade of C

ACG 4201 Acct for Complex Organizations Credits: 3
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, inter company transactions, and an introduction to international operations. In addition, the accounting issues of bankruptcy, partnerships, branch operations, and leveraged buyouts and takeovers are covered.
Prerequisites:
ACG 3113 with a minimum grade of C

ACG 4331 Costing of Goods & Services Credits: 3
The analysis and use of cost information in both manufacturing and service industries. Topics include cost system design, cost flows, cost allocations, CVP analysis, pricing, budgeting, and performance measurement. This course is specifically designed for non-accounting majors who need to better understand cost data and to make pricing decisions for goods and services.

[student photo - Homo sapiens] An abundant species on campus, students are what FGCU is all about. At present there are about 3,000 students who attend the university's four colleges.
does not meet Florida CPA requirements.)

**Prerequisites:**
ACG 2071 with a minimum grade of C

**ACG 4351**  
**Advanced Cost Accounting**  
Credits: 3  
This course will allow further study of issues facing accountants in industry. Topics covered will include extensions of some topics from Cost Accounting such as, activity-based cost and management systems, as well as, new topic areas. These may include areas of study such as, the Statements on Management Accounting, environmental accounting, target costing, the balanced scorecard technique for measuring total business unit performance, and financial measures of performance such as, economic value added.

**Prerequisites:**
ACG 3341 with a minimum grade of C

**ACG 4501**  
**Government & Not-for-Profit**  
Credits: 3  
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**  
Credits: 3  
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 3402 with a minimum grade of C and ACG 3113 with a minimum grade of C

**ACG 4671**  
**Internal Audit**  
Credits: 3  
This course introduces students to the internal audit function and the professional standards governing that function. The primary focus of this course is the control and management of organization risk. Topics include the professional standards of the Institute of Internal Auditors, audit evidence, the internal audit process, reporting standards and practices, computer audits, and fraud audits.

**Prerequisites:**
ACG 3103 with a minimum grade of C

**ACG 4901**  
**Directed Studies in Accounting**  
Credits: 3  
This course is designed to allow students to explore current topics in accounting and/or auditing. A detailed project or paper must be completed under faculty supervision. (Senior standing and permission of instructor required)

**ACG 4939**  
**Special Topics in Accounting**  
Credits: 3  
Topics covered in this course will vary from semester to semester. Potential topics include the history and evolution of accounting standards, accounting methods for specific industries, and emerging issues. (Senior standing)

**ACG 4940**  
**Internship**  
Credits: 3  
Supervised full-time work experience in accounting for a minimum of eleven weeks. Students must obtain prior approval from the Accounting Internship Coordinator and submit a written report at the end of the internship.

(Senior standing and a minimum 3.2 GPA required)

**Prerequisites:**
ACG 3103 with a minimum grade of C and ACG 3402 with a minimum grade of C

**ACG 5335**  
**Costing of Goods & Services**  
Credits: 3  
The analysis and use of cost information in both manufacturing and service industries. Topics include cost flows, cost allocations, CVP analysis, pricing, budgeting, and performance measurement. This course is specifically designed for non-accounting majors who need to better understand cost data and to make pricing decisions for goods and services. (This course does not meet Florida CPA requirements.)

**Prerequisites:**
ACG 2071 with a minimum grade of C or ACG 6025 with a passing grade

**ACG 5655**  
**Independent Audit II**  
Credits: 3  
This course expands upon Independent Audit I to include topics on the development of auditing as a profession and the current issues faced by those in the profession. Readings are drawn primarily from contemporary literature in the field. Certain topics not fully covered in Independent Audit I, such as reviews and compilations, international auditing issues, and governmental auditing will be included.

**Prerequisites:**
ACG 4632

**ACG 6025**  
**Acct Fundamentals for Managers**  
Credits: 3  
This course studies the users and uses of accounting information for decision making. The economic impacts of business transactions and the flow of related data through accounting information systems are explored. Specific topics covered include accounting systems, data needs of different users of accounting information, accrual vs. cash flow measures of performance, cost systems, and decision analysis tools. (This course does not meet Florida CPA requirements.)

**ACG 6135**  
**Accounting Theory**  
Credits: 3  
Analysis of trends in accounting through the review of various professional publications and official pronouncements. Completion of an in-depth review of a current topic is required.

**Prerequisites:**
ACG 3113

**ACG 6255**  
**International Accounting**  
Credits: 3  
This course introduces students to financial statements prepared by non-US based businesses. Topics covered include the differences in accounting standards between those that prevail in the US and those of the host country, and the cultural differences between the countries. Particular attention is paid to environmental studies and awareness are important at FGCU. Our 760-acre campus is a lush natural laboratory for environmental research by both students and faculty.
business entities based in the Greater Caribbean Basin and Western Europe.  

Prerequisites: 
ACG 3113

ACG 6905 Directed Study in Accounting  Credits: 1 to 3
This course is designed to allow the student to explore current topics in accounting and/or auditing. A detailed project and/or paper must be completed under faculty supervision. (Permission of instructor required)

ACG 6935 Special Topics in Accounting  Credits: 1 to 4
Topics covered in this course will vary from semester to semester. Potential topics include the history and evolution of accounting standards, accounting methods for specific industries, and emerging issues in accounting.

ACG 6940 Accounting Internship  Credits: 3
Supervised full-time work experience in accounting for a minimum of eleven weeks. Students must obtain prior approval from the Accounting Internship Coordinator and submit a written report at the end of the internship. (A minimum 3.2 GPA required)  
Prerequisites: 
ACG 3103 and ACG 3402

African History  
AFH 3100 African History to 1850  Credits: 4
This course is an outline survey of pre-colonial African history including a preliminary introduction to the use of primary sources (such as archaeology, oral tradition, cultural anthropology, comparative linguistics, documents) in reconstructing the African past.

AFH 3200 African History since 1850  Credits: 4
This course surveys the Colonial and post-colonial history of Africa. Emphasis on the impact of European and other alien influences on the continent, emergence of independent African states, and post-independence problems of nation building and economic development.

AFH 3454 The Africans  Credits: 4
The Africans examines the history and contemporary life of Africa through its critical indigenous, Islamic, and Western influences. This course focuses on such issues as African isolation, the development of Islam and Christianity, the development of the international slave trade, and the roots of the continent's economic and social systems. It offers new perspectives and insight into the regional and world role of Africa. This course will prove useful for many disciplines, including history, the social sciences, the humanities, and education.

African Studies  
AFS 2250 Culture & Society in Africa  Credits: 3
This course focuses on topics that include African religion, value systems, art and the aesthetics, family and lifestyle, impact of Islam and Christianity and conflict of cultures.

AFS 3251 African Environments  Credits: 3
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 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

African-American Studies  
AFA 2000 Intro Afr & Diaspora Studies  Credits: 3
This class is designed to introduce students to the sociological study of the issues of race, sex, and social class. In this class, we will examine a number of issues facing American society today and how these issues are inter-related. Special emphasis will be placed on discussing how those problems are (or are not) dealt with in our society. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

AFA 3900 Directed Readings  Credits: 1 to 3
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  Credits: 1 to 3
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

AFA 3931 Sel. Topics in Afr. & Dias. St  Credits: 3
This class is designed to introduce students to the sociological study of the issues of race, sex, and social class. In the class, we will examine a number of issues facing American society today and how these issues are inter-related. Special emphasis will be placed on discussing how these problems are (or are not) dealt with in our society. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

AFS 3931 Africa & the United States  Credits: 3
The students in this course examine the historical and current political, economic, and cultural relations between the United States and Africa.

AFS 4331 Social Inst. & the Afr-Am Comm  Credits: 3
The students in this course study social institutions as they relate to the African-American Community.

AFS 4335 Women of Color in the U.S.  Credits: 3
As an interdisciplinary survey of the contemporary experience of people of color in the United States, this course includes discussions of the socio-historical and cultural histories, myths and realities of the women.

Agriculture Economics and Bus.  
AEB 4025 Amer Agriculture & Society  Credits: 3
The role of American agricultural industry in society will be investigated. Agricultural technologies, processes and production capacity will be viewed with implications to human society. Class activities and field trips will be an integral part of the course.

American History  
AMH 2100 US History to 1877  Credits: 3
In this course a broad survey of American history from pre-Columbian times through the Civil War is provided. Special emphasis is given to critical social, cultural, and political movements and figures. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon
Rule requirements for graduation (state DOE rule 6A-10.030).

**AMH 2020**  
US History Since 1877  
Credits: 3
A continuation of AMH 2010, this course provides a broad survey of American history from the Reconstruction Era through the present. Special emphasis is given to critical social, cultural, and political movements and figures. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation (state DOE rule 6A-10.030).

**AMH 3110**  
American Colonial Hist to 1750  
Credits: 4
Examines the evolution of American society from the earliest European-Native American contact through the eve of the American Revolution. Emphasis is on the transformation of colonial structures, expansion, ethnocultural issues, the rise of slavery, and the development of representative theories of government.

**AMH 3172**  
The Civil War  
Credits: 4
This telecourse is an 11 hour examination of the entire sweep of the American Civil War. It emphasizes the complex causes and lasting effects of this conflict of the battles, home fronts, ordinary soldiers, African-Americans, and military and political leaders of this era. It includes a text and student study guide. Because of its interdisciplinary nature, it will prove informative to many non-History Concentration students.

**AMH 3201**  
The U.S., 1877-1929  
Credits: 4
Examines the nature of American history from the end of Reconstruction through the stock market crash of the late 1920's, emphasizing intellectual, political, economic, and social/cultural trends (including civil rights and feminism).

**AMH 3252**  
The U.S. since 1929  
Credits: 4
Examines American history from the Great Depression through the present, emphasizing intellectual, political, economic, and social trends. Students will gain an appreciation of the interconnectedness of these movements and of the diverse character of America. Civil Rights and feminism will be thoroughly discussed as examples of reform movements.

**AMH 3421**  
Early Florida  
Credits: 4
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  
Credits: 4
Examines Florida history from the Civil War through contemporary time, emphasizing the dramatically changing social, cultural, political, and economic milieu of the state. Geographical and environmental awareness will underscore all aspects of the course.

**AMH 3571**  
African-American History to 1865  
Credits: 4
A survey of the black American experience from its roots in Africa through the Civil War. Emphasis is given to developing a critical understanding of the unique nature of the black American experience and the importance of African-American contributions to American history.

**AMH 3572**  
African-American History since 1865  
Credits: 4
A survey of the black American experience since the Reconstruction Era. Emphasis is given to developing a critical understanding of the unique nature of the black American experience, the importance of African-American contributions to American history, and the significance of contemporary civil rights.

**AMH 3930**  
Undergrad. Sem. in Amer. Hist.  
Credits: 3
Emphasizes selected historical issues or problems of particular interest to students. Topics may vary and will incorporate interdisciplinary approaches.

**AMH 4428**  
Southwest Florida History  
Credits: 4
Intensive examination of the regional human experience in Southwest Florida. The course begins with the movements of humans into the peninsula since 12,000 years ago and traces the complex developments in this region through European contact, colonialism, statehood, Civil War and Reconstruction, land boom, depression, wartime, and the second land boom modern era. Students will learn from an interdisciplinary approach, which includes significant economic, environmental, and demographic questions relative to the southwest coast.

**AMH 4932**  
Studies in Amer. Civilization  
Credits: 4
Examination of major periods, themes, and movements in U.S. History, drawing heavily on concepts from the humanities and social sciences. Useful for many non-History Concentration students.

**American Literature**

**AML 2100**  
Literature & Culture of US, I  
Credits: 3
This survey of the literature of the United States from Native American Oral Traditions to the Civil War centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of this era with a solid foundation in both the authors/texts and their contexts. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.  
Prerequisites:
ENC 1101 with a minimum grade of C

**AML 2200**  
Literature & Culture of US, II  
Credits: 3
This survey of the literature of the United States from the Civil War to the present centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of this era with a solid foundation in both the authors/texts and their contexts. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.  
Prerequisites:
ENC 1101 with a minimum grade of C

**AML 3032**  
Lit & Culture of US, 1860-1912  
Credits: 3
This readings course centers on canonical and marginal literature of the United States from the Civil War to the beginning of Modernism. Students deepen their knowledge of this period of United States Literature and Culture through intense study of authors/works and their contexts.

**AML 3051**  
Lit & Culture of US, 1912-1945  
Credits: 3
This readings course centers on canoni-
cal and marginal literature of the United States during the Modern Era. Students deepen their knowledge of this period of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3221 Lit & Culture of US 1700–1820 Credits: 3
This readings course centers on canonical and marginal literature of the United States from the eighteenth century through the Revolutionary and Early National Period. Students deepen their knowledge of these periods of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3223 Lit & Culture of US 1820–1860 Credits: 3
This readings course centers on canonical and marginal literature of the United States during the American Renaissance. Students deepen their knowledge of this period United States Literature and Culture through intense study of authors/works and their contexts.

AML 3242 Lit & Culture of US 1945–pres Credits: 3
This readings course centers on canonical and marginal literature of the United States from the end of World War II to the present. Students deepen their knowledge of this period United States Literature and Culture through intense study of authors/works and their contexts.

AML 3413 Anglo-Am Lit & Cult to 1740 Credits: 3
This readings course centers on canonical and marginal literature that reflects the British encounter and engagement with the Americas from the Exploration period to the Enlightenment period. Students deepen their knowledge of the early periods of British exploration and colonization of the Americas through intense study of authors/works and their contexts.

AML 3601 Afr–Amer Lit & Culture to 1914 Credits: 3
This reading course centers on African-American literature from nineteenth century slave narratives to the poetry and fiction of the Harlem Renaissance. Students deepen their knowledge of African-American Literature and Culture through intense study of authors/works and their contexts.

AML 3602 Afr–Amer Lit & Cult 1914–pres Credits: 3
This readings course centers on African-American literature from the Harlem Renaissance to the present. Students deepen their knowledge of African-American Literature and Culture through intense study of authors/works and their contexts.

AML 3630 Latino Literature Credits: 3
This readings course explores the multiple identities designated by the term "Hispanic" in the United States as they are represented in literature. The course surveys the diversity of Latino poetry and fiction, including works by both popular and lesser-known Hispanic writers. Students consider the effects of the Mexican-American War (1846–1848) on the Southwestern United States and its role in the creation of a Chicano identity. Our reading also includes selections by Nuyorican, Dominican, Cuban, and other U.S. Latinos. Our analysis focuses on linguistic, thematic, and narrative techniques that shape the bicultural or hybrid text.

AML 3703 The Immigrant Exp in Lit of US Credits: 3
This readings course traces the diverse cultural history of the United States from the 19th century to the present by examining various literary accounts of the immigrant experience. Students consider the impact of mass migrations on the culture of the United States, the changes in attitudes these produce, and the corresponding myths and stereotypes employed in texts by and about immigrants. The course explores the ways that ethnic assimilation tales both reflect and subvert a "melting pot" ideology and considers the influence of "new ethnicity" movements on the status of ethnic literature in the post-60s United States.

AML 4111 19th Cent Novel in the US Credits: 3
This seminar begins with the rise of the novel in the United States in the eighteenth century and then charts its development to the Modern Era. The course focuses on the interaction between canonical and marginal works and the historical and cultural contexts that inform them.

AML 4121 20th Cent Novel in the U.S. Credits: 3
This seminar focuses on the novel in the United States in the twentieth-century. The course explores the interaction between canonical and marginal works and the historical and cultural contexts that inform them.

AML 4261 Literature of the South Credits: 3
This seminar focuses on critical study of various Southern writers in the United States in their historical contexts. The course centers on a variety of authors and texts that reflect Southern culture, economics, and politics.

AML 4265 Florida Writers Credits: 3
This variable topics seminar focuses on writers who have lived in and/or written about Florida, such as Hemingway, Hurston, Rawlings, and Stevens.

AML 4274 Literature by Women of Color Credits: 3
This seminar focuses on contemporary women writers of color in the United States: Native Americans, Asian-Americans, African-Americans, and Latinas. Readings include literature and contextual articles on historical and cultural issues. This course is cross-listed under WST 4262.

AML 4276 Seminar in African–Amer Lit Credits: 3
This seminar focuses on selected topics in African-American Literature, including such topics as the Slave Narrative, the Harlem Renaissance, Contemporary African-American Literature, or a selection of African-American writers.

AML 4300 Selected Authors from U.S. Credits: 3
This variable topics seminar focuses on selected writers from the United States, including such authors as Hawthorne and Emerson, Whitman and Dickinson, Douglass and Chesnutt, Twain and Crane, Fern and Chopin, Hemingway and Faulkner, Eliot and Whitman. This course may be repeated with a change of content for up to 6 hours.

AML 4303 Individual Authors from U.S. Credits: 3
This variable topics seminar focuses on a specific writer from the United States. This course may be repeated with a change of content for up to 6 hours.

AML 4453 Sel Topics in Lit.-Cult. of U.S. Credits: 3
This variable topics seminar focuses on
such issues as the development of democracy as it is reflected in literature of the United States, the relation between science and literature in the United States, or the question of alienation in United States literature. This course may be repeated with a change of content for up to 6 hours.

AML 4713 Working-Class Lit in U.S. Credits: 3
This seminar traces the development of a working-class literary tradition in the United States from its roots in sketches of industrial life of the 19th century to urban portraits of contemporary ghetto life. Readings include both canonical and non-canonical writers such as Rebecca Harding Davis, Upton Sinclair, Tillie Olsen, Anzia Yezierska, Meridel Le Sueur, H. T. Tsiang, Carlos Bulosan, Elizabeth Stuart Phelps, and Dorothy Allison.

American Studies
AMS 3700 Racism in American Society Credits: 3
This course is an introduction into the causes and effects of racism in American history, literature, art, the media, and folklore. Related concepts of ethnocentrism and class conflict will also be studied.

Anthropology
ANT 2000 Intro to Anthropology Credits: 3
This course provides a cross cultural study of the human species from both a biological and social perspective. It surveys the major branches of Anthropology: Physical Anthropology (human biology); Archaeology (the analysis of the prehistoric and history remains of human cultures); Anthropological Linguistics (the analysis of language in its cultural context); and Cultural Anthropology (the cross cultural study of peoples living in the world today, be they in tribal, peasant, or urban societies).

ANT 2100 Introduction to Archaeology Credits: 3
Course will cover historical and theoretical backgrounds of Archeology, the goals and methods of Archeology, and Archeological fieldwork techniques.

ANT 2200 Peoples of the World Credits: 3
This course provides a survey of the world’s known cultures by major geographic regions. It is designed to familiarize the students with the range and variety of the human condition. Representative case studies are used to demonstrate variations in human adaptations and to encourage the development of an appreciation and respect for diverse values and lifestyles. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

ANT 2211 Peoples of the World Credits: 3
This course provides a survey of the world’s known cultures by major geographic regions. It is designed to familiarize the students with the range and variety of the human condition. Representative case studies are used to demonstrate variations in human adaptations and to encourage the development of an appreciation and respect for diverse values and lifestyles. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

ANT 2511 Intro to Physical Anthropology Credits: 3
The goal of this course is to provide a basic understanding of the evolution of humankind and the development of earlier cultures. Among other topics discussed are primates and research methods and techniques used by physical anthropology to reconstruct past cultures. Prerequisites: ANT 2000 with a passing grade

ANT 3231 Introduction to Folklore Credits: 3
This course is an introduction to the cross-cultural methods and techniques regarding the collection, classification, and analysis of such materials as myths, jokes, games, and items of material culture.

ANT 3312 Native Amer Culture & Society Credits: 3
This course is an introduction to the diversity of Native American cultures through ethnographic description examining adaptive responses to the environment and culture contact. The goals for this course are to increase the understanding of contemporary Native American cultures and critical issues involving acculturation of native peoples.

ANT 3340 Caribbean Cultural

Patterns Credits: 3
This course is an introduction to human diversity as expressed through communities and ethnic groups worldwide. The goals for this course are to increase student appreciation of cultural differences and to develop a descriptive and critical understanding of cultural elements. Prerequisites: ANT 2000 or SYG 2000

ANT 3410 Cultural Anthropology Credits: 3
This course is an introduction to human diversity as expressed through communities and ethnic groups worldwide. The goals for this course are to increase student appreciation of cultural differences and to develop a descriptive and critical understanding of cultural elements.

ANT 3451 Folk Medicine Credits: 3
This course examines traditional medical systems and contemporary alternative medicine and related cultural beliefs, behavior, and taboos. The course includes the role of the traditional healer, ethnobotany, and the relationship to biomedicine.

ANT 3495 Methods in Anthro Research Credits: 3
This course introduces qualitative and quantitative data collection through ethnography, cognitive domain analysis, ethnographic decision modeling, survey creation, and data collection and analysis. The goal of the course is to present an overview of methods available for research and to apply one of the techniques in depth to a community issue.

ANT 3610 Language and Culture Credits: 3
This course is an applied approach to anthropological linguistics focusing on methods to develop materials for language retention programs in cultures without a written tradition. The goals of the course are to understand the importance of language in cultural identity and the problems faced by minority populations in language retention. Material will cover language structure, description and analysis, language acquisition, language loss, comparative studies of speech, communication, and sociolinguistics. Prerequisites: ANT 3410 with a passing grade

ANT 4241 Magic and Religion Credits: 3
This course provides a cross-cultural study of the social and cultural aspects of religion. Religious activities in the traditional and modern societies will be discussed. Ritual behavior, religious practitioners and symbols of belief will be considered in light of their impact on the social, political or economic aspects of peoples' lives.

Prerequisites:
ANT 3410 with a passing grade

ANT 4311 Southeastern Native Americans Credits: 3
This course provides a survey of prehistoric and historic cultural conditions of the Southeastern United States by focusing on major culture areas. Specific tribes including the indigenous people of Florida will be detailed in ethnography. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

Prerequisites:
ANT 2000 with a passing grade

ANT 4315 Afr-Am. Anthropology Credits: 3
This course reviews the most important theoretical issues in the African-American anthropology, including the cultural retention of Africanism, the family, with special emphasis on matrilocality, religion, folklore, and the reading of ethnographic studies of African descent peoples in the Americas.

Prerequisites:
SYG 2000 with a passing grade and ANT 2000 with a passing grade

ANT 4316 Cultures of the Contemp. South Credits: 3
This course examines the diversity of the contemporary South through ethnography paying special attention to the concept of community, change, and continuity in the region. Contemporary issues facing the area are investigated from an historical perspective. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

Prerequisites:
ANT 2000

ANT 4342 Seminar in Caribbean Lifestyle Credits: 3
This course explores the various cultural variations which exist in the Caribbean. The course is customized to ensure that the student is exposed to various cultural manifestations. Field work is required and when possible, the course will be offered as a study abroad course.

Prerequisites:
SYG 3240

ANT 4351 Cultures of Southern Africa Credits: 3
This course presents a survey of cultures of Southern Africa. It examines societal and political relationships and conflicts among the different cultural groups and nations. Students will interpret current changes through investigating the region's prehistory through ethnographies written in the twentieth century. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

Prerequisites:
ANT 2000 with a passing grade

ANT 4462 Medical Anthropology Credits: 3
This course provides an examination of illness, behavior, biomedical and traditional healing systems from a comparative perspective. By analyzing illness cross-culturally, anthropologists and health care providers can better understand the inter-relatedness of technology, ecology, and health in larger populations. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

Prerequisites:
ANT 2000 with a passing grade

Art

ART 1201C Methods and Concepts I Credits: 3
This course is a foundation course in basic visual elements, and vocabulary of art, with an emphasis on acrylic paint techniques, color theory, and the safe use of materials.

ART 1203C Methods & Concepts II Credits: 3
This course is a foundation course providing students with an introduction to three-dimensional materials, techniques and processes, as well as examples of significant historical and contemporary sculptures. Introduction to the safe use of hand and power tools will be covered.

Prerequisites:
ART 1201C and ART 1300C

ART 1300C Drawing I Credits: 3
This course focuses on observational drawing with a variety of drawing media. The course combines in-class drawing with an introduction to the vocabulary of art, as well as discussions of examples of significant historical and contemporary two-dimensional art. Also covered are issues related to the verbal and visual presentation of student art works.

ART 1301C Drawing II Credits: 3
This course builds on the technical and conceptual skills learned in Drawing I. The course focuses on architectural and landscape drawing, as well as provides an introduction to the figure, using a variety of drawing media and techniques. Historical and contemporary examples of art works concerned with related issues are reviewed.

Prerequisites:
ART 1300C with a passing grade and ART 1201C with a passing grade

ART 2110C Beginning Ceramics Credits: 3
This course studies hand-building processes and fundamentals of glazing techniques. Emphasis is on the development of a high degree of technical proficiency and a keen sense of form in ceramic mediums as well as an introduction to the history of ceramics.

Prerequisites:
ART 1201C with a passing grade and ART 1300C with a passing grade

Corequisites:
ART 1203C

ART 2111C Clay Sculpture Credits: 3
Exploring the clay for sculptural purposes with an emphasis on large-scale structure, expanding clay's sculptural potential, as well as an introduction to contemporary issues in clay sculpture.

Prerequisites:
ART 2110C with a passing grade

ART 2112C Wheel Throwing Credits: 3
This is the first course in which the student learns to throw on the potter's wheel. From the basic cylinder, the student learns to form a pitcher, covered jar, and other functional shapes, and to understand the traditional significance of these forms. Some alteration of thrown form is also covered. This course may be repeated.

Prerequisites:
ART 2110C with a passing grade

ART 2222 Intro to Computer Images Credits: 3
This course is an introduction to the issues and practices involved in the creation of computer generated images and
This course is an introduction to the issues and practices involved in the creation of art. Issues of both hardware and software are covered, as is the relationship of computer generated images to other forms of image making and manipulation.

Prerequisites:
ART 1201C with a passing grade and
ART 1300C with a passing grade

ART 2230C Graphic Design - Introduction Credits: 3
This course is a continuation of the basic concepts introduced in Methods and Concepts I and II as they apply to graphic design. Iconography, signs and symbols, and two-dimensional and three-dimensional compositions will be used as exploratory design problems. These problems extend the methodology and conceptualizing problem-solving skills of design.
Prerequisites:
ART 1301C with a passing grade

ART 2330C Life Drawing Credits: 3
This course studies the development of technical skills and self-expression through drawing the nude and clothed figure. It begins with anatomy studies, progresses to conceptualization of human form. Students will review the historical development of life drawing as it relates to their practice of drawing. May be repeated.

ART 2430C Fund of Printmaking: Silkscreen Credits: 3
This course introduces the basic techniques and history of serigraphy. Issues related to screen production, photographic techniques and safe art material handling will be discussed.
Prerequisites:
ART 2510C with a passing grade

ART 2440C Fund of Printmaking: Relief Credits: 3
This course is an introduction to both the practice and history relief printing in wood block, linooleum block, and collagraph.
Prerequisites:
ART 2510C with a passing grade

ART 2470C Fundament of Printmaking - Etching Credits: 3
This course is an introduction to the practice and history of intaglio printing in black and white through etching with nitric acid and zinc plates. Techniques include line etching, aquatint, cut plate and embossing, and soft ground.

Prerequisites:
ART 2510C with a passing grade

ART 2510C Painting I Credits: 3
This course helps students develop the skills/methods of composing images, along with in-depth study of painting techniques. The course will cover related contemporary and historical examples, with a focus on 20th century American and European painting. Issues of presentation including framing, sequencing and discussing work in public will be addressed.
Prerequisites:
ART 1201C with a passing grade and
ART 1300C with a passing grade

ART 2520C Painting II Credits: 3
This course helps students develop the skills/methods of producing images, along with in-depth study of painting techniques on a variety of surfaces, along with in-depth study of acrylic and other water based painting media and techniques. The course will ask students to consider related contemporary and historical examples, with a focus on post-World War II styles of art making. Issues of presentation including documentation and portfolio review will be discussed.
Prerequisites:
ART 2510C with a passing grade

ART 2701C Sculpture I Credits: 3
This course introduces basic sculptural process of fabrication, carving, modeling, and casting. It emphasizes developing ideas through analytical responses to assignments. Continued instruction in the use of appropriate technology to realize sculptural forms will be included. The course will cover related contemporary and historical examples, with a focus on 20th century American and European sculpture. Issues of presentation including installation, sitting and lighting, as well as, how best to discuss work in public will be addressed.
Prerequisites:
ART 1203C

ART 2702C Sculpture II Credits: 3
This course allows continued experience in more complex three-dimensional techniques. This class will emphasize both individual projects and a conceptual approach. Students will be asked to use appropriate technology and materials for the realization of their projects. Students will be asked to consider related contemporary and historical examples, with a focus on post-World War II styles of art making. Issues of presentation, including documentation and portfolio review will be discussed.
Prerequisites:
ART 2701C with a passing grade

ART 3232C Graphic Design II - Typography Credits: 3
This course introduces students to typography and how typography works as a pure design creating form, value, direction, etc., as letter forms or marks, as well as on a communication level as a message carrier. Students will become familiar with historical and contemporary styles of typography in a variety of two- and four-dimensional media.
Prerequisites:
ART 2230C with a passing grade

ART 3233C Graphic Design III - Production Credits: 3
This course explores the design process through solving specific, existing design problems or fulfilling specific design needs. The process takes students from conceptualizing explorations to concept refinement to final implementation. Students will produce a body of related work as preparation for a professional-level portfolio review.
Prerequisites:
ART 3232C with a passing grade

ART 3420C Fund Printmaking - Lithography Credits: 3
This course is an introduction to the basic techniques and history of lithography. Students will learn the basic techniques of graining, drawing, etching, and printing as they relate to lithography. The course will cover related contemporary and historical examples, with a focus on 20th century American and European Lithography.
Prerequisites:
ART 2510C with a passing grade

ART 4221C Advanced Graphic Design Credits: 3 to 9
This course focuses on design principles and techniques as used in mass-produced art. It includes projects and lectures.
Prerequisites:
ART 1300C and ART 1301C and ART 2230C and ART 3232C and ART 3233C

ART 4223 Advanced Computer Images Credits: 3 to 9
The course is an advanced exploration of issues and practices involved in the creation of computer generated images and art. Students will be asked to identify issues in contemporary image-making and manipulation that revolve around computer technologies. Students will create a body of work in relationship to those self-identified issues. Issues of final output presentation, including appropriate means of public presentation will be discussed.
Prerequisites:
ART 2222 with a passing grade

ART 4921C Painting Workshop
Credits: 3 to 9
The focus of the course is independent studies in painting. Emphasis on competence in medium and development of individual solutions to problems. The course will ask students to identify issues in contemporary art making practice and create a personally significant body of work in relation 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
Credits: 3 to 9
This course focuses on intensive studies in sculpture. It stresses competence in the following areas: casting nonferrous metals, steel fabrication techniques, woodworking, and landscape sculpture planning and production. The course will ask students to identify issues in contemporary art making practice and create a personally significant body of work in relationship to those self-identified issues. Issues of presentation, including production of a portfolio and exhibition practices will be discussed.
Prerequisites:
ART 2702C with a passing grade

ART 4923C Printmaking Workshop
Credits: 3 to 9
This course studies advanced techniques of silkscreen, relief printing, etching, and lithography depending on appropriate physical resources and student interests. The course will ask students to identify issues in contemporary art making practice and require them to create a personally significant body of work in relationship to those self-identified issues. Issues of presentation including issues of edition size, production of a portfolio and exhibition practices will be discussed.
Prerequisites:
ART 2430C with a passing grade or
ART 2440C with a passing grade or
ART 2470C with a passing grade or
ART 3420C with a passing grade

ART 4924C Photography Workshop
Credits: 3 to 9
This course covers various areas of photographic study, including nonsilver and advanced silver printing techniques and conceptual approaches to image making.
Prerequisites:
PGY 2401C and PGY 4410C

ART 4930 Special Topics in Art
Credits: 3 to 9
The faculty develops topics of importance to students' interests and needs. May be repeated to a maximum of three (3) semester hours.

Art History

ARH 2050 History of Visual Arts I
Credits: 3
This course is a survey of World Art to AD 1300. Students are introduced to problems of analyzing and interpreting the art of various cultures. Emphasis is placed on developing a shared vocabulary of art, accurate observational skills and linking the visual work to the cultural that produced the work.

ARH 2051 History of Visual Arts II
Credits: 3
The course is a survey of World Art since 1300. Students are introduced to problems of analyzing and interpreting the art of various cultures. Emphasis is placed on linking the visual work to its cultural context and interpretation of the work's historic and contemporary meaning.
Prerequisites: Art Concentration students must have taken ARH 2050 and achieved a passing grade. Open to all students.

ARH 4170 Greek & Roman Art
Credits: 3
This course is a comprehensive study of Aegean, Mycenean, Etruscan, Greek and Roman painting, sculpture and architecture. Emphasis is placed on linking the visual work to its cultural and social context.
Prerequisites: Art Concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4200 Medieval Art
Credits: 3
This course is a comprehensive study of early Christian, Byzantine and Medieval painting, sculpture, architecture and manuscript illumination. Emphasis is placed on linking the visual work to its social, cultural, and religious context.
Prerequisites: Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4301 Renaissance Art
Credits: 3
This course is a comprehensive study of Renaissance and Mannerist painting, sculpture and architecture in Italy and Northern Europe. Emphasis is placed on linking the visual work to its social, cultural, and religious context.
Prerequisites: Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4430 Nineteenth Century Art
Credits: 3
The course is 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
Credits: 3
This course is a comprehensive study of painting and sculpture and architecture from Cezanne to the present in Europe and the United States. Emphasis is placed on linking the visual work to its ideological, social political, and stylistic context.
Prerequisites: Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4630 Oriental Art
Credits: 3
This course is an introduction to concepts of the arts in China, Japan and other Far Eastern countries. Emphasis is placed on linking the visual work to its social, cultural, and religious context.
**Prerequisites:** Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

**Asian History**

**ASH 3400 The Chinese**
Credits: 4
This telecourse explores the history, people and heritage of one of the world's most ancient and fascinating civilizations. Rare scenes of daily life unveil the tensions between traditional and modern China. The course culminates by posting a number of critical questions, e.g., will China's traditional culture survive, what caused the incendiary protests at Tianamen Square, is China's future one of turbulence or peaceful evolution, how are China's technological and economic advances going to affect the nature of its society and its role in the global community?

**ASH 3404 Modern China**
Credits: 4
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**
Credits: 4
Examines the social, cultural, political, religious, and economic developments of Japan since 1800. Stresses the rise of Japan as a regional power and the influence of modern Japan as a world trade power.

**Asian Studies**

**ASN 2005 Introduction to Asian Studies**
Credits: 3
This course provides an overview of Asian-American social structure and factors which support or impede social change, collaboration and cultural maintenance. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

**ASN 3412 Asian Environments**
Credits: 3
The natural environments of Asia and critical environmental issues are examined within their ecological, cultural, economic, and historical contexts. Multiple sources of information including scientific data and artistic impression are utilized.

**Biochemistry (Biophysics)**

**BCH 3023C Biochemistry**
Credits: 3
The chemistry of proteins, lipids, carbohydrates, and nucleic acids will be studied. The principles of enzymology, metabolism and bioenergetics will be investigated. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

**Prerequisites:**
CHM 2211C with a minimum grade of C and BSC 1011C with a minimum grade of C

**Biomolecular Science**

**BSC 1010C Gen'l Biology w/Lab I**
Credits: 4
This course is intended for science majors. The principles of biology are studied from the molecular to the cellular level. Topics include: basic biochemistry, the cell doctrine, the physical phenomenon of life, elementary bioenergetics and biosynthesis, cellular and organismal reproduction and the gene concept. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

**BSC 1011C Gen'l Biology w/Lab II**
Credits: 4
This course is intended for science majors. General Biology with lab II examines biological systems from the organismal level through the system level. Topics include: theory of evolution, biodiversity and systematics, and ecology. The curriculum is inquiry based and fully integrated with laboratory and field experiences which emphasize active learning strategies.

**BSC 1020C Human Systems**
Credits: 3
This course is intended for non-science majors. The basic principles of human biology will be studied. The following components will be investigated: cell biology, reproduction and genetics and human anatomy and physiology including human impacts on ecological systems. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

**BSC 1051C Environ Bio-Sw Fla Environ**
Credits: 3
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 laboratory and field experiences which emphasize active learning strategies.

**BSC 1085C Hum Anat & Physio w/Lab I**
Credits: 4
This course is intended for health science majors. Students will investigate the structure and function of the human body systems, including: integumentary, skeletal, muscular nervous and endocrine systems. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

**BSC 1086C Hum Anat & Physio w/Lab II**
Credits: 4
This course is intended for health science majors. Students will continue their investigation of the structure and function of the human body systems, including: cardiovascular, respiratory, renal, gastrointestinal, reproductive and immune systems. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

**BSC 2024C Human Species**
Credits: 3
The goal of this course is to provide a basic understanding of the evolution of mankind and the development of earlier cultures. Among other topics discussed are primates and research methods and techniques used by physical anthropologist to reconstruct past cultures.

**Prerequisites:**
ANT 2000 with a minimum grade of C

**BSC 2300C Biological Systems I**
Credits: 3
This is the first semester of a two-semester course which will consider
biology from a systems perspective. Topics will include general system characteristics, unique aspects of biological systems, system complexity, evolution, comparative system architecture, levels of abstraction, biological control systems, redundancy, and artificial system synthesis. Chemical fundamentals, cell structure and function, elements of molecular biology, physiology and anatomy, taxonomy, complex system organization, and emergent properties of biological systems will also be considered. Case studies and system simulation will be utilized extensively. Artificial life, genetic programming, and computational metaphors based on biology will also be discussed. A range of projects will be required.

**BSC 2301C Biological Systems II**
Credit: 3
This is the second semester of a two semester course which will consider biology from a systems perspective. Topics will include general system characteristics, unique aspects of biological systems, system complexity, evolution, comparative system architecture, levels of abstraction, biological control systems, redundancy, and artificial system synthesis. Chemical fundamentals, cell structure and function, elements of molecular biology, physiology and anatomy, taxonomy, complex system organization, and emergent properties of biological systems will also be considered. Case studies and system simulation will be utilized extensively. Artificial life, genetic programming, and computational metaphors based on biology will also be discussed. A range of projects will be required.

**Prerequisites:**
BSC 2300C with a minimum grade of C

**BSC 3030 Biology & Society**
Credit: 2
Biological implications of the interactions among human society, population and technology in relation to the environment and natural systems. Historical perspectives will be considered. This course will be taught integrated with Teaching Methods in Middle Grades Science.

**Prerequisites:**
BSC 1030C with a minimum grade of C and BSC 1051C with a minimum grade of C

**BSC 3121 Scientific Process in Biology**
Credit: 2
Students are introduced to the philosophy and methodology of the scientific practice in classroom discussion and laboratory and field experiences. Students, through self practice and collaborative review, learn: philosophical and practical differences between physical & historical science; hypothesis generation & testing; experimental design; construction of a research proposal; composition of a scientific paper; oral presentation; and critical review. This course will be taught integrated with Communication Skills in the Science Classroom.

**BSC 3404C Envirn Quantitative Techniques**
Credit: 3
Students will practice laboratory and field techniques for environmental monitoring and analysis, and will develop competency with appropriate instrumentation, data management strategies and statistical procedures.

**BSC 4422C Methods in Biotechnology**
Credit: 3
This course explores the techniques and applications of biotechnology with strong emphasis on laboratory investigation. Recombination DNA technology will be the focus of study with applications in plant and animal systems. Impacts of biotechnology on society will be examined, such as the human genome project and agricultural biotechnology.

**Prerequisites:**
BCH 3023C with a minimum grade of C and PCB 3053C with a minimum grade of C

**BSC 4900 Dir Ind Study/Research in Bio**
Credit: 2 to 4
Individual study by students under the direction of a faculty mentor. The topic will be selected based on mutual consensus between the student and the faculty mentor.

**BSC 4910 Senior Project Research in Bio**
Credit: 2
Research projects or certain aspects of research are carried out by one or more students under the supervision of a faculty mentor. The research project is designed to hone skills in applying research principles and obtaining practice in data collection, analysis.

**BSC 4911 Sr Project Presentation in Bio**
Credit: 2
A continuation of the senior project, students will be expected to prepare and present a summary of their research. The presentation may be oral, written, multimedia, etc. Work will be completed with the faculty mentor.

**Prerequisites:**
BSC 4910 with a minimum grade of C

**BSC 4912 Senior Seminar in Biology**
Credit: 3
Students conduct research in scientific teaching methodologies under the supervision of a faculty mentor. The seminar will culminate in the presentation of inquiry-based materials which can be used in the secondary biology classroom.

**BSC 4920 Current Topics in Biology**
Credit: 1
Special sessions exploring the literature in Biological Sciences. Topics may vary; they are selected on the basis of what is new or currently relevant in the field. Students will receive Satisfactory "S" or Unsatisfactory "U" grades for this course.

**Prerequisites:**
ISC 3120C with a minimum grade of C or BSC 3121 with a minimum grade of C

**BSC 4930 Special Topics in Biology**
Credit: 2 to 4
Courses will be developed based on topics of current or special interest to students or faculty. Topics or focus vary depending on student/faculty interest. Students will receive Satisfactory "S" or Unsatisfactory "U" grades for this course.

**BSC 4940 Internship in Biology**
Credit: 2 to 4
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.

**Business Law**

**BUL 3130 Legal & Ethical Enviro of Bus**
Credit: 3
This course is designed to introduce the student to the contemporary legal and ethical environment of business. Topics covered include: the legal system, ethics, constitutional law, criminal and civil law, intellectual property, environmental law, contracts, and agency and employment law. A principal feature of the course is
to investigate ethical dilemmas arising in the business environment and to develop critical thinking abilities for application to various contemporary legal problems.

BUL 3320 Law & Business I
Credits: 3
This course covers the nature of legal and societal institutions and environments, and major aspects of public, private, UCC and related business law.
(USF course - last offered Fall 1997)

BUL 3321 Law & Business II
Credits: 3
Legal problems in marketing of goods, nature of property, sales of personal property, secured credit transactions, nature and use of negotiable instruments.
(USF course - last offered Spring 1998)

BUL 4331 Law and the Accountant
Credits: 3
A comprehensive study of commercial law as it affects the practice of accounting.
Prerequisites:
BUL 3320

BUL 5830 Business Law I
Credits: 3
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
Credits: 3
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, property, partnerships, corporations, and professional ethics.
Prerequisites:
BUL 5830

Chemistry

CHM 1045C General Chem w/Lab I
Credits: 4
This course is intended for science majors. General Chemistry I explores the fundamental laws of chemistry including: states of matter, atomic and molecular structure, the periodic table, stoichiometry, theories of chemical bonding, acid-base reactions and the gas laws. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.

CHM 1046C General Chem w/Lab II
Credits: 4
This course is intended for science majors. General Chemistry II is a continuation of CHM 1045. Students examine solutions, redox reactions kinetics and equilibria, thermodynamics, electrochemistry, nuclear chemistry and descriptive chemistry. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.
Prerequisites:
CHM 1045C with a passing grade

CHM 1084C Environmental Chemistry
Credits: 3
The basic concepts of organic and inorganic chemistry in the context of applications to the environment will be studied in this course. Students will discuss and experience the application of chemistry to issues of water quality, atmospheric pollution, sustainable agricultural practices, and environmental risks to human health in an integrated environment of lectures, laboratory activities, and field experiences.

CHM 2210C Organic Chem w/Lab I
Credits: 4
Concentrates on the study of various classes of organic compounds with emphasis on their chemical reactivity and utility in synthetic and biochemical processes. Three-dimensional structures of various compounds and their functionality groups are learned with the relationship between structure and reactivity to why and how certain reactions proceed and others do not. Specific reaction types organized by common mechanisms, rather than by functional group, are further studied.
Prerequisites:
CHM 1045C with a minimum grade of C and CHM 1046C with a minimum grade of C

CHM 2211C Organic Chem w/Lab II
Credits: 4
Continues concentration on the study of various classes of organic compounds with emphasis on their chemical reactivity and utility in synthetic and biochemical processes. Three-dimensional structures of various compounds and their functionality groups are learned with the relationship between structure and reactivity to why and how certain reactions proceed and others do not. Specific reaction types organized by common mechanisms, rather than by functional group, are further studied.
Prerequisites:
CHM 2210C with a minimum grade of C

Clinical Psychology

CLP 4143 Abnormal Psychology
Credits: 3
Descriptive Psychopathology, theoretical models, empirical evaluation and treatment of maladaptive behavior.
Prerequisites:
PSY 2012 with a passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade

CLP 4314 Health Psychology
Credits: 3
Review of application of clinical psychology in behavioral medicine contexts. Emphasis on rehabilitation and prevention.
Prerequisites:
PSY 2012 with a passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade

CLP 4414 Behavior Modification
Credits: 3
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 passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade

CLP 4433 Psych Tests & Measurements
Credits: 3
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 passing grade and
STA 2023 with a passing grade and
PSY 3044 with a passing grade and
PSY 3213 with a passing grade

Comparative Politics

CPO 3002 Comparative Politics Credits: 3
This course examines the political systems of a representative sample of developing and developed countries. Particular attention is paid to the capacity of these societies to respond to the challenges of population growth, environmental degradation, and the world economy. The course also focuses on current events though student subscriptions to major periodicals such as The Economist.

CPO 4204 Govt. & Pol. Affairs in Africa Credits: 3
This course examines impact on imperialism on the African continent, the emergence of independent nation states, the various models of development pursued in Africa, and the political conflicts that have emerged within and between Africa's nation states. Particular attention is paid to Africa's capacity to meet the challenges of population growth, environmental degradation, and participation within the world economy.

Comparative Psy & Anim. Beh.

CBH 4004 Comparative Psychology Credits: 3
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 passing grade and
STA 2023 with a passing grade and
PSY 3044 with a passing grade and
PSY 3213 with a passing grade

Computer Applications

CAP 3611 Computation & Neural Systems Credits: 3
This course is designed to introduce students to computation and neural systems. Topics will include a review of general physiology from a systems perspective, comparative neurophysiology and evolutionary biology, perception systems computational aspects of information processing within the central nervous system, clinical neuropsychology, and higher level cognitive functions. Techniques for pattern recognition, discrimination, estimation, classification, and supervised and unsupervised learning in synthetic systems will be discussed. Artificial neural network models synthetic sensory systems, artificial life, and the implementation of computational neuromorphic systems using VLSI technology will be considered. Case studies will be presented. The course will emphasize an interdisciplinary approach aimed at understanding the topics at several levels of abstraction. Simulations and laboratory exercises will be included.

Prerequisites:
MAC 2311 with a minimum grade of C and CEN 2001 with a minimum grade of C

CAP 4022 Interactive Multimedia Credits: 3
This course will examine the principles and practice of communication using digital media, including graphics, digital photography, animation, video, and sound. The technological, aesthetic, pedagogical, and ethical issues of interactive multimedia will be explored. The necessary skills to create effective interactive multimedia documents will be developed. A laboratory will be included which requires the development of 6 complete multimedia projects. A range of authoring tools will be used in the course, including Hypercard, Director, Illustrator, Pagemaker, Photoshop, Premier, SoundEdit 16, and JAVA.

Prerequisites:
COP 2226 with a passing grade

CAP 4620 Artificial Intelligence Credits: 3
This course will cover a range of topics in the field of artificial intelligence. Topics to be discussed include a brief history of artificial intelligence, an overview of human intelligence, problem solving and representation, control strategies, search techniques, predicate calculus, production-rule systems, expert systems, intelligent agents, natural language understanding, an introduction to neural networks, genetic algorithms, and artificial life. Case studies and programming of artificial intelligence (AI) systems will be emphasized.

Prerequisites:
COT 3400 with a minimum grade of C

CAP 4660 Robotic Systems Credits: 3
This course will consider the analysis and design of robotic systems.

Autonomous, semi-autonomous, fixed, and virtual robots will be considered. Topics will include a review of dynamic systems, transducers and actuators, degrees of freedom in robotic systems, robotic control strategies and algorithms, adaptive behavior in robotic systems, and system implementation. Case studies and laboratory exercises will be an integral part of the course.

Prerequisites:
COT 3400 with a passing grade

CAP 4680 Knowledge-Based Systems Credits: 3
This course will cover a range of topics in knowledge-based systems. Topics to be discussed include an introduction, what is A.I.?, applications of A.I., what is an expert system?, the structure of expert systems, knowledge acquisition, a simple expert system, knowledge engineering, methods of knowledge representation, building expert systems processes and tools, the system development life cycle, expert system shells, logic the prolog language processing, speech recognition, intelligent databases, decision support systems, summary future possibilities. Participants will gain experience with commercial expert systems.

Prerequisites:
CAP 4620 with a passing grade

CAP 4730 Computer Graphics Credits: 3
This course provides a foundation for work in computer graphics. Detailed topics include: Mathematical preliminaries, coordinate systems, transformations, perspective, graphical primitives, curve and surface modeling, representation of 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 will also be examined. A comprehensive programming project will be required.

Prerequisites:
COT 3400 with a passing grade

CAP 4830 Simulation & Modeling Credits: 3
The course will focus on continuous and discrete event system simulation. Students will develop skills in conceptualizing issues from a wide range of disciplines, translating these models into forms suitable for computer simulation, and selecting or designing appropriate simulation software. Topics to be con-
temporary computer architectures will be considered. Sequential, parallel, and distributed system models will be discussed. RISC and CISC systems will be evaluated. Memory and I/O models will be developed.

Detailed topics include: Instruction set design, processor micro-architecture, pipelining, cache and virtual memory organization, protection and sharing, I/O, interrupts, and peripherals. In addition, symmetric multiprocessors, vector and supercomputers, message passing machines, systolic arrays, distributed shared memory machines, dataflow and multithreaded architectures, and interprocessor networks will be considered. Case studies, modeling, and simulation of machine performance will be emphasized.

Prerequisites:
COT 3400 with a passing grade and CDA 3104 with a passing grade

CDA 4151 Parallel & Distributed Systems Credits: 3
This course will investigate parallel and distributed computing systems. A taxonomy of parallel systems will be presented. Parallel computer applications will be discussed. Software development for parallel computers will be considered. Commercial parallel and distributed machine architectures will be examined. Limits to parallelism will be discussed. Case studies of application specific parallel VLSI systems will be presented. A parallel computer system programming laboratory will be included as an integral part of the class.

Prerequisites:
CDA 4150 with a passing grade and COP 4610 with a passing grade

CDA 4170 Data Acquis. & Control Systems Credits: 3
This course will cover the architecture and implementation of data acquisition and control systems. Topics covered will include analog and digital measurement techniques, sources of error, transducers and actuators, system modeling, instrumentation system architecture, computer controlled instruments, computer controlled data acquisition systems, and system design techniques. Open and closed loop control, control system architecture, system analysis and design, system stability, and analog and digital control system implementation techniques will be considered. Case studies will be presented. Laboratory exercises, simulations and design projects will be an integral part of the course.

Prerequisites:
CDA 3200 with a passing grade and CEN 2001 with a passing grade

CDA 4210 VLSI System Design I Credits: 3
This course will allow participants to design, implement, and test very large-scale digital integrated circuits and systems. System complexity, design methodologies and tools, implementation technologies, case studies, and fundamental limits and future possibilities for digital VLSI systems are considered. Topics include levels of abstraction VLSI systems, architecture and microarchitecture, complexity, design methodology, performance considerations, delays in wires and active elements, scaling, MOS as an abstract technology, the MOS transistor, stick diagramming, static and dynamic logic, programmable logic arrays, RAM, ROM, high-level building blocks, Silicon and GaAs processing technologies, fabrication, capacitance, resistance, inductance, transmission line effects, power, delay estimation, clocking, computer-aided design, and analog building blocks and systems. A comprehensive design project will be completed and a chip fabricated and tested by each participant.

Prerequisites:
CDA 3104 with a passing grade

CDA 4213 VLSI System Design II Credits: 3
This course will allow participants to design, implement, and test very large-scale analog integrated circuits and systems. System complexity, design methodologies and tools, implementation technologies, case studies, and fundamental limits and future possibilities for analog VLSI systems are considered. Topics include levels of abstraction in VLSI systems, architecture and microarchitecture, system complexity, analog system building blocks, gain stages, level shifting, output stages, gain-bandwidth product, noise in analog systems, fabrication, capacitance, resistance, inductance, transmission line effects, power dissipation, merging digital, analog, and sensor technologies on-chip, and system tradeoffs. A comprehensive design project will be completed and a chip fabricated by each participant.

Prerequisites:
CDA 4210 with a passing grade

Computer Engineering
CEN 2001 Programming Methodology
Credits: 3
This course will address the fundamental principles of computer science and their application to software engineering. Emphasis will be on programming and problem solving using the "C" programming language. Software engineering principles, software documentation, testing, and software project management are included in the course. Lectures and laboratory work are integrated. A range of programming projects will be completed. Prerequisite: High School or College Algebra, Geometry, and Trigonometry.

CEN 2001 Software Engineering
Credits: 3
This class includes information on the strategies and concepts associated with the design and implementation of large software systems. Both sequential and concurrent systems are considered. Emphasis is placed on understanding the levels of abstraction involved in software engineering. The software life cycle, design methodologies, design objectives, documentation, configuration management, reliability issues, maintenance, and software tools are discussed. Requirements and specifications, both formal and informal, are studied. Verification, and validation issues are examined. Management principles, human communication skills, and documentation considerations in the software engineering process are also explored. Case studies are emphasized. Projects involving the design and implementation of small systems are an integral part of the course. A comprehensive laboratory project is also included. Prerequisites: CDA 3104 with a passing grade and COT 3400 with a passing grade

CEN 4525 Internet Technologies
Credits: 3
The course will present an overview of contemporary Internet technologies. Topics to be covered include the history of the Internet, Internet domains, and Internet connections and protocols. The architecture of the World Wide Web and HTML techniques and standards will be discussed. The implementation of text, images, links, forms, imagemaps, and frames will be considered. Indexing methods and search engines will be presented. Servers, CGI scripts, VRML, the JAVA programming language, intelligent agents, and database interfaces will be discussed. Security issues will be presented. Fundamental limits and future possibilities of the Internet will be discussed. Programming projects will be required. Prerequisites: COT 3400 with a passing grade

CEN 4526 Mobile Computing
Credits: 3
This course will consider the technology and design of computing systems that are physically mobile. Such systems include laptop computers, computers connected via telephone, radio, and satellite networks, portable digital assistants, intelligent telemetry and data monitoring systems, and advanced virtual reality systems incorporating distributed computing elements. Detailed topics include: computers and communication systems, the human-computer interface, system portability, reliability, power consumption and power sources, data security, and privacy. Recent research papers will be presented to the class. Guest speakers will lecture on current topics in mobile computing. Prerequisites: COT 3400 with a passing grade

Computer Information Systems

ISM 3011 Information Systems
Credits: 3
An introduction to computer hardware and software tools for knowledge workers. Software tools include spreadsheets, word processing, two- and three-dimensional presentation graphics, electronic mail, and network browsers. In addition, the course explores computer information systems in organizations and the use of computers to enhance productivity.

ISM 3113 Systems Analysis
Credits: 3
Systems concepts, structured methods, techniques, and computerized tools used in systems analysis projects. Both procedural and object-oriented analysis approaches are covered. Students as a group will work on a real life project to apply concepts and methods they learned. (Fundamental computer programming knowledge required.) Prerequisites: ISM 3010

ISM 3141 Advanced Bus Pgm & Systems
Credits: 3
Business application development, problem solving, and testing and maintenance using a modern programming language. Projects cover business applications, including web development with programming options as ActiveX, ASP, JAVA, and JAVA Script.

ISM 3212 Database Concepts & Admin
Credits: 3
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 3113

ISM 3220 Data Communication & Networking
Credits: 3
Students will gain an in-depth knowl-
edge of telecommunications fundamentals, including coverage of voice technology, LANs, WANs, Internet, intranets, and international standards. Installation, configuration, troubleshooting, and management of the technologies are practiced in a project environment. Case studies and sample projects are reviewed.

**Prerequisites:**
CGS 1100 with a minimum grade of C

**ISM 3230 Intro Bus Programming IS Prof**
Credits: 3
Introduction to problem-solving and business application development. Review of programming and basic programming concepts in a modern programming language, such as Visual Basic, C++, or CQL. Principles of programming style are emphasized. Projects and assignments cover business applications.

**ISM 3232 Intermediate Bus Pgm IS Profs**
Credits: 3
Intermediate presentation of business application development using a modern programming language. Topics include data structures, indexing, file processing, and user interfaces. Good programming design techniques are emphasized. Business applications are developed.

**ISM 3400 Decision Support Sys Apps**
Credits: 3
Study of the principles of decision making and the human/computer alliance. Hands-on computer-assisted decision making for an organizational environment.

**ISM 3431 Mgt Science: POM Apps**
Credits: 3
This course studies fundamental methods of management science, including decision analysis, forecasting, network, queuing, inventory and linear programming models. The focus is on applications of these models to production and operations management problems. Students use a computer software package to assist in case problem analysis.

**Prerequisites:**
STA 2023 with a minimum grade of C and MAC 2233 with a minimum grade of C

**ISM 4331 Info Sys Capstone Project I**
Credits: 3
Students will gain an understanding of the information system development process, including problem identification, definition, and scoping. The focus of this course will be on Information Systems Design, using Software Engineering approaches. Student teams will learn and use project management techniques, such as resource allocation and scheduling. Teams will develop a prototype system that satisfies the function design requirements of a "real" organization. Computer-aided Software Engineering, planning and scheduling tools will be used for the project. The project will be jointly selected by the students and the course instructor.

**Prerequisites:**
ISM 3113

**ISM 4332 Info Sys Capstone Project II**
Credits: 3
This is the second part of the information system capstone project. Teams will continue developing a prototype system and satisfying the needs of the organization. Students will test and implement the prototype system. Software Engineering concepts such as Testing, quality assurance and walkthroughs, cost-effectiveness, operation, maintenance, software reuse, configuration management, and reengineering will also be discussed. Student groups will post their system development efforts on the World Wide Web and make an oral/graphical presentation to the College at-large.

**Prerequisites:**
ISM 4331

**ISM 4380 Info Sys for Hospitality/Tours**
Credits: 3
Domain specific information systems focusing on the hospitality, tourism, and travel industry. The first part of this course focuses on information systems issues in the hospitality/tourism area, such as, customer data collection, event management, billing systems, facility scheduling, and procurement. The second part of the course focuses on the travel industry information systems trends using the Internet.

**Prerequisites:**
ISM 4381 Health Care Info Sys
Credits: 3
Domain specific information systems course focusing on managed health care systems. The first part of this course focuses on information systems issues in the health care area, such as, patient data collection, patient health record management, third party billing systems, facility scheduling, and procurement. The second part of the course focuses on managed care information systems trends using the Internet.

**ISM 4905 Directed Independent Studies**
Credits: 3 to 6
Independent studies as directed by designated faculty. May be repeated up to 6 credit hours.

**Prerequisites:**
ISM 3113

**ISM 4930 Topics in Computer Info Sys**
Credits: 3
Selected topics in information systems.

**Prerequisites:**
CGS 1100 with a minimum grade of C

**ISM 4941 Practicum in Computer Info Sys**
Credits: 3
This is a joint faculty/industry directed remote and/or on-site course experience in information systems development. The course is usually available during the summer semester and may involve a third-party at a local, national, international, or emerging organization.

**Prerequisites:**
ISM 3113

**ISM 5127 Database Concepts & Admin**
Credits: 3
Advanced principles of database administration. Information system design and implementation in the database environment. The course covers 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 6021

**ISM 5231 Info Sys Hardware & Software**
Credits: 3
Principles and application of computer systems hardware and software are presented. Students will gain an in-depth exposure to hardware architecture and the use of operating systems and application software. Hardware and software design and security issues are also explored.

**ISM 5366 Info Sys Technology Management**
Credits: 3
MBA students gain an overview of the
CIS profession including the flow and control of information in an organization and the effective managerial use of information to solve business problems. Students study current security issues, hardware, and software systems including operating and applications software.

**ISM 5386 Info Systems for Hospital/Tour**  
**Credits:** 3  
Domain specific information systems course focusing on the hospitality, tourism, and travel industry. The first part of this course focuses on information systems issues in the hospitality/tourism area, such as, customer data collection, event management, billing systems, facility scheduling, and procurement. The second part of the course focuses on the travel industry information systems trends using the Internet.

**ISM 5405 Decision Support Systems Apps**  
**Credits:** 3  
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**  
**Credits:** 3 to 6  
Graduate independent studies as directed by designated faculty.

**ISM 5930 Topics in Computer Info Sys**  
**Credits:** 3  
Selected topics in information systems.

**ISM 6021 Management Info Systems**  
**Credits:** 3  
This course examines the structures, use and management of information opportunities in business organizations. It highlights information technology as a key element of change in business. The course investigates concepts in planning and controlling functions such as transaction processing, communications, expert decision support systems. Each area is presented as part of the organization's information portfolio, which is designed as a resource for all levels of management.

**ISM 6121 Info Systems Development**  
**Credits:** 3  
Study and application of system concepts for the improvement of organizational work and information systems. The structured methods, techniques, computerized tools, and object-oriented analysis approach used in systems analysis projects are covered. Students as a group will work on a real life project to apply concepts and methods they have learned.  
**Prerequisites:** ISM 6021

**ISM 6122 Information Systems Design**  
**Credits:** 3  
An in-depth study of the problem of determining an efficient design to meet the requirements specified by the user. Consideration of alternative designs, design selection, basis of structure and design, concepts of coupling, cohesion, abstraction, and modularity will be covered. Emphasis will be on Software Engineering approaches.  
**Prerequisites:** ISM 6121

**ISM 6146 Project Design & Development**  
**Credits:** 3  
Students will master the principles and techniques used in designing and developing products, systems and processes. The course introduces the use of graphic-based systems such as Computer Aided Design (CAD) and Geographical Information Systems (GIS). Teams will be jointly select and develop a project in construction and/or manufacturing.

**ISM 6315 Project Planning & Scheduling**  
**Credits:** 3  
Students will master the principles and techniques used in managing one-of-a-kind projects in construction and/or manufacturing. The course introduces the use of scheduling and resource-allocation information systems such as Primavera Project Planner. Teams will jointly select and schedule a project in construction and/or manufacturing.

**ISM 6536 Automation in Operations Mgt**  
**Credits:** 3  
This course offers an in-depth treatment of the structure and function of computer integrated manufacturing (CIM) processes, integration of automation in design and manufacturing, product and process design, computer aided design (CAD) and computer aided manufacturing (CAM) systems, process planning, and robotics and flexible manufacturing systems (FMS).  
**Prerequisites:** MAN 6526

**Computer Programming**

**COP 2333 Object-Oriented Systems**  
**Credits:** 3  
This course provides experience in understanding and applying a range of modern programming systems. Object-oriented programming paradigms including C++ and JAVA are considered. PROLOG is presented. Lectures and laboratory work are integrated. A range of programming projects is included.

**COP 2532 Programming Abstractions**  
**Credits:** 3  
This course will focus on data abstractions and its relationship to programming. Recursion and recursive algorithms, backtracking, and computational complexity will be considered. An introduction to abstract data types will be presented. A range of ADT's including stacks and queues will be discussed. Linked lists, symbol tables, binary trees, expression trees, and functions as data will also be considered. The application of alternative data structures in the design of a text editor will be covered. Lectures and laboratory work are integrated. A range of programming projects will be completed.  
**Prerequisites:** CEN 2001 with a passing grade

**COP 2550 Programming Systems**  
**Credits:** 3  
This course provides experience in understanding and applying a range of modern programming systems. Object-oriented programming paradigms including C++ and JAVA are considered. LISP, concurrent languages, the functional paradigm, and selected emerging languages are presented. Lectures and laboratory work are integrated. A range of programming projects is included.  
**Prerequisites:** COP 2532 with a passing grade

**COP 4334 Object-Based System Design**  
**Credits:** 3  
This course will address fundamental conceptual models for programming languages and illustrates these with specific languages and application problems. Specific topics include class and object models, inheritance, and relations among classes and objects as well as both static and dynamic system models, and implementations. A range of programming projects will be completed.  
**Prerequisites:** COT 3400 and CDA 3104

**COP 4610 Operating Systems**
The course will include the evolution of modern operating systems, single and multi-tasking systems, tasking and processes, process coordination and synchronization, scheduling and dispatching, physical and virtual memory organization, device management, file systems, security and protection, communication and networking, and distributed and real-time systems. Case studies will be emphasized. The UNIX, Macintosh, and Windows 95 operating systems will be investigated in detail.

**COP 4710 Database Systems**

Credits: 3

This course will focus on both theoretical and applied aspects of database systems. Hardware system considerations and database machine design will be included. Entity-relationship, relational, network, hierarchical, and object-oriented data models will be discussed. Relational algebra, calculus, and database query languages will be considered. Dependencies, constraints, and normal forms will be presented. The role of databases in a range of applications will be discussed. An overview of interactive and programmatic interfaces to database systems will be considered. Database transactions will be presented. A project involving the design of a database system will be completed.

**Prerequisites:**

COT 3400 with a passing grade

**COP 4901 Community Computing**

Credits: 3

This course is intended to provide participants with the skills necessary for the dissemination of computing technology within communities. The course will prepare leaders to understand computer system technology, perform needs assessments, work effectively within a community, and secure funding for computing resources. Participants will endeavor to transfer computing knowledge to community organizations, governments, businesses, schools, and individuals so that they may achieve their respective goals. Topics will include technologies and their impact on society, ethics, communication and negotiation skills, management skills, marketing, entrepreneurship, needs assessment, computing resources, computer system and network design, consulting, system management, security, searching for information on computer networks, and mobile computing. Participants will learn how to specify, purchase, and set up computer systems, networks, and servers. Participants will also engage in team-based community computing projects.

**Prerequisites:**

COT 3401 with a passing grade and CDA 3104 with a passing grade

**COP 4906 Senior Project**

Credits: 2

This course is intended to provide the student with an opportunity to focus his/her understanding of computer science on a significant problem at the systems level. The project topic will be selected by the student in consultation with his/her advisor. Interdisciplinary activities and teamwork will be encouraged. Senior Standing

**COP 4908 Independent Study**

Credits: 3

In this course the student will engage in reading, problem solving, project development, simulation, laboratory investigation, field work, or a combination of these activities under the supervision of a faculty member.

**COP 4931 Special Topics in Comp. Sci.**

Credits: 3

This course is intended to cover contemporary material in the field of computer science.

**Computer Theory**

**COT 3400 Algorithms**

Credits: 3

A range of algorithms for sorting, searching, and selection will be covered in the course. An analysis of these algorithms, including their performance, will be undertaken. Algorithm design, divide and conquer strategies, and dynamic programming will be considered. Space-time tradeoffs will be examined. Complexity classes, and parallel and distributed algorithms will be presented. Genetic algorithms will be introduced. Digital signal processing algorithms and applications will be considered. Programming projects will be completed.

**Prerequisites:**

COP 2550 with a passing grade

**Computers General Studies**

**CGS 1100 Introduction to Computers**

Credits: 3

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 3411 Computer Apps. for Math**

Credits: 3

This course will develop competency in a high level programming language for secondary education majors.

**Prerequisites:**

MAC 2311 with a passing grade

**CGS 4010 Computers in Mathematics Education**

Credits: 3

Application of technology in mathematics education. Basic and logo languages. Examination and evaluation of appropriate software for different levels of mathematics.

**CGS 5466 Prog Overview for Info Profess**

Credits: 3

This course will address programming in a high level language in a business context. Included among the topics will be 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. The course will be project focused.

**CGS 6210 Microcomputer Hardware Sys for Ed**

Credits: 3

This course focuses on the development of an understanding of the role of computer and networking hardware to support the mission of education in schools, libraries, and other institutions. This includes conceptual understanding of computer operation, experience with major system components, and familiarity with network infrastructure. Topics include: basic concepts of digital electronics and digital computer systems, major categories of computer peripherals, network development and operation, historical development of electronic computers, and selection and maintenance of computers and networking infrastructure in an educational setting.

**Creative Writing**
CRW 2100  Intro to Fiction Writing  Credits: 3
This course centers on analysis of the major techniques used in fiction writing. Students develop skills in both writing prose fiction and reviewing and editing prose fiction. This course will require at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites:
ENC 1101 with a minimum grade of C

CRW 2300  Intro to Poetry Writing  Credits: 3
This course centers on analysis of the major techniques used in poetry writing. Students develop skills in both writing poetry and reviewing and editing poetry.
Prerequisites:
ENC 1101 with a minimum grade of C

CRW 4120  Advanced Fiction Writing  Credits: 3
This course focuses on analysis of the elements of the short story, novella, and novel forms. The course emphasizes the development of an individual style in writing fiction; critiquing, editing, and revising original fiction; and preparing fiction for publication. The course will include 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites:
CRW 2100

CRW 4320  Advanced Poetry Writing  Credits: 3
This course focuses on analysis of the elements of various poetic forms. The course emphasizes the development of an individual style in writing poetry; critiquing, editing, and revising original poetry; and preparing poetry for publication.
Prerequisites:
CRW 2300

Criminology & Crim. Justice

CCJ 3024  CJ Systems & Processes  Credits: 3
This course examines the various components of the criminal justice system, including police, courts, corrections, and the juvenile justice system. The course focuses on the relationship of the criminal justice system to broad political, economic, and social issues. Students will be exposed to related agencies of the criminal justice system (EMS, HRS, etc.). Additionally, the course introduces students to comparative criminal justice systems.

CCJ 3290  Justice Policy  Credits: 3
This course analyzes the relationship between legislative decisions, judicial decisions, and the resulting policies of criminal justice agencies. It explores interrelationships among these three branches of government within the context of legal issues affecting the administration of justice. The course also examines such contemporary issues as police authority, discretionary practices, inmate rights, conditions of confinement, equal employment/affirmative action, and liability of criminal justice personnel. Emphasis is on proactive approaches for use in developing justice policies in a rational, fiscally-responsible manner.

CCJ 3340  Methods of Offender Treatment  Credits: 3
This course offers theories and techniques which may be employed within the boundaries of probation, parole, or prison. It explores their use in altering the attitudes, values, and behaviors of persons adjudicated guilty by the criminal justice system.

CCJ 3341  Community Corrections  Credits: 3
This course describes and analyzes correction interventions and treatment programs in the community. Students examine the current principles and practices of community-based correction systems. The course reviews the historical and contemporary perspectives of placing corrections in the community environment.

CCJ 3506  Juvenile Delinquency  Credits: 3
This course examines the nature and extent of delinquency. Focus is on competing explanatory models and theories. In addition, students will be exposed to the evaluation of prevention, control, and treatment programs.

CCJ 3610  Theories of Criminal Behavior  Credits: 4
This course examines the complex factors related to criminal behavior. It focuses on understanding criminal and delinquent behavior from a multi-disciplinary perspective (biological, psychological, social). The course places emphasis on past and present theories. In addition, students will focus on prevention, control, and treatment of criminal and delinquent behavior. Students will be required to participate in a one(1) semester hour field placement to develop and enhance their understanding of criminal behavior.

CCJ 3621  Patterns of Criminal Behavior  Credits: 4
This course examines the nature and extent of the crime problem. Concentration is on major patterns (typologies) of offender behavior. Areas of emphasis include crimes against the person, property crimes, violent crimes, economic/white collar offenses, organized crime, female crime, and political crime. Additionally, students will examine the specific characteristics of the career criminal. The course also explores the unique range of diverse criminal behavior. Students will be required to participate in a one (1) semester hour field placement experience to develop and enhance their theoretical understanding of the course.

CCJ 3653  Drugs, Alcohol & Crime  Credits: 3
This course offers an examination of the history, pharmacology, health consequences, and crime-related aspects of mind-altering drugs. Emphasis is placed on the effects on criminal behavior, the legal response to the problem, and the treatment and prevention of abuse.

CCJ 3665  Victimology  Credits: 3
The course provides an overview of the study of victims and the process, etiology, and consequences of victimization. Special attention is paid to the types of victims, theories of victimization, and the victim's treatment within the criminal justice system. In addition, the course examines the role of victims in crime, their decisions to report crimes and help prosecute offenders, victim assistance, and victim compensation. Special emphasis is on sexual battery and domestic violence.

CCJ 3701  Research Methods-Crim Justice  Credits: 3
This course examines the major methods of gathering, analyzing, and reporting social data. It focuses on the purpose and logic of scientific inquiry and research techniques in criminal justice. The course places emphasis on qualitative and quantitative research techniques, including data collection, experimental and non-experimental designs, measurement procedures, sampling
methods, and interpretation of research results.

CCJ 4110  Law Enforcement  Credits: 3  
This course provides a comprehensive examination of the American law enforcement system at the federal, state, and local levels. Emphasis is on functions (law enforcement, order, maintenance, public service) and responsibilities. These include preservation of constitutional rights and community relations. Additionally, students review the social, legal, economic, and political elements that affect law enforcement.

CCJ 4121  Crime Prevention  Credits: 3  
This course examines the theory, operation, and evaluation of crime prevention as a function of the criminal justice system. Students examine a variety of crime prevention techniques, including crime prevention through environmental design.

CCJ 4202  Courts & Social Policy  Credits: 3  
This course examines the role courts pursue in determining social policy as it relates to criminology. Emphasis is placed on political and social input that influence judicial decision making. The role of democracy and punishment in the courts is emphasized in the light of current social policy.

CCJ 4215  Constitutional Criminal Law  Credits: 3  
This course explores the basic concepts of criminal law. It involves the elements of criminal statutes, criminal responsibility, defenses, and participants in the legal process. Additionally, students examine the historical basis of the American criminal law system.

CCJ 4228  Legal Issues in Corrections  Credits: 3  
This course provides an overview of the legal aspects of corrections. These include legal issues from conviction to release from incarceration. Specifically, the following issues are examined: pre-sentence investigations, sentencing, probation and parole, incarceration, and loss and restoration of civil rights. Emphasis is on the practical, legal problems confronting the probation and parole officer and the corrections administrator.

CCJ 4284  Law & Social Control  Credits: 3  
This course involves the study of law and social structure, sociology of law, and formal control mechanisms. Students examine the philosophical, legal, and scientific modes of inquiry that are central to the study of law. Attention is given to fitting the appropriate method of inquiry to social policy questions. The course explores the effectiveness of the law in developing social policy.

CCJ 4292  Courts & Legal Issues  Credits: 3  
This course identifies and examines issues relevant to the American court system. Focus is placed on jurisdiction, policies, and procedures of courts in the administration of criminal justice. Students are exposed to central principles of criminal law, including the substantive elements of defining conduct for specific crimes and the various exculpatory conditions for criminal liability. Additionally, the course introduces students to criminal issues, as well as other democratic principles such as the constitutional rights of the accused in criminal proceedings.

CCJ 4306  American Corrections  Credits: 3  
This course offers a comprehensive examination of the U.S. correctional system. Special focus is on theories of punishment and rehabilitation, the historical antecedents of modern corrections, offender characteristics, sentencing and community-based corrections. The course examines the operation and administration of correctional facilities, prison life, and contemporary debates concerning the role of corrections in society.

CCJ 4331  Alternatives to Incarceration  Credits: 3  
The course explores alternatives to imprisoning the offender, including probation, parole and diversion. It includes other community-based intervention and treatment approaches. The alternatives to prison and the social, political, and economic atmosphere in which they function form the foundation of this course.

CCJ 4450  Ldrship & Mgmt in CJ Agencies  Credits: 4  
This course deals with the application of management and leadership theories to the administration of law enforcement and correctional agencies. Models of decision-making, problem solving, and situational leadership are used to assess responses to current challenges facing criminal justice organizations. Students will explore value-oriented leadership strategies that can be used to motivate today's diverse workforce. The course addresses management's responsibility for translating organizational mission statements into ongoing operational realities. Additionally, the course will illustrate the changing nature of accountability and personnel development through a review of both traditional agency practices and decentralized management approaches (community policing, functional unit management, direct supervision jail). Emphasis is placed on avoiding crisis management through proactive planning, interactive communication, conflict prevention, and visionary leadership. Students will be required to participate in a one (1) semester hour field placement that promotes problem solving and facilitates effective criminal justice practice within a variety of settings.

CCJ 4487  Ethics in the Criminal Justice Sys  Credits: 3  
This course identifies and analyzes the diverse ethical issues encountered in the criminal justice system. It provides an overview of historical trends related to corruption, an analysis of the causes of unethical practices, and discussion of unprofessional conduct. Focus is placed on traditional ethical theories and their application to such topics as discretion, use of force, misconduct, authority and responsibility, civil obedience, privacy, and other relevant ethical issues. Students will explore such topics as plea bargaining, bail and detention, wiretapping, sentencing, prisoners' rights, and parole. The course examines ethical practices that foster public trust in the criminal justice system.

CCJ 4501  Juvenile Justice System  Credits: 3  
This course focuses on the history, philosophy, and evaluation of the juvenile court and juvenile court practices and procedures. It deals with such topics as neglect, dependency, and delinquency, and jurisdiction of the court. The roles of the police officer, the correctional officer, and the social worker in the juvenile justice system are also examined.

CCJ 4601  Human Behavior  Credits: 3
This course examines the origins of human and deviant behavior from a multidisciplinary approach (biological, psychological, sociological, criminological). The course addresses major theories and research including case studies that illustrate deviant behavior, such as drug abuse, suicide, mental illness, and sexual deviance.

CCJ 4612 Criminal & Delinquent Behavior  Credits: 3
This course examines patterns of criminal and delinquent behaviors in light of theories and classification concepts.

CCJ 4662 Minorities and Crime  Credits: 3
Racial ethnic, and class identities are examined in terms of their impact on individual experiences of the law, crime, justice, victimization, stigma, and punishment/rehabilitation. Further, students examine sociological and criminological theory and research on these issues. Special attention is paid to the role of racism in theories of crime and in American law. Students explore the treatment of minorities by the various components of the criminal justice system.

CCJ 4663 Female Crime  Credits: 3
This course is an in-depth study of the relationship between women and various forms of criminal behavior, including the examination of historical and current theory and research. The experience of women as crime victims as well as criminal offenders is examined. In addition, the role of women as criminal justice practitioners is explored. The purpose of this course is to develop an understanding of the connection between theory and research; to identify how and where the connection influences the study of women in criminological theory and research; and to identify the social and political implications of change.

CCJ 4681 Domestic Violence

This course explores the theoretical issues, both past and present, regarding domestic violence. Attention is given to the impact of domestic violence on the victim and society. In addition, the course focuses on the legal aspects of domestic violence, including child abuse, and the key factors associated with recognizing it. Students also examine current research relating to these issues.

CCJ 4700 Statistical Research Methods  Credits: 3
Students will examine descriptive statistics, probability theory, statistical inference, and significant tests by parametric and non-parametric methods. Additionally, the course will cover measures of association.

CCJ 4706 Computers & Statistics in CJ  Credits: 3
This course provides a working knowledge of statistical techniques in criminal justice research using criminal justice databases. Using appropriate statistical software such as SPSS, the student will develop the ability to interpret statistics. Additionally, students will apply statistical techniques to criminal justice issues.

CCJ 4910 Independent Research  Credits: 3
This course is designed to provide qualified students with the opportunity to perform meaningful research in areas of criminal justice under the direction of a faculty member. The student will work closely with a faculty member in the development and implementation of research projects in the area of criminal justice.

CCJ 4933 Spec Topics in Criminology/CJ  Credits: 3
This course explores a wide variety of issues in criminal justice and criminology. It provides an in-depth analysis of current and emerging issues in the field. Topics vary in this course.

CCJ 4934 Senior Sem (Criminal Justice)  Credits: 3
This course involves the integrative experience through which students comprehensively analyze and assess significant theories, policies, and practices related to the study of criminology and criminal justice. Information from prior course work is synthesized and applied to current, as well as future issues in the field. Further, the course places emphasis on the relationship of theory research, and practical applications in the field of criminal justice. The course provides an in-depth study of the relationships among varying topics of selected and contemporary significance to the field. The course allows students to demonstrate their cumulative skills in all academic areas.

CCJ 4940 Internship  Credits: 1 to 6
The internship consists of placement with one or more of the agencies comprising the criminal justice system. This course will enable students to gain meaningful field experience within the criminal justice system.

CCJ 5635 Comparative Crim Just Systems  Credits: 3
This is a graduate seminar and elective course in the MPA Program. The course will focus on an examination of various criminal justice systems in specific nations, cultures, or societies. The course explores law enforcement, corrections, and the judiciary in a comparative context. The course also provides an overview of the historical bases as well as the societal and cultural influences in the development of the criminal justice systems studied. The particular nation, culture, or society chosen for comparison will differ depending on the instructor.

CCJ 6106 Rsch Legal Methods Pub Policy  Credits: 3
In depth overview and analysis of legal methods in the American legal system, focusing primarily on the criminal justice system. Through instruction in legal research on the internet, the students will become familiar with various aspects of public policy in the creation and application of law. The course will compare and contrast legal systems from throughout the world utilizing the resources of the internet and the worldwide web.

 Students are not all fresh out of high school. In fact, the average age of FGCU students is 33! Many are returning to college to finish degrees or to get further education to help their careers.
CCJ 6405  Law Enforcement & Courts  Credits: 3
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 6406  CJ Mgmt Plicy: Law Enforce Crts  Credits: 3
Advanced overview and analysis of policy, theory and research pertinent to the management of police agencies and court administration and decision making. Contemporary issues will be explored as well as historical development.

CCJ 6455  Criminal Justice Management and Policy: Juvenile Justice and Correctional Systems  Credit: 3
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 6910  Directed Research Projects  Credits: 1-6
This is a graduate course in the MPA program. The course will allow the student to 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 Criminal Justice Systems  Credits: 3
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  Credits: 3
This is a graduate seminar and elective course in the MPA program. The course will focus on the analysis and formulation of policies that emanate from the national, state and local administrations as they pertain to the broad field of criminal justice.

DEP 4005  Developmental Psychology  Credits: 3
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 STA 2023 with a minimum grade of C and PSY 3044 with a minimum grade of C and PSY 3213 with a minimum grade of C

DEP 4404  Psych of Adulthood & Aging  Credits: 3
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 and STA 2023 and PSY 3044 and PSY 3213 or PSY 4206

Economic Problems & Policy

ECP 3302  Economics of the Environment  Credits: 3
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 3530  Economics of Health Care  Credits: 3
An overview of the U.S. health care system with a focus on demand for medical care, health insurance, hospitals, physician services, regulation versus competition for cost containment, alternative delivery systems, financing uncompensated care, Medicare prospect payment system, long term care and economic issues concerning health-related behavior.
Prerequisites: ECO 2023

ECP 3613  Urban Economics  Credits: 3
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  Credits: 3
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  Credits: 1 to 3
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 is required.
Prerequisites: ECO 2013 with a minimum grade of C and ECO 2023 with a minimum grade of C

ECP 3930  Special Topics  Credits: 1 to 3
This course will be centered around topics of current interest in economic problems and policy. Topics will vary. The course may also be 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

Technology is an important element in education at our university, but it is still the excellence of its faculty that makes FGCU an exceptional educational value in Florida.
ECP 4302 Environmental Economics Credits: 3
Relationships between environmental ethics, issues, attitudes, and economic practices of different cultures will be studied as a basis for understanding current economic models including sustainable economics with integrated lectures and class projects.

ECP 6311 Econ of Natural Resources I Credits: 3
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 Credits: 3
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 Credits: 3
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 Credits: 1 to 3
This course will center around topics of current interest in economics problems and policy. Topics will vary. The course may also be used to offer advanced versions of graduate courses presently offered. Not automatically transferable. Consent of the instructor and/or director of the program is required.
Prerequisites:

ECO 6005 Economics

ECO 2013 Princ of Macro Economics Credits: 3
This course presents the fundamental relationships in the aggregate, or macroeconomy. Basic measures of macroeconomic activity are covered as are their uses and limitations. The major policy goals pertaining to macroeconomic phenomena such as inflation, economic growth, and unemployment are covered and alternative policy proposals for dealing with these problems are discussed. The concept of scarcity within the public or government sector is addressed. Current macro economic issues are explored and the course is designed to increase general economic literacy for all students.

ECO 2023 Princ of Micro Economics Credits: 3
This course analyzes the individual components of an economic system. Special emphasis is placed on decision-making by individuals and by firms. The major market structures of competition and monopoly are covered and variations of these market structures are explored. The supply and demand model is introduced and used extensively to explain individual and firm behaviors in markets. An introduction to issues in international trade and finance are also part of this course.

ECO 3101 Intermediate Price Theory Credits: 3
This course studies the behavior of individual economic units, primarily consumers and firms. We consider how decisions are coordinated among these groups in an economic system. Much of the course develops tools for analysis, which explain various economic phenomena. These basic tools are used in nearly all other areas of economic inquiry. The theoretical framework developed will be used to evaluate policy decisions.
Prerequisites:
ECO 2023

ECO 6005 Fund Micro Macro Econ Analysis Credits: 3
A survey, analysis and synthesis of microeconomic and macroeconomic concepts with emphasis on demand and supply analysis, resource allocation, national income accounts, output and employment, and international trade theory. Open to graduate students without a previous background in economics.

ECS 6905 Directed Independent Study Credits: 1 to 3
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.

Education Supervision
EDS 6050 Princ/Prac of Educ Supervision Credits: 3
Role definitions of supervision, analysis of role conflict, needs assessment, supervising the planning of instruction, and observing the delivery of instruction.

EDS 6131 Clinical Supervision Credits: 3
Trains administrators, supervisors, and peer teachers in observing and diagnosing teacher classroom performance, writing remedial plans, conducting post observation conferences, and evaluating performance.

EDS 629 Problems in Supervision Credits: 3
Analysis of instructional problems in schools. Emphasis on supervisory tasks, case studies, and the application of problem solving techniques and strategies.
Prerequisites:
EDS 6050 with a passing grade

Education: Early Childhood
EEC 4008 Lit in Early Childhood Educ Credits: 3
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.

EEC 4203 Prog for Young Children Credits: 3
Historical and sociological foundations of
of early childhood education, establishing professional beliefs regarding teaching young children, and developing an appropriate learning environment. Field experiences required.

**EEC 4211  Integrated Curr:Science/Math**
Credits: 3
Develops understanding of appropriate curriculum experiences in science and math for kindergarten and primary grades with an emphasis on how learning experiences are integrated throughout the curriculum and how math and science can be the integrative stimulus. 
Prerequisites: EDF 4112 with a minimum grade of C

**EEC 4212  Int. Curr.: S.S., Human.,& Art**
Credits: 3
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

**EEC 4300  Cognitive Exp for Young Children**
Credits: 3
Focuses on nurturing cognitive development through an integrated curriculum for all children in pre-kindergarten and kindergarten. 
Prerequisites: EDF 4112 with a minimum grade of C

**EEC 4303  Creat/AffectExp for Young Child**
Credits: 3
Focuses on nurturing creative and affective domains through providing developmentally appropriate experiences for all children in kindergarten and pre-kindergarten.

**EEC 4401  Child,Family & Teacher Relations**
Credits: 3
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. Implications from these under-

**EEC 4706  Language & Emerging Literacy**
Credits: 3
Focuses on developing an understanding of language development, processes of emerging literacy and how teachers support development through appropriate integrated curriculum experiences.

**EEC 4940  Internship: Early Childhood**
Credits: 9 or 10
Full day, full semester internship, with field placement in a kindergarten, pre-kindergarten, or primary grade where teacher candidates demonstrate the ability to apply knowledge, skills and dispositions in authentic situations.

**EEC 4942  Field Experience II**
Credits: 3
Field placement in kindergarten or primary grade where teacher candidates have opportunities to apply knowledge and skills in authentic situations.

**EEC 4943  Field Experience III**
Credits: 3
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

**EEC 6261  Adv Prog in Early Child Educ**
Credits: 3
Innovative curriculum designs in Early Childhood Education, with emphasis give to related research. 
Prerequisites: EEC 6405 with a minimum grade of B

**EEC 6405  Home-Schl-Comm Interac/ECE**
Credits: 3
Recent social science and educational literature has addressed the need to look beyond individual (child) ontogeny and consider the relationship between children and their social contexts. Children are best viewed as part of dynamic interactions between themselves and social systems with the added dimension of the evolutionary changes within those social structures and functions. In this course we will review the current research on how children across the lifespan and interact reciprocally with their families and with the various levels of schooling in their learning process, collectively and in small groups, we will be critically analyzing policies and programs that address ways to mobilize schools and families to work together in educational partnerships. 
Prerequisites: EDF 4312 with a minimum grade of B and EEC 4203 with a minimum grade of C

**EEC 6406  Social Growth in Childhood**
Credits: 3
Principle factors that influence the social development of young children with particular emphasis upon those cultural influences that affect both child development and the educational programs for the young child.

**EEC 6705  Intellec Growth in Childhood**
Credits: 3
Intellectual development of the normal child with particular emphasis on the studies of Jean Piaget and how they relate to curriculum for children, ages 0-8. Child study through observation required.

**EEC 6826  Wkshop in Early Childhood Educ**
Credits: 3
Individual problems and innovations related to methods and materials of instruction in early childhood.

**Education: Elementary**
EDE 4301  Teaching Methods
in Elem School
Credits: 3 or 4
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  Teach. Elem. Math
& Science
Credits: 3
Methods for teaching informal geometry,
measurement, probability, and statistics.
Methods of teaching elementary science
with emphasis on integration with math-
ematics.
Prerequisites:
MAE 4310 with a minimum grade of C

EDE 4940  Internship:
Elementary Ed
Credits: 9 or 10
Teacher candidate is required to demon-
strate professional competencies during
one semester of full day internship in a
public or private elementary school.
(S/U grading only).

EDE 4941  Childhood Educ
Internship Lev I
Credits: 3
Students spend six hours per week in a
supervised in-school experience and
attend weekly seminar.
Corequisites:
EDE 4620
RED 4310

EDE 4942  Childhood Educ
Internship Lev II
Credits: 4 or 6
Students spend 12 hours per week in a
supervised internship experience in
classroom settings and attend a weekly
seminar. (S/U only).
Prerequisites:
EDE 4301 with a passing grade and
EDE 4941 with a passing grade and
EDG 3122 with a passing grade and
EDG 4620 with a passing grade and
LAE 4314 with a passing grade and LAE
4414 with a passing grade and MAE
4310 with a passing grade and RED
4310 with a passing grade and SCE
4310 with a passing grade

EDE 6205  School Curriculum:
Elem
Credits: 3
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 passing grade

EDE 6305  Creative Teaching
Credits: 3
Creative processes and principles in the
teaching of the art and content subjects
to elementary school pupils.

EDE 6906  IndStud:
Elem/EarlyChildEdu
Credits: 1 to 6
Independent study in which students
must have a contract.

Education: Emotional Disorders
EED 4011  Intro to Behavior
Disorders
Credits: 3
Designed for students who plan to work
with this population, this course reviews
the current approaches to understanding
and working with children with behavior
disorders. The overall goal of the
course is to help students gain an
understanding of the diagnostic and
treatment issues associated with various
perspectives that guide our work.
Students who develop an understanding
of the conceptual issues that guide the
thought and action of professionals
working with children with behavior dis-
orders will be better able to: 1) make
informed decisions about how best to
teach behavior disordered children, 2)
collaborate with other professionals, and
3) evaluate the diverse treatment
approaches currently being used in clini-
cal work.
Prerequisites:
EEX 4011 with a minimum grade of C

EED 4941  Practicum:
Behavior Disorders
Credits: 2 to 4
Supervised field experiences in assess-
ment, behavior management, and clin-
ical 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:
EEX 4011 with a passing grade

EED 6211  EduStrat for Stud
w/BehavDisor
Credits: 3
Advanced methods and materials for
planning, implementing, and evaluating
educational interventions with students
with behavior disorders.

EED 6215  AdvTheories&Prac
in BehavDisor
Credits: 3
The purpose of the course is twofold.
Practitioners working with children and
youth with emotional and behavioral dis-
orders must a) have an understanding
of the theoretical bases for explaining,
preventing, and treating these disorders,
and b) be competent in implementing
myriad techniques to effectively meet
the needs of children and youth with
behavioral and emotional disorders.
The course is designed for Master's
level students who plan to teach stu-
dents with emotional and behavioral dis-
orders in school and clinical settings.
The focus is on etiological theories and
their associated interventions relative to
emotional and behavioral disabilities
observed in educational settings. This
course will help students integrate theo-
retical concepts with specific culturally
sensitive approaches for identifying,
classifying and intervening with students
with behavior disorders and their fami-
lies.

EED 6246  Educating the
Autistic Student
Credits: 3
Developing and managing appropriate
and effective educational programs and
techniques for students who have
autism.

EED 6943  Practicum in
Behavior Disorders
Credits: 1 to 8
Supervised graduate practicum experi-
ences with children who have behavior
disorders. It provides opportunities for
students to demonstrate their skills in
applying concepts, theories, and
research when working with students
with special needs.

Education: Exp., Child Core
EEX 3010  Intro to Special
Education
Credits: 3
The purpose of the course is to provide
students with a broad introduction to
exceptionality with particular emphasis
on educational aspects. It is essential
now to provide students not only with a
firm grounding in the foundations of spe-
cial education, but also to expose them
to the reconstruction of the field so that
they may be better able to deal with new
and ever changing developments. This
course is required by the State for certi-
fication in all areas of exceptional stu-
dent education.

EEX 4011 Foundations of Special Education
Credits: 3
The purpose of the course is to survey the various exceptional student populations with a particular emphasis on the educational aspects of exceptionality and to present the foundations and evolution of the field of Special Education. The ethical implications of educational practice for this population will be explored. It is essential to provide students not only with a firm grounding in the historical and conceptual basis of Special Education, but also to expose them to the reconstruction of the field from various perspectives so that they may better able to deal with new and ever changing developments.

Credits: 3
This course is designed to use literature as a way to interpret the lives of individuals with disabilities, their families, and those who play an educational role in 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 4201 Young Children with Spec Needs
Credits: 3
This course is designed to provide early childhood specialists/teachers a clear understanding of the characteristics and needs of young children who have identified special needs.

EEX 4221 Educ Assess of Exceptional Stud
Credits: 3
The purpose of the course is to introduce students to the complex policies, procedures, and legal mandates that guide the assessment of children for services in programs for exceptional children and to provide an introduction to the techniques and methods commonly used in the assessment process. This course is linked to a practicum that requires students to apply concepts learned in the course. This course is required of all special education majors. Florida Department of Education standards and the Council for Exceptional Children standards both require this content.

Prerequisites:

EEX 4011 with a minimum grade of C and EDF 3122 with a minimum grade of C

EEX 4231 Assess, Eval, & Report Prog
Credits: 3
This course is designed to provide early childhood specialists/teachers a clear understanding of the purposes and methods of assessing children with special needs and their progress from an ecological perspective.

EEX 4243 Edu of Excep Adole & Adult
Credits: 2
This course is designed to prepare personnel to plan and implement multicultural educational programs for adolescent and secondary level exceptional students. In an effort to complement traditional educational programs that focus primarily on younger students with special needs, curriculum models, materials, teaching strategies, and transition requirements for the full range of students with disabilities, including gifted and talented will be addressed. Evaluation for career and vocational planning is covered. This particular course, which is required for all of the department’s Bachelors degree program, fulfills the needed competencies as mandated by the State of Florida K-12 special education requirements.

Prerequisites:
EEX 4011 with a minimum grade of C

EEX 4604 BehavMgmt SpecNeed/AtRisk Stud
Credits: 3
The purpose of this course is to provide students with basic knowledge and skills about establishing and maintaining order in the classroom, teaching children requisite social skills, helping children learn how to solve problems, teaching children self-control and dealing with behavioral crises when they arise in the classroom. Such skills are consistently identified as essential skills for beginning teachers. They are also among the standards required by both the Council for Exceptional Children and Florida Department of Education. This course emphasizes the importance of a proactive, positive approach to classroom discipline through preventing disruptions and motivating students to achieve rather than through punishing challenging behaviors.

Prerequisites:

EEX 4846 Clinical Teaching in Spec Educ
Credits: 3
This course is the core special education academic methods course. It includes content about teaching students with specific learning disabilities, mental retardation and emotional handicaps. Linked with a practicum, this course covers content about special education curriculum and strategies required by the Florida Department of Education and the Council for Exceptional Children. This course is designed to provide beginning special education teachers with an overview of the specialized instructional strategies that have been developed to teach children with disabilities and knowledge about the efficacy of those strategies.

Corequisites: EED 4941 or ELD 4941 or EMR 4941.

Prerequisites:
EEX 4604 with a minimum grade of C and EED 4011 with a minimum grade of C and ELD 4011 with a minimum grade of C and EMR 4011 with a minimum grade of C and EDG 4620 with a minimum grade of C and EDF 3122 with a minimum grade of C and RED 4310 with a minimum grade of C

Corequisites:
EED 4941
ELD 4941
EMR 4941

EEX 4940 Internship: Exceptional Ed
Credits: 9 or 10
One full semester of internship in an accredited public or private school (S/U Only).

EEX 5752 Work w/Fam: Pluralistic Persp
Credits: 3
This course addresses a broad systemic view of family theory amenable to the spirit of recent legislation while acknowledging the panorama of ethnic and cultural diversity. There are two areas of knowledge covered in this class: 1) family systems theory and 2) multicultural, pluralistic perspectives. The course objectives serve to support program goals which stress the multifaceted role of the special education teacher, an increased emphasis on today’s pluralistic society, the need to keep abreast of the changing discipline of exceptional education, the importance
of collaboration with other child-caring disciplines, and the ability to identify and intervene with families and children at risk. Although the class itself is not required for State certification or regional accreditation, the content is required for accreditation by the Council of Exceptional Children.

EEX 6025  Foundations of Special Educ  Credits: 3
This course is designed to survey the various exceptional student population and present to the graduate level student the foundations and evolution of the field of special education. Current state of the art trends as well as issues related to the education of exceptional students are addressed. In addition to the specific exceptional student populations, including the culturally diverse, attention will be directed to the issues of definitions, identification and assessment practices. Additionally, inclusion, specialized placement, curriculum requirements, interdisciplinary communication, collaboration and needed research directions will be covered.

EEX 6222  AdvPsychoEd Assess-Excep Stud  Credits: 3
This course is an advanced level assessment course taught for students who are obtaining a masters or specialist degree in special education. The primary goals are to review and critique a variety of assessment procedures that are commonly used in special education programs and to examine the assessment process and the attendant policies and legal issues in special education. Content taught in this course is required by the Florida Department of Education and the Council of Exceptional Children. Students are advised, but not required, to take EDF 4430 Measurement for Teacher and EEX 3010 Introduction to Special Education).

EEX 6245  TransProg-Adol&Young ExcepStu  Credits: 3
This is a required course for the Master's Degree in Special Education. The course is designed to provide teachers of individuals with disabilities with skills to enhance opportunities for successful transitions. Specific skill areas addressed include strategy, social skill and career/vocational instruction. The objectives of this course are intended to address those areas specific to the needs of adolescents and young adults with disabilities. Students are advised, but not required, to take an Introductory course in Educating Exceptional Students such as EEX 3010 or EEX 6025.

Prerequisites:
EEX 4011 with a minimum grade of C or EEX 6025 with a minimum grade of C

EEX 6248  Instr Approaches forExcept Pops  Credits: 3
In-depth study of instructional strategies that are effective when teaching students with behavior disorders, mental retardation (developmental disabilities) and learning disabilities. Content includes techniques for curriculum adaptation, IEP development, direct, database and metacognitive strategy instruction, and technology applications.

EEX 6511  Admin of Excep Student Prog  Credits: 3
Procedures that local, state, and national administrators may use to implement services for exceptional students.

EEX 6612  Mgmt &Motiv Excep &At-RiskStud  Credits: 3
The purpose of this course is to take a critical look at the conceptual and research bases of disciplinary approaches commonly seen in classrooms for exceptional students, with particular attention to those systems that support the inclusion and success of students with disabilities. This course is designed as a graduate-level review of strategies and techniques for dealing with challenging behaviors. Class time will be spent on understanding and dealing with challenging student behaviors that are frequently seen in schools, reviewing theories commonly used to understand the problems of children and youth, critiquing intervention research, and examining teacher beliefs that underlie teacher interventions.

EEX 6732  Consult & Collab in Spec Ed  Credits: 3
This course is a core course in the master's degree program, designed for students in special education. Because service for students who are exceptional are changing to collaborative/consultative models, special education majors need to have knowledge of theories and research pertaining to consultation, working with teams of other professionals, and collaborating with parents and professionals. Additionally, special education teachers need skills in working with others in both collaborative and consultative models. This course is designed to meet such needs.

EEX 6906  IndependentStudy:Special Educ  Credits: 1 to 6
Independent study in which students must have a contract with an instructor.

EEX 6939  AdvSem: Paradigms,Prac & Pol  Credits: 3
This course is recommended to be taken as the final required course in the M.A. degree program in Special Education. It is designed to help students critically examine the field of special education and evaluate the controversies and ethical dilemmas confronting the field. Teachers of children with special educational needs will continuously confront a range of conceptual and practical issues as the result of the legacy of confusion and controversy that surround the field. They must be equipped with the skills to systematically evaluate the conceptual, practical, and ethical challenges they encounter and critically assess the impact of changes on their professional practices.

EEX 6943  Practicum-Except Stu Educ  Credits: 3
Supervised field work in exceptional student education with children (including preschool handicapped) who have learning disabilities, mental handicaps, emotional and behavioral disabilities, physical disabilities, or multiple disabilities. Repeat up to 8 hours. It provides opportunities for students to demonstrate their skills in applying concepts, theories, and research work with students with special needs.

Education: Found. & Policy  EDF 2005  Introduction to Education  Credits: 3
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 experiences in pre-K - 12 schools required as part of this course.
EDF 3122  Learning & Developing Child
Credits: 3 or 4
Preadolescent child growth and development, learning theory, and behavioral analysis applied to instruction and to the organization and management of the classroom.

EDF 3542  Philosophy of Education
Credits: 3
The purpose if to extend students: (1) cognitive understandings of the basic cultural, social, historical, legal, financial, political, and governance structures of American education and schooling; and, the nature of professionalism in a democratic society; (2) analytic, interpretive, and critical skills concerning the nature of the democratic traditions and its implications for educational theory and practice; (3) normative and affective dispositions for increased sensitivity to the manifest and latent functions of social stratification, racism, sexism, ethnocentrism; acceptance and valuing of democratic pluralism, subcultural variations, ethnic diversity, and individual differences; and professional commitment to the democratic values of freedom, equality, brother/sisterhood, and justice.

EDF 3604  Social Foundations of Ed
Credits: 3
Social, economic and political context within which schools function and the values which provide direction for our 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
Credits: 3
Understanding of child growth and development, including atypical development and knowledge of contemporary theories and theorists.

EDF 4430  Measurement for Teachers
Credits: 2 or 3
Concepts and skills related to designing and classroom tests, instruction, and student progress; and communicating student achievement. Including application of performance assessment techniques and computer applications for measuring and assessing pupil progress.

EDF 5136  Adolescence
Credits: 4
Educational, intellectual, personality, physical, social, and environmental factors in adolescence and their importance for professionals who work with adolescents.

EDF 5140  Child Development
Credits: 3
Educational, emotional, hereditary, intellectual, social, and physical factors influencing child growth and development.

EDF 5215  Learning Principles
Credits: 4
This course focuses on theories of learning and their application to instruction.

EDF 5694  Prob in InstrucDesign-Microcom
Credits: 3
This course focuses on a 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. Students experience the process of design from several different perspectives, while working with a development team to produce valid instructional packages for a variety of educational environments.

EDF 6354  Theories Personality for Couns
Credits: 4
Survey and analysis of major personality theories with emphasis on psycho-social and cognitive development throughout a person’s life span.

EDF 6432  Foundation of Measurement
Credits: 3
Basic measurement concepts, role of education, construction of teacher-made tests and other classroom assessments, interpretation of standardized tests, and fundamental descriptive statistics for use in test interpretation.

EDF 6481  Foundations of Educ Research
Credits: 3
Analysis of major types of educational research design, including experimental, correlational, ex post facto, and case studies.

EDF 6517  Historical Fdns of Amer. Ed
Credits: 4
History of the origins and development of American education, events, and movements that have shaped school policies and practices, and their relationship to contemporary developments.

EDF 6544  Philisc Found. of Amer. Ed
Credits: 3
Major philosophies of education relevant to an understanding of contemporary educational issues.

EDF 6606  Socio-eco Found. of Amer. Ed.
Credits: 4
The purpose is to extend (1) substantive and methodological knowledge drawn principally from the social sciences—e.g., sociology, economics, anthropology, political science—and various formulations from historic and contemporary thinkers in the domain of social foundations of education; (2) understandings of the “topological nature of discourse” in the social sciences and in the theory-practice formulations of educational thinkers; (3) analytic, interpretive, and critical skills for evaluating various crisis theories of American society and American education and schooling; (4) skills for postulating, formulating, implementing, evaluating, and refining components of various “ends-means” schemata, e.g., theory-practice, practice-praxis, policy-practices, authority-responsibility, responsibility-accountability, curriculum-instruction, measurement-evaluation, etc.; and, (5) to utilize the foregoing in the refinement of a personal and social philosophy of education when social philosophy is defined the “determination of ends and means” in American education and schooling.

EDF 6705  Gender & the Educ Process
Credits: 3
Course is designed to enable public school personnel, teachers, counselors, administrators, and other professionals to identify those aspects of public education that perpetuates sex role stereotyping. Emphasis will be placed on how the law and formal and informal affirmative action activities can be employed to correct sexism in schools.

EDF 6812  Seminar in Comparative Educ
Credits: 4
Policies and practices in education in selected countries.
Education: General

EDG 2701 Teaching Diverse Populations
Credits: 3
An introduction to the value of diversity in American society, and the manifestations of diversity in the educational system. Focuses on providing prospective teachers with knowledge about students in American schools who are from different ethnic, racial, cultural, socioeconomic and/or linguistic backgrounds or who represent other categories of diversity. Classroom and/or community observations are required.

EDG 4320 Intro. to Creative Drama
Credits: 3
This course for classroom teachers introduces the theory and practice of creative drama as it applies to use by elementary, middle school and secondary school teachers. Beginning with a study of dramatic play as it relates to human development, the course includes basic strategies when using pantomime, voice improvisation, theatre games and role playing and story dramatization.

EDG 4324 Environmental Educ. Techniques
Credits: 3
This course is an introduction to the history, philosophy and methodology of environmental education. Topics include: consideration of organization, sources of materials, instructional techniques and field experiences. The curriculum is based in active learning, and collaborative exercises which allow the students to practice environmental education techniques in a traditional classroom or non-traditional settings.

EDG 4371 Creative Arts & Movement
Credits: 3
This course fulfills the needs of elementary education majors for an introduction to the visual arts, music, drama and creative movement as arts with application in the elementary classroom as learning tools, as enrichment, and as expressive media within the elementary curriculum.

EDG 4620 Curriculum & Instruction
Credits: 3
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
Credits: 1 to 4
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 6285 School Curriculum Improvement
Credits: 3
Open only to teachers in service. Complete faculty participation required.

EDG 6627 Found. of Curriculum & Instr.
Credits: 3
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
Credits: 3
For teachers, supervisors, and administrators. Curricular and instructional problems of the elementary school. Common problems of special interest to the participants. Normally, for certification requirements only.

Prerequisites:
EDG 6627 with a passing grade

EDG 6694 Prob in Curr & Instr:Mid Schol
Credits: 3
For teachers, supervisors, and administrators. Curricular and instructional problems of the middle school. Common problems of special interest to the participants. Normally, for certification requirements only.

Prerequisites:
EDG 6627 with a passing grade

EDG 6695 Prob in Curr & Instr:Secondary
Credits: 3
For teachers, supervisors, and administrators. Curricular and instructional problems of the secondary school. Common problems of special interest to the participants. Normally, for certification requirements only.

Prerequisites:

EDG 6627 with a passing grade

EDG 6931 Selected Topics in Education
Credits: 1 to 4
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
Credits: 3
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 passing grade

EDG 6947 Internship
Credits: 1 to 9
Open to graduate degree candidates only. Supervised teaching at the secondary or junior college level as appropriate.

EDG 6971 Thesis: Masters
Credits: 1 to 19
Supervised Thesis Interdisciplinary Studies.

Education: Gifted

EGI 5051 Nature in Needs of the Gifted
Credits: 3
This survey course examines the characteristics and educational needs of children and youth who are gifted, including those from special populations. Emphasis is on giftedness as defined historically, nationally and locally. The course also explores changing views of intelligence and talent development related to policy and practice in gifted education as well as the processes of identification and programming.

EGI 5325 Creative Prob-Solving for Child
Credits: 3
This course explores the concept of creativity, its factors, theories, measurement, and nurturance. A focus on formal and informal applications will include educational programs, curriculum and strategies.

EGI 6232 Adv Educ Strat for the Gifted
Credits: 3
Curriculum adjustments, methods and techniques, as well as classroom organizations necessary for teaching students
who are gifted. Emphasis will also be on curriculum in gifted programs within the context of school reform and restructuring.

**EGI 6416 ConsultCouns&Guid-GiftedStud**
Credits: 3
Primary emphasis for this course will be provided an awareness, knowledge and understanding of the unique guidance and counseling needs of students who are gifted and talented from special populations.

**EGI 6936 Sem & Educ of Gifted:Spec Popu**
Credits: 3
This seminar will provide a critical survey of the research, issues, policies, ethics, and practices related to culturally diverse, economically disadvantaged, limited English proficient, twice exceptional, highly gifted, or very young.

**Education: Mental Retardation**

**EMR 4011 Intro to Mental Retardation**
Credits: 3
The purpose of the Introduction to Mental Retardation course is to provide students with a broad introduction to the multi-faceted field of mental retardation with particular emphasis on the educational aspects. Knowledge of various classification systems allows communication among professionals both within and outside the field of education for purposes of program administration, program implementation, funding and research. Professionals providing services to individuals with mental retardation need to be aware of the process used to identify them.

Prerequisites:
EEX 4011 with a minimum grade of C

**EMR 4941 Supvsd. Pract.: Mental Ret.**
Credits: 2 to 4
Supervised field experiences in assessment, behavior management, and clinical teaching with children who have mental retardation. 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:
EEX 4011 with a minimum grade of C

**EMR 6052 AdvTheories&Prac-Mental Retard**
Credits: 3

The purpose of this course is to provide students with in-depth study of the complex social and biological aspects of mental retardation with a particular theoretical emphasis on the education of individuals with mental retardation. An in-depth examination of the theoretical, philosophical and ethical underpinnings of the field of mental retardation is necessary to assist individuals in their work with people who have been identified as having mental retardation. Professionals providing services to individuals with mental retardation need to be aware of the process used to identify them. Knowledge of multi-cultural considerations and concerns as they relate to individuals with mental retardation and their families is necessary to insure optimal participation of all students.

**EMR 6303 EducStrat-Stud w/Mental Retard**
Credits: 3
In-depth study of the specific curriculum and methodological problems in teaching students with mental retardation.

**EMR 6943 Superv. Pract-Mental Retard**
Credits: 1 to 12
Supervised experiences with students who are Mentally Retarded disabilities. It provides opportunities for students to demonstrate their skills in applying concepts, theories, and research when working with students with special needs.

Prerequisites:
EDG 6627 with a passing grade

**Education: Secondary**

**ESE 6215 School Curriculum: Secondary**
Credits: 3
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 passing grade

**Education: Spec. Learn. Disab**

**ELD 4011 Intro to Specific Learn. Disab**
Credits: 3
The course is designed to provide a comprehensive overview of the field of learning disabilities specifically focusing on the theories, issues, trends, and philosophies of individuals with learning disabilities. Exposure of students to the historical perspective of learning disabilities along with an analysis of the many viewpoints, definitions, and characteris-
Disability
Credits: 3
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.

Education: Technology & Media
EME 2040 Intro to Computers in Educ.
Credits: 3
Introduction to computers and technologies, and their function in the classroom to augment the teaching and learning processes. This course prepares students for the computer intensive program in every education curriculum. Students investigate the constructivist model of learning and how computers support this modern educational theory. Applied topics include mastering basic tools such as word processing, database management and spreadsheet applications, as well as internet and multimedia applications, and how each of these tools constructively supports content area learning.

EME 4402 Computers in Education
Credits: 2
Introduction to computers and related technologies, and their function in the classroom to augment the teaching and learning process. This course prepares students for the computer intensive program in every education curriculum. Students investigate the constructivist model of learning and how computers support this modern educational theory. Applied topics include mastering basic tools such as word processing, database management, and spreadsheet applications, as well as internet and multimedia applications, and how each of these tools constructively supports content area learning.

Prerequisites:
HUS 3410 with a minimum grade of B and HUS 3304 with a minimum grade of B

EME 6425 Microcomp for School Mgmt
Credits: 3
This course provides information and skills necessary for administrators and teachers to effectively use the computer and application software to manage information. Students use programs such as word processors, database managers, and spreadsheets to facilitate management tasks at the school and classroom level. In addition, general computer education topics are covered which provide for the computer literacy of school administrators.

EME 6930 Prog Languages for Education
Credits: 3
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 Javascript. (Computer literacy advised)

EME 6936 App. of Comp as Ed Tools
Credits: 3
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)

Education: Middle School
EDM 6235 School Curriculum: Middle
Credits: 3
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 6827 with a passing grade

Educational Administration
EDA 6061 Princ of Educational Admin
Credits: 3
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
Credits: 3
Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and will apply them to selected situations.

EDA 6192 Educational Leadership
Credits: 3
Addresses leadership theory, change, and planning systems. Course focuses on historical and current best practices in leadership and change theory.

EDA 6195 Policy Development
Credits: 3
Contemporary research on diffusion of innovations, political power in policy decision making. Role of establishing educational policies.

EDA 6232 School Law
Credits: 3
Basic essentials of School Law. A review of court decisions affecting American education with emphasis on Florida state statutes.

EDA 6242 School Finance
Credits: 3
Financial support of education by local, state, federal sources, with emphasis on Florida; introduction to educational budgeting.

EDA 6262 Planning Educ Facilities
Credits: 3
Problems in the planning, construction, and use of educational facilities. Visitation and evaluation of selected schools.

EDA 6503 The Principalship
Credits: 3
Organization and administration of the school. Emphasis on the competencies necessary for leadership and management by the principal as the administrator and instructional leader.

EDA 6910 Directed Research
Credits: 1 to 19
Supervised research.
Prerequisites:
EDA 6061 with a passing grade

EDA 6931 Case Studies in School Admin.
Credits: 3
Helps prospective administrators understand administrative problems, propose feasible solutions, and evaluate courses of action. Develops skill in decision making.

EDA 6945 Administration
Practicum
Credits: 1 to 8
Field experiences in school systems for
identifying and analyzing educational
problems and their solutions.
Application of concepts developed in the
student’s program. Open only to stu-
dents admitted to the Program in
Educational Leadership. Permission of
faculty in Educational Leadership
required.

EDA 6971 Thesis: Master's
Credits: 1 to 19
Supervised thesis.

Engineering: Computer
EGN 111C Engineering Computer
Graphics
Credits: 3
Spatial visualization, descriptive geo-
metry and design communication methodol-
ogy. Computer graphics techniques used to
conceive, model, analyze, simulate,
evaluate design ideas.
Emphasis in state-of-the-art Computer-
Aided Design and geometric modeling
software tools.

English - General
ENG 3014 Intro to Lit &
Cultural Stds
Credits: 3
This course provides students with an
introduction to the English
Concentration. The course includes a
review of the literary periods of English
and United States literature, an introduc-
tion to literary terms and applied theory,
and a review of research and writing in
the field of English. The course will also
explain the nature of the portfolio that
students will build during the course of
their studies. This course is required for
students in the English Concentration
and should be taken as early as possible
in their Junior year.

ENG 4013 Literary Theory
Credits: 3
This is a seminar in literary criticism
from Aristotle to the present. The
course focuses on the relationship
between literary theory and “real life”
politics, philosophy, religious struggles,
and assumptions about the nature of
“knowledge.”

ENG 4060 History of English
Language
Credits: 3
This course is 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
Credits: 1 to 4
This is a directed study in special pro-
jects. Permission of the English
Program Leader is required.

ENG 4907 Directed Reading
Credits: 1 to 4
This is a directed readings course in
special topics. Permission of the
English Program Leader is required.

ENG 4930 Sr Sem in Literary &
Cultural
Credits: 3
This seminar focuses on the final deve-
lopment of the portfolios that have been
directed during the course work for the
English Concentration, including revision
of essay exams, research and literary
analysis papers, and other work.
Students also prepare for an exit exam
that will be used to assess their course
work and the English Concentration.

English Composition
ENC 1101 Composition I
Credits: 3
This course provides instruction and
practice in the skills of writing and read-
ing. The course will require 8,000 words
of graded written work and will thus sat-
sify a portion of the Gordon Rule. The
grading for this course will be “A”
through “C” and “NG” (No Grade). ENC
1101 must be completed with a grade of
“C” before enrolling in ENC 1102.

ENC 1102 Composition II
Credits: 3
This course provides instruction and
practice in the skills of writing and read-
ing and will require at least 6,000 words
of graded written work in order to satisfy
a portion of the Gordon Rule. The grad-
ing for this course will be “A” through “C”
and “NG” (No Grade).
Prerequisites:
ENC 1101 with a minimum grade of C

ENC 3213 Professional
Writing
Credits: 3
This course teaches the techniques and
types of professional writing, including
correspondence and reports most often
found in business, technical, and scien-
tific communities. This course will
require at least 6,000 words of graded
written work and will thus satisfy a por-
tion of the Gordon Rule.
Prerequisites:
ENC 1101 with a minimum grade of C

ENC 3310 Expository Writing
Credits: 3
This course teaches the techniques for
writing effective prose, excluding fiction,
in which student essays are extensively
workshopped, edited, and discussed in
the classroom and with the instructor.
This course will require at least 6,000
words of graded written work and will
thus satisfy a portion of the Gordon
Rule.
Prerequisites:
ENC 1101 with a minimum grade of C

ENL 2012 British
Literature/Culture I
Credits: 3
This course is a survey of the literature
of Great Britain as it reflected and influ-
enced culture from Medieval times
through the late eighteenth century.
Readings include both canonical texts
(selections from Chaucer, Shakespeare,
Milton, and others) and marginal texts.
In addition to a great deal of reading,
this course will require at least 6000
words of graded written work and will
thus satisfy a portion of the Gordon
Rule.
Prerequisites:
ENC 1101 with a minimum grade of C

ENL 2022 British
Literature/Culture II
Credits: 3
This course is a survey of the literature
of Great Britain as it reflected and influ-
enced culture from the early romantic
period through the present day.
Readings include both canonical texts
(selections from Wordsworth, Tennyson,
T.S. Eliot, and others) and marginal
texts. In addition to a great deal of
reading, this course will require at least
6000 words of graded written work and
will thus satisfy a portion of the Gordon
Rule.
Prerequisites:
ENC 1101 with a minimum grade of C

ENL 3210 British Lit/Culture
to 1485
Credits: 3
This readings course centers on the lit-
erature of Great Britain as it reflected and influenced culture in medieval times. Readings include canonical texts, such as Beowulf, Sir Gawain and the Green Knight, and selections from Malory’s Morte D’Arthur and Chaucer’s Canterbury Tales, as well as marginal and non-literary texts.

ENL 3220  British Lit/Culture
1485-1605
Credits: 3
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the English Renaissance. Readings include canonical texts by authors such as Spenser and Shakespeare as well as marginal and non-literary texts. Each offering of this course may center on a particular complex of cultural issues that fall under headings such as “The Renaissance Worldview” or “British Imperialism and Nationalism” or “The Protestant Reformation in England.”

ENL 3221  British Lit/Culture
1605-1700
Credits: 3
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the turbulent Seventeenth Century. Special attention will be given to issues of religion and politics as reflected in, and reflecting on, literary efforts. Readings include canonical texts by authors such as Donne, Marvell, Milton, and Dryden as well as marginal and non-literary texts. Each offering of this course may center on a particular complex of cultural issues that fall under headings such as “Changing Structures of Authority” or “Religious and Secular Values in Conflict.”

ENL 3230  British Lit/Culture
1700-1780
Credits: 3
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the Eighteenth Century. Readings include canonical texts by authors such as Pope, Swift, and Johnson as well as marginal and non-literary texts. Each offering of this course may center on a particular complex of cultural issues that fall under headings such as “Enlightenment Values” or “Neoclassicism as a Cultural Movement” or “Relations of Science and Literature.”

ENL 3241  British Lit/Culture
1780-1832
Credits: 3
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the early Nineteenth Century (traditionally labeled the “Romantic” period). Readings include canonical texts by authors such as Wordsworth, Coleridge, Keats, and Shelley as well as marginal and non-literary texts. Each offering of the course may center on a particular complex of cultural issues that fall under headings such as “Romanticism in relation to Eighteenth-Century Science” or “Revolutionary Thinking.”

ENL 3251  British Lit/Culture
1832-90
Credits: 3
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the later Nineteenth Century (traditionally labeled the “Victorian” period). Readings include canonical texts by authors such as Tennyson, Browning, Arnold, the Brontes, and Dickens as well as marginal and non-literary texts. Each offering of the course may center on a particular complex of cultural issues that fall under headings such as “Utilitarian Thinking in Politics and Literature” or “Divided Worldview: Science and Subjectivity.”

ENL 3273  British Lit/Culture
1890-1945
Credits: 3
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the early Twentieth Century. Readings include canonical texts by authors such as Conrad, Woolf, Joyce, Yeats, and Eliot as well as marginal and non-literary texts. Each offering of the course may center on a particular complex of cultural issues that fall under headings such as “Modernism as a Cultural Phenomenon” or “The Literature of War.”

ENL 3281  British Lit/Culture
1945-Pres
Credits: 3
This readings course centers on the literature of Great Britain as it has reflected and influenced culture during the late Twentieth Century. Readings include canonical, marginal, and non-literary texts. Each offering of the course may center on a particular complex of cultural issues.

ENL 4112  British Novel
18th Century
Credits: 3
This seminar is an in-depth study of the British novel as it developed from its origins to about 1780. The course focuses on the emergence of the early novel form, the cultural forces leading to the writing of novels, the culture as reflected in novels, and the influence of the novel on traditions of writing and thinking in England.

ENL 4122  British Novel
19th Century
Credits: 3
This seminar is an in-depth study of the British novel from 1780 to 1900. The course focuses on the developing forms of the novel, the cultural forces at work within the novels, and the ways that the novels both reflected and influenced the culture at large.

ENL 4132  British Novel
20th Century
Credits: 3
This seminar is an in-depth study of the novel from 1900 to the 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
Credits: 3
This seminar is an in-depth study of two or three selected authors in British literature and culture. This course focuses on the issues and ideas raised by the selected authors within their own culture, on the comparison of their styles, ideas, and approaches, and on the ways in which their work speaks to us in the later twentieth century.

ENL 4338  Shakespeare & Eliz Culture
Credits: 3
This seminar is an in-depth study of Shakespeare’s plays within the context of Elizabethan history and culture. The course focuses on major themes and issues, on close critical reading of Shakespeare’s plays, and on related Elizabethan social, political, religious, and cultural contexts.

ENL 4503  Brit Lit/Culture Period Stds
Credits: 3
This seminar is an in-depth study of selected writings, genres, and/or authors
of a particular period in British Literature and Culture (Medieval, Renaissance, Seventeenth-Century, Restoration, Eighteenth-Century, Romantic, Victorian, Modern, Contemporary). This course focuses on how these writings, genres, and/or authors reflect and redefine the literary, philosophical, and cultural values of the time.

ENL 4930 Selected Topics/British Lit
Credits: 3
This seminar is an in-depth study of a particular topic or issue such as gender, cosmology, or industrialization as it is dealt with in British literature and culture. This course focuses on exploring significant connections across literary and non-literary works and applying the insights found in the literature read to contemporary thinking on the issues discussed.

Environmental Science
EVS 4008 Environmental Technologies
Credits: 3
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.

Environmental Studies
EVR 3020 Environmental Philosophies
Credits: 3
This course examines a number of different environmental philosophies as they have been presented through a variety of forms of human expression. The course goal is to develop an in-depth understanding of the diversity of views concerning the way human beings relate to their natural environment, and to examine the trends in environmental thinking that have developed over time. The course will center on environmental thought in North America, but philosophies from other cultures, particularly indigenous peoples, will also be studied.

EVR 4028 Simulation and Modeling
Credits: 3
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 4035 Environmental Law
Credits: 3
The evolution of environmental law at international, federal, state, and local levels will be studied in relation to the development environmental issues, technologies, and attitudes. Florida-oriented issues will be emphasized in the course with integrated lectures and class projects.

EVR 4324 Integrated Ecosystems Mgmt I
Credits: 3
In this course the students will take a holistic approach to planning and management, incorporating ecological, social, and economic concepts into an examination of selected case studies. Students will work in collaborative teams to develop management plans or recommendations for conflict resolution.

EVR 4325 Integrated Ecosystems Mgmt II
Credits: 3
Following on the examination of case studies in Integrated Ecosystems Management I, teams of students will work with organizations or agencies outside the university to develop, and where appropriate begin to implement, management plans for selected sites.

EVR 4326 Conservation Strategies Future
Credits: 3
Conservation strategies enabling communities to build sustainable futures will be studied in this course. Such strategies will include maintaining healthy and diverse natural environments, renewable natural resources, and sustainable economies. Case studies will be used to identify practical problem-solving approaches by means of integrated lectures and class projects. Prerequisites: Any introductory ecology, environmental biology, or environmental science course.

EVR 4867 Risk Assessment
Credits: 3
In this course students learn and apply techniques associated with risk assessment including: dose-response assessment, threshold responses, exposure assessment, risk characterization, and risk-benefit analysis. Case studies will be used to illustrate these techniques and students will work collaboratively to assess the risk associated with selected environmental hazards. The application of risk analysis to policy development will be discussed.

EVR 4905 Ind. Study in Enviro. Studies
Credits: 1 to 4
Individual study by students under the direction of a faculty member.

EVR 4910 SrProj Res in Environ Studies
Credits: 2
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
Credits: 2
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 in Environ Studies
Credits: 1
Special sessions exploring the current issues in Environmental Studies. Topics may vary; they are selected on the basis of what is new or currently relevant in the field.

EVR 4930 Spec Topics in Environ Studies
Credits: 1 to 4
Courses will be developed based on topics of current or special interest to students or faculty. Topics or focus vary depending on student/faculty interest.

EVR 4940 Internship in Environ Studies
Credits: 1 to 3
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.

European History
EUH 1000 Western Tradition, Part I
Credits: 3
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 2
Credits: 3
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
Credits: 3
This is a survey course which starts with ancient world from the rise of Near Eastern civilizations through the rise and fall of Greek and Hellenistic cultures. Strong emphasis is given to understand-

the nature and contributions of Classical civilizations through the Hellenistic period.

EUH 2031 Modern Euro History
Credits: 3
This course provides a thematic survey of Europe in the modern age from the French Revolution to the present.

EUH 3140 The Renaissance
Credits: 4
This course illuminates a seminal time in the development of the Western world. It describes in detail 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. The course will prove particularly useful to history, Humanities, Social Sciences and Natural Sciences students.

EUH 3142 Renaissance and Reformation
Credits: 4
Examines European history from the Renaissance to the Thirty Years' War (1400-1618), emphasizing the cultural, social, political, and economic character of these times. This course will prove useful to English and Humanities students interested in the artistic and literary revivals of this era. Will include information on the rise of the Northern Renaissance.

EUH 3202 Hist of 17th & 18th Cent Eur
Credits: 4
Examines 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
Credits: 4
A 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 1870-Present German History
Credits: 4
A study 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 3572 Russian Hist 1865 to Present
Credits: 4
Examines the nature and fall of late imperial society, the Russian Revolution, the roots of Marxist-Leninist society, and dissolution of the Soviet Empire. Attention will be given to the past and present role of Russia as an international power.

Experimental Psychology
EXP 3202 Sensation & Perception
Credits: 3
Psychophysical and neuropsychological data and theory underlying sensory systems and perceptual processes.
Prerequisites: PSY 2012 with a passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade

EXP 4304 Motivation
Credits: 3
Examination of human and animal motivation from physiological and psychological perspectives.
Prerequisites: PSY 2012 with a passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade

EXP 4404 Psychology of Learning
Credits: 3
Survey of methods, empirical findings and theoretical interpretations in respondent and instrumental conditioning.
Prerequisites: PSY 2012 with a passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade

EXP 4523 Cognitive Psychology
Credits: 3
Survey of methods, empirical findings and theoretical interpretations of human learning, attention, memory, verbal learning, judgment, and decision making.
Prerequisites: PSY 2012 with a passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade
Finance
FIN 2020 Mathematics of Finance
Credits: 1
An elective course designed as an introduction to time value of money, or as a review of time value money principles. Basics of simple and compound interest, present value, future value, and annuity concepts are covered. This class will also cover the use of electronic spreadsheets in solving time value of money problems. Note: This course is not applicable for credit towards a degree in Business Administration and cannot be used for Finance elective requirements.

FIN 2104 Personal Finance
Credits: 3
Survey of the problems and techniques of personal financial planning. Includes consumer credit, insurance, home ownership, 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 degree in Business Administration and cannot be used for Finance elective requirements.

FIN 3126 Financial Planning: Case Analy
Credits: 3
A study of current issues in financial planning in case analysis and discussion. Prerequisites:
FIN 3504 with a passing grade
FIN 3240 Money, Markets and Mgmt of Fin
Credits: 3
Money, Markets and Management of Finance provides an overview of the role of markets and market mechanisms, financial institutions, a study of the banking system and the flow of funds throughout the economies, and the impact of these on business. Required of all undergraduate business majors. Prerequisites:
ACG 2021 with a minimum grade of C and ACG 2071 with a minimum grade of C and ECO 2013 with a minimum grade of C and ECO 2023 with a minimum grade of C

FIN 3324 Commercial Banking
Credits: 3
An examination of the administrative areas of commercial banking including operations, management of bank assets and liabilities, lending policies, trust and fiduciary activities, and the international and regulatory aspects of finance. Prerequisites:
FIN 3240 with a passing grade
FIN 3345 Credit Analysis & Loan Eval
Credits: 3
Focus on issues related to credit analysis and loan evaluation to include topics such as an introduction to commercial lending, secured lending, accounts receivable financing and factoring, inventory financing, introduction to lending vehicles, short term lending, domestic taxation, consolidations, forecasting and intermediate term cash flow lending, term loan agreements/covenants, subordination and guarantees, foreign exchange, international transactions and leasing. Prerequisites:
FIN 3324 with a minimum grade of C

FIN 3414 Financial Management
Credits: 3
An examination of the financial policies of corporations, with special reference to dividend policy, financial structure, capital expenditures, acquisitions, mergers and reorganization. Prerequisites:
FIN 3240 with a minimum grade of C

FIN 3461 Financial Statement Analysis
Credits: 3
Exploration of the methods of deriving information from financial statements, including both published documents and privately prepared reports of interest to lenders and investors. Extensive use is made of computer assisted financial planning and forecasting. Prerequisites:
FIN 3240 with a minimum grade of C

FIN 3470 Financial Mgt for Entrepreneur
Credits: 3
This course emphasizes how entrepreneurs create value, obtain and manage financial resources. Among the topics covered are: alternative sources of capital, the impact that alternative forms of organization have on the availability of capital, and the management and sources of short-term working capital, and advantages and disadvantages of going public. Prerequisites:
FIN 3240 with a minimum grade of C

FIN 3504 Principles of Investments
Credits: 3
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. This course is required of all undergraduate finance majors and minors. Prerequisites:
FIN 3240 with a minimum grade of C

FIN 3514 Security Analysis
Credits: 3
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 with a passing grade

FIN 3604 Multinational Financial Mgt
Credits: 3
This course introduces the environment of international capital and foreign exchange markets and examines the effects of the international business environment on risk, capital budgeting, working capital management, and capital management, and capital structure decisions of the firm. Required of all undergraduate finance majors and minors. Prerequisites:
FIN 3240 with a minimum grade of C

FIN 3713 Policies of Not-for-Profit Org
Credits: 3
This course is an overview of financial policies relevant to governmental and other not-for-profit organizations. Emphasis is on legal, political, and market constraints on securing, managing, and expending funds. Prerequisites:
FIN 3240 with a minimum grade of C

FIN 3930 Special Topics Seminar
Credits: 1 to 4
This course deals with selected contemporary topics in finance and other issues of special interest. This course may also be used to offer advanced versions of undergraduate finance courses presently offered. Prerequisites:
FIN 3240 with a minimum grade of C

FIN 4443 Financial Policy/Sr. Seminar
Credits: 1 to 3
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 readings and empirical research.

Prerequisites:
FIN 3240 with a minimum grade of C

FIN 4900 Independent Study in Finance
Credits: 1 to 4
Individual study by students under the direction of a faculty member. Topics vary, usually selected on an individual basis. Not automatically transferable. Permission of the instructor and department head required.

Prerequisites:
FIN 3240

FIN 4941 Practicum in Finance
Credits: 1 to 3
This course is an experiential learning exercise that allows for practical application of knowledge acquired in the classroom. Internship/practicum hours are not automatically transferable. Transfer credit is the prerogative of the receiving institution. Departmental approval and senior standing are required.

FIN 5405 Foundations Business Finance
Credits: 3
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 6005

FIN 5478 Financial Mgmt for Entrepreneur
Credits: 3
This course presents an advanced treatment of how entrepreneurs create value, obtain and manage financial resources to include an examination of alternative sources of capital, the effect of alternative forms of organization have on the availability of capital, the advantages and disadvantages of going public and the management related issues that are involved.

Prerequisites:
FIN 5405

FIN 6246 Money & Capital Markets
Credits: 3
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
Credits: 3
An examination of theory, practice and policies of management of commercial banks with emphasis on strategic planning and decision-making in banking.

Prerequisites:
FIN 5405

FIN 6406 Financial Management
Credits: 3
This course explores the process of securing and allocating funds with the business organization with emphasis on relevant financial decision-making and policy aspects.

Prerequisites:
FIN 5405

FIN 6506 Analysis of Investments
Credits: 3
This course covers the investment objectives, environment, and institutions. It deals with the theory models, and tools of analysis required in the management of financial assets.

Prerequisites:
FIN 6246

FIN 6605 Multinational Fin Mgmt
Credits: 3
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
Credits: 1 to 3
Individual graduate study by students under the direction of a faculty member. Topics vary; they are usually selected on an individual basis. Not automatically transferable. A prospectus and the product(s) of the study will become a permanent part of the student's file. Permission of the instructor and department chair required.

Prerequisites:
FIN 5405

FIN 6930 Special Topics Seminar
Credits: 1 to 3
Deals with selected contemporary topics in finance. Topic content will vary. This course may also be used to offer advanced versions of graduate finance courses presently offered.

Prerequisites:
FIN 5405

General Business

GEB 1030 Career Explorations-Business
Credits: 3
This course will introduce the student to basic learning/teaching concepts within the college, to teaming and the ability to effectively work in teams, to the various majors offered by the college and to the type of work performed and the technology used by professionals in each of the college's disciplines.

GEB 3034 Career Explorations-Business
Credits: 3
This course will introduce the student to basic learning/teaching concepts within the college, to teaming and the ability to effectively work in teams, to the various majors offered by the college and to the type of work performed and technology used by the professionals in each of the college's disciplines. For transfer students only.

GEB 4890 Global Business Strategy
Credits: 3
This senior level capstone experience requires that student teams 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. Students are expected to present their findings in highly professional oral and written formats. (Senior standing required)

Prerequisites:
MAN 3025 and MAR 3023 and FIN 3240

GEB 6895 Global Business Strategy
Credits: 3
This MBA capstone experience requires that student teams analyze and implement solutions to complex organizational problems and opportunities. Students are required to incorporate knowledge acquired in all areas of the MBA program in actual business situations. Students are expected to present their findings in highly professional oral and
written formats. This course is to be taken in the student's final semester.

**GEB 6930 Intro to the Executive MBA**
Credits: 3
This course is designed to familiarize students with the executive MBA program and introduce the concepts of critical thinking as a tool for personal and organizational success, working within teams, interpersonal skills, and the utilization of computer applications software to support organizational problem-solving. Executive MBAs only.

**General History**

**HIS 3065 Introduction to Public History**
Credits: 4
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**
Credits: 4
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**
Credits: 4
Emphasizes selected historical issues or problems of particular interest to students. Topics vary and will incorporate interdisciplinary approaches.

**HIS 3955 Study Abroad**
Credits: 1 to 6
An intensive study-travel program is the focus of the course.

**HIS 4104 Historical Epistemology**
Credits: 4
This course is required for the History Concentration (but is open to all upper-level students) and is recommended to be taken during the first semester of the senior year. It is essentially an analysis of historical schools of thought and methodologies from ancient times through the present.

**HIS 4900 Direct Readings**
Credits: 1 to 4
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**
Credits: 4
Emphasizing in-depth examinations of selected historical problems or issues. Is designed to challenge students to reach new levels of rigorous uses of evidence and argument. Will include a variety of interdisciplinary instructional approaches.

**HIS 4931 Special Topics**
Credits: 4
This course is designed to emphasize a selected historical problem or issue that is meaningful and challenging to the student. A variety of instructional approaches will be taken to the material. Topics will be changed each semester.

**HIS 4936 Pro-Seminar in History**
Credits: 4
This course is required for the History Concentration (but is open to all upper-level students) and is recommended to be taken during the second semester of the senior year. Emphasis is on learning the techniques of quality research and on completing a major research paper. Topics will vary, and it may be repeated one time.

**Geography: Regional Areas**

**GEO 2000 Intro to Geography**
Credits: 3
Principles and concepts of the discipline: maps, earth-sun relationships, weather, climate, soil, water and landforms.

**Geology**

**GLY 1010C Physical & Historical Geology**
Credits: 4
This course introduces students to the materials which compose the earth, the processes that have occurred throughout the planet's 4.5 billion years of existence. Topics include historical development of the sciences, formation of rocks and minerals, deformation of rocks, mountain building, ocean basin formation, surface processes and landform evolution, and geomorphic hazards. Plate tectonics is the unifying principal controlling historical change; this will therefore be the central focus of the course.

**GLY 4074C Climatology**
Credits: 3
Students will investigate the atmospheric processes of climate that link terrestrial and marine systems through the cycling of water and the flow of radiant energy over the surface of the globe, and the climatic factors that maintain the biotic diversity of ecosystems. This course is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies.

**Prerequisites:**
PCB 3326C with a passing grade

**GLY 4203C Earth's Lithosphere**
Credits: 3
Many of life's environmental concerns are a consequence of processes which occur at the interface between the atmosphere and the earth's crust. This course considers those "surficial processes," their effects upon crustal evolution, and the implication this has for the biosphere. Topics include: earth materials (minerals, rocks, soil), processes of physical and chemical weathering, soil composition, formation, and its influence on the biosphere, geomorphology and physiography; influence of surface and subsurface water; and human-induced effects and environmental problems.

**Prerequisites:**
PCB 3326C with a passing grade

**GLY 4244C Biogeochemistry**
Credits: 3
The importance of chemical cycling of life's most critical elements (e.g. carbon, oxygen, nitrogen, phosphorus, and sulfur) among the earth's spheres considered in this upper division, INS course.

**Prerequisites:**
PCB 3326C with a passing grade

**Gerontology**

**GEY 5005 Orientation to Gerontology**
Credits: 3
This course introduces the study of aging from an interdisciplinary perspective. Emphasis is placed on the field of gerontology, the biological, physiological, psychological, social and societal contexts of aging. Special Conditions: Admission into the College of Health Professions MS in Health Science program; or consent of the Department Chair.

GEY 5255 Aging and Adaptation
Credits: 3
The societal, environmental and physical barriers that isolate and segregate older adults are examined. Work, education, formal and informal volunteering are analyzed from a productive aging perspective. Adaptive techniques and technology that promote successful aging are examined. Synthesis of knowledge is reinforced through application and integration of group projects throughout the course. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites:
HSC 6644 and GEY 5325 and HSC 6734 and GEY 6613 and GEY 6645

GEY 5325 Programs & Svcs Older Adults
Credits: 3
This course 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. This course also integrates a field based project for students. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite course; or consent of the Department Chair.
Prerequisites:
GEY 5005

GEY 5630 Economics of Aging
Credits: 3
This course examines the basic economic systems, and their impact on the older adult. Emphasis is placed on the applied aspects of economic planning such as work, pensions, insurance, social security and other support systems that are relevant to gerontology. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites:
HSC 6644 and HSC 6734 and GEY 6613 and GEY 6645

GEY 5934 Topics in Gerontology
Credits: 3
A current concept, selected problem or issue pertaining to gerontology is examined. The topic varies according to recent developments in gerontology. Special Conditions: Admission into the College of Health Professions MS in Health Science Program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites:
HSC 6644 and HSC 6734 and GEY 5325 and GEY 6613 and GEY 6645

GEY 6613 The Science of Aging
Credits: 3
This course examines the biological and physiological theories on aging, the normal and abnormal physiological changes in aging, and the health aspects of aging. Models of health behavior and strategies for health promotion with older adults are discussed. Emphasis is placed on the effects of stress, medications, nutrition, exercise, and other lifestyle factors on the health of older adults. Alternative therapeutic interventions are explored. Special Conditions: Admission into the College of Health Professions MS in Health Science Program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites:
GEY 5005

GEY 6626 Ethnogerontology: Diversity Age
Credits: 3
This course examines the causes, processes, and consequences of race, national origin and culture on individual and population aging. The effect of ethnicity on health behavior, family structure, family behavior, independence, beliefs, and values is analyzed. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites:
HSC 6644 and HSC 6734 and GEY 5325 and GEY 6613 and GEY 6645

GEY 6645 Psychosocial Aspects of Aging
Credits: 3
This course examines the current research on personality, intelligence, cognitive functioning, information processing, behavior and behavior change in older adults. Psychosocial issues are explored with an emphasis on assessment, adjustment to change and loss, spirituality, depression, dementia, sexuality, and substance abuse. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites:
GEY 5005

GEY 6903 Directed Study in Gerontology
Credits: 3
Students enter a learning contract for supervised study of a topic in gerontology. A substantive problem, or issue is identified and selected by students in conjunction with their course director. The course broadens expertise in gerontology. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites:
HSC 6644 and HSC 6734 and GEY 5325 and GEY 6613 and GEY 6645

GEY 6942 Gerontology Internship
Credits: 3
This is a directed field experience in a gerontology program or institution under the guidance of a community gerontology preceptor. The student gains internship experience in an assigned agency selected by the student and faculty advisor based on the student’s coursework and career interest. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites:
HSC 6644 and HSC 6734 and GEY 5325 and GEY 6613 and GEY 6645

Health Sciences
HSC 2577  Nutri for Hum Health & Wellness
Credits: 3
Principles of human nutrition and the relatedness of nutrition, health, disease and wellness are examined. Emphasis is placed on dietary goals, food pyramid and recommended allowances; psychosocial influences and perceptions related to diverse populations; nutrition, nutritional risk factors and related diseases. Nutrition education and promotion methods are also addressed.

HSC 3002  Intro to Health Professns Prac
Credits: 4
This course introduces the student to the principles and concepts of health professions practice, and examines the multifaceted roles of health care professionals in an interdisciplinary and multidisciplinary systems approach to health or client care management. Emphasis is placed on models of care including case management, total quality management (TQM), continued quality assessment (CQA), clinical outcomes assessment, basic clinical skills and problem solving abilities that form the foundation of future course work in health professions practice. Law and ethics and their implications for health professions practice are examined.

HSC 3231  Client Educator in Health Care
Credits: 3
This course focuses on methods for training and educating health care professionals and clients at the institutional, programmatic, and individual level. Emphasis is placed on a working relationship with the community and health care service organizations to develop educational programs related to health, wellness, disease, disease prevention, and quality of life as defined by organization of community needs, culture, and strategic planning. The importance of effective and appropriate communication skills in the delivery of educational and training components is also emphasized. Students also acquire skills to train and evaluate health care personnel in the health care system. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair. Prerequisites:
HSC 3243

HSC 3243  Teach & Learn in Health Profs
Credits: 3
This course introduces different styles of learning and teaching strategies and their application to individualized, small, and large group instruction, structured classroom teaching, presentations, and practitioner training. Evaluation and analysis of each learning method and teaching strategy are utilized by students to determine effective selection for implementation in training and educating clients. Students are required to implement different teaching strategies as they apply them to their specific discipline. Student interdisciplinary teams develop strategies. The application of learning methods and teaching styles as they relate to the enhancement of patient education and community interaction is also emphasized.

HSC 3720  Health Persp & Assessment
Credits: 4
A holistic approach to various health perspectives, assessment principles and methods is explored. Principles of public health, consumer health, environmental health, mental health, and health planning are emphasized and related to clients, and culturally diverse perspectives of health and health assessment. Assessment at traditional practice sites and/or home visits, and/or simulations including interviews, health history, physical assessment, medication history, daily living activities, nutrition, and safety are addressed and correlated through team projects.

HSC 4007  Accred for Hlth Prof Educator
Credits: 3
This course examines the accreditation guidelines for health professions practice facilities and education programs, the different types of accreditation agencies, and the process self-assessment in accreditation. Students are introduced to legislation and other forces which impact and influence certification, licensure, and accreditation standards and guidelines. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses; or consent of the Department Chair. Prerequisites:
HSC 4250

HSC 4250  Task Analys & Curr Dev in H P

HSC 4265  Cont Educ for the Health Prof
Credits: 3
Theories and principles of adult education and the applications to health professions continuing education and professional development are examined. Emphasis is also placed on the history, philosophy, process and requirements for obtaining continuing education and continuing education credits (CEUs) in various health professions. Students and student teams participate in projects that involve development of a continuing education program thereby enhancing their understanding of materials presented. Special Conditions: Admission to a program in the College of Health Professions completion of the prerequisite courses or consent of the Department Chair. Prerequisites:
HSC 4250

HSC 4500  Epidemiology
Credits: 3
This course introduces the student to epidemiology principles, concepts, and applications to health professions practice and health policy. Distribution studies and determinants of health, disease, injuries, environmental relationships to diseases, and methods of evaluating patterns as disease determinants are examined. Epidemiological studies and research methods are also emphasized. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite courses or consent of the Department Chair. Prerequisites:
HSC 4732
HSC 4609  Health Prof Prac  
Correlation  
Credits: 2  
Students focus on the application of theories and models of health professions practice learned in core courses to professional practice. Students select a case or problem in consultation with the course director, interpret and relate data to the problem, and develop and recommend solutions. Simulation projects are integrated to enhance learning. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair.  
Prerequisites:  
HSC 3720 and HSC 4732

HSC 4729  Statistical Meth for Hlth Care  
Credits: 3  
This course introduces the student to selected statistical techniques and their applications to the analysis and evaluation of health services delivery. The content includes basic descriptive and inferential statistics. Application of statistical methods and techniques to health services is integrated within the course and through student projects.

HSC 4732  Res Mth & Appl to Hlth Care Sy  
Credits: 2  
This interdisciplinary course introduces the student to research design and selected statistical techniques that apply to the health professions. The course focuses on methods of inquiry and acquisition of knowledge in the health professions; critical evaluation and determination of the applicability of research reports to health care; and scientific manuscript writing for the health professions. The application of qualitative, non-experimental, quasi-experimental, and experimental research methodologies, and selective descriptive and inferential statistics to health professions research are emphasized. Students conduct literature searches; develop research questions and hypotheses; select appropriate research methods; and examine research as "critical consumers" from both a discipline and interdisciplinary perspective. Synthesis of theory, research, and practice is reinforced through applied interdisciplinary group projects.

HSC 4818  Practicum in Health Prof Educ  
Credits: 3  
Under the supervision of a community health professions educator preceptor, the student gains practical experience and applies knowledge gained in the health professions education core. Selected projects are jointly decided by the faculty, preceptor, and student. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses; or consent of the Department Chair.  
Prerequisites:  
HSC 4007 and HSC 4732

HSC 4819  Practicum in Health Prof Prac  
Credits: 3  
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 a program in the College of Health Profession and completion of prerequisite courses; or consent of the Department Chair.  
Prerequisites:  
HSC 4609 and HSC 4906

HSC 4905  Dir Study: Hlth Prof Education  
Credits: 3  
Students enter a learning contract of supervised study of a topic in health professions education. Content is selected by students in conjunction with their course director. The course broadens health professions education expertise. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required.

HSC 4906  Dir Stud: Health Prof Prac I  
Credits: 2  
Students enter a learning contract of supervised study of practice and/or practice topics in the health professions. Content is selected by students in conjunction with their course director, and is usually specific to the student's practice discipline. The course broadens practice expertise. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite courses; or consent of the Department Chair.  
Prerequisites:  
HSC 4732 and HSC 3002

HSC 4907  Dir Stud: Health Prof Prac II  
Credits: 3  
Students enter a learning contract of supervised study of practice and/or practice topics in the health professions. Content is selected by students in conjunction with their course director, and is usually specific to the students' practice discipline. This course broadens practice expertise. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required.

HSC 4930  Topics in Health Prof Practice  
Credits: 3  
A current concept, selected problem, or issue in health professions practice is examined. The topic covered varies according to recent developments in health professions practice. The course may be repeated for different topic areas. Prerequisites may be required depending on the topic. Consent of the Department Chair is required.

HSC 4932  Topics in Health Prof Educatio  
Credits: 3  
A current concept, selected problem, or issue in health professions education is examined. The topic covered varies according to recent developments in health professions education. The course may be repeated for different topic areas. Prerequisites may be required depending on the topic. Consent of the Department Chair is required.

HSC 4938  Health Profess. Senior Seminar  
Credits: 3  
This capstone course synthesizes stu-
dent knowledge and experiences across disciplines via interdisciplinary teaming exercises and experiences with the development and presentation of a senior project. The course prepares students for their professional roles as individuals and interdisciplinary planners, change agents, and care givers. The course emphasizes client directed health care, critical thinking, ethical decision making, professional commitment, civic responsibility, community alliances, and the principles of interdisciplinary collaboration. Special Conditions: Admission to a program in the College of Health Professions and completion of 75% of all upper division degree requirements including prerequisite courses; or consent of the faculty advisor and the Department Chair.

Prerequisites:
HSA 3119 and HSA 3183 and HSC 4732

HSC 5009 Accred in the Health Profession
Credits: 3
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

HSC 5206 Teaching Meth for Health Profs
Credits: 3
This course presents the different learning methodologies and teaching strategies utilized in health professions education programs. Particular emphasis is placed on coordination and integration of the practice and didactic education components, learning-centered, technology-assisted and competency-based models of instruction. Students work independently to research a teaching strategy and to apply that strategy through development and/or presentation of a unit of instruction.

HSC 5268 H.P. Faculty Roles & Responsib
Credits: 3
This course outlines the different roles of faculty involved in providing health professions education at academic institutions and practice sites. The educational and experiential qualifications, special skills, responsibilities, and duties of health professions faculty are examined.

HSC 5269 Cont Educ for the Health Prof
Credits: 3
This course focuses on the development of continuing education and professional development programs. Various theories of adult education and curriculum, and acquisition of continuing education credits (CEUs) from professional agencies and/or academic institutions are emphasized. Selections of continuing education topics, program development, and marketing strategies for continuing education programs are addressed. Students participate in the development of a continuing education project within a selected health professions discipline.

Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.

Prerequisites:
HSC 5260

HSC 5511 Statistical Analysis for the HP
Credits: 3
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 non-parametric 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.

HSC 5636 Current Issues & Trends in HPP
Credits: 3
This course analyzes current issues and trends impacting health professions practice. Examples include integration of technology into practice, movement to point-of-care intervention and interdisciplinary teaming, clinical outcome assessment, managed care practice delivery, and critical pathway analysis. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite course(s); or consent of the Department Chair.

Prerequisites:
HSC 5103

HSC 5638 Global Persp. of Health Policy
Credits: 3
This interdisciplinary course examines

Using the web—the old-fashioned way. This spider spins webs to catch its prey, usually flying insects.
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.

HSC 5936 A Ped: Children Birth-Sch Age
Credits: 3
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.

HSC 5937 A Ped-Fam of Children w/Disab.
Credits: 3
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.

HSC 6258 Curric Devel-Health Prof Educ
Credits: 3
This course serves as a comprehensive study of the philosophies, principles, and practices utilized in the development and implementation of health professions education curricula. Current research on learning theory and curriculum development is stressed. Emphasis is placed on mechanisms utilized to integrate the didactic and practice education components of health professions education programs. Students are required to independently develop a curriculum specific to their discipline or elaborate on a select component of the curriculum as a term project. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites:
HSC 5260

HSC 6507 Epidemiology Hlth Prof Prac
Credits: 3
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:
HSC 6644 and HSC 6734

HSC 6644 Leg. & Eth. Aspt. of Hlth Care
Credits: 3
This course 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 services 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:
HSC 5638

HSC 6715 Ed Measrmt & Eval in Hlth Prof
Credits: 3
This course presents the different methods of measurement, evaluation, and assessment of practice and didactic competencies as they relate to the cognitive, psychomotor, and affective domains. Students develop, validate, and apply assessment objectives in both the practice and didactic setting. Identification of various evaluative instruments and the rationale for selection is explored. Students interpret and evaluate standardized tests with regard to validity and reliability and relate this knowledge to their own test-making abilities. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites:
HSC 5511 and HSC 6311

HSC 6734 Research in Health Professions
Credits: 3
This course provides students with theories and principles of research designs and a broad conception of disciplined inquiry; and interdisciplinary team approaches to research in the health professions. It enables students to evaluate and apply various research designs, methods and techniques, and related statistical processes to research in the health professions and health services. Ethics and issue 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:
HSC 5511

HSC 6856 Adv Pediatric Practicum
Credits: 3
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:
HSC 5936 or HSC 5937 or HSC 6938 or HSC 6939

HSC 6901 Direct Study Hlth Prof Pract I
Credits: 3
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:
HSC 6734

HSC 6905 Directed Study in Hlth Prof Ed
Credits: 3
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.

HSC 6907 Dir Study in Hlth Prof Pract II
Credits: 3
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 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.

HSC 6911 Health Prof. Capstone Project
Credits: 2 to 6
This 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. Emphasis is on practical application of the student's career concentration area. The course may be taken in increments of a minimum of two credits in a given semester, with a minimum of six credits necessary for completion of project requirements. Students must be registered for credits in the course in the semester in which the capstone project is presented. 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 Department Chair.

Prerequisites:
HSC 6644 and HSC 6734

HSC 6972 Grant Writing-Health Professin
Credits: 3
This course provides students with a conceptual framework and mechanics for grant writing. Emphasis is placed on sources of grants for health professions and practice, critical analysis and evaluation of the literature, technical and scientific writing. Minor emphasis is placed on the comparison of grant writing with writing journal articles, reports, presentations and manuals. Students are expected to write a grant proposal for a simulated or actual grant.

Prerequisites:
HSC 6734 and HSC 6644

HSC 6921 Correlation Health Prof Pract
Credits: 3
This course allows students to demonstrate synthesis and evaluation of models, issues, and trends learned in core and concentration courses. Emphasis is made on the application of this knowledge to solving of substantive problems encountered in health professions practice. Students select a health professions practice problem in consultation with the course director, and research, interpret, develop, and recommend solutions. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.

Prerequisites:
HSC 6734 and HSC 5636

HSC 6931 Topics in Health Prof Practice
Credits: 3
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 6933 Health Policy Capstone Seminar
Credits: 3
This capstone course emphasizes the student’s culmination of courses through demonstration of synthesis and evaluation of knowledge and experiences across disciplines via interdisciplinary development 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 prerequisite courses, completion of career concentration core; or consent of the Department Chair.

Prerequisites:
HSC 6644 and HSC 6734

HSC 6935 Topics in Health Prof Educaton
Credits: 3
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. 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 6938 Ad Ped: Atyp Child with Disab
Credits: 3
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.
HSC 6939 Ad Ped: Team App Child with Dis
Credits: 3
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.

HSC 6943 Health Prof Educ Internship
Credits: 3
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; consent of the Department Chair.
Prerequisites: HSC 6644 and HSC 6734 and HSC 6512

HSC 6944 Hlth Prof Practice Internship
Credits: 3
This is a directed field experience in a health professions practice area under the guidance of a community health professions practitioner preceptor. The student gains internship experience in an assigned agency selected by the student and faculty advisor based on the student's coursework and career interest. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; consent of the Department Chair.
Prerequisites: HSC 6734 and HSC 6644 and HSC 6901 and HSC 6921

HSC 6975 Health Professions Thesis
Credits: 2 to 6
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; consent of the Department Chair.
Prerequisites: HSC 6644 and HSC 6734

Health Services Administration

HSA 3117 Prins of Health Services Admin
Credits: 3
This course provides an introduction to the underlying principles of health services administration. Emphasis is placed on health policy, health planning, marketing health care services, current health problems, personal health care services, bioethical decisions, and health personnel. Contemporary issues and principles of health services administration, and the effects of shifts of economic, social, political, and technological forces that merge and sometimes coalesce to meet or fail to meet the changing health and medical care needs of the U.S., state, and local populations are addressed. Students examine selected issues from historical perspectives, present status, and future directions within health services administration. Special Conditions: Admission to a program in the College of Health Professions or consent of the Department Chair.
Corequisites: HSA 3119 HSA 3183

HSA 3119 Found & Dynamics of HS Deliver
Credits: 4
This interdisciplinary course examines the concepts of health and health status; death and dying; the fundamentals and dynamics of the health care delivery system and its services, including history, legislation, regulation, safety requirements, financing, education and diversification. Identification and analysis of issues and trends with the integration of theories, principles and perspectives of social sciences, change theory, communication, ethics, professionalism, technology, the community and its diverse socioeconomic, multi-cultural health care clientele underlie the focus. Students' interdisciplinary team projects foster team-building, constructive communication, critical thinking, instructional planning, ethical decision-making, and empowerment.

HSA 3183 Dyn. of Orgnztn. Mgmt. of HSO
Credits: 3
This interdisciplinary course introduces the student to organizational management and leadership concepts; models and research findings associated with organizational theory; and the applicability to the health care system. The course explores skills and techniques required of managers and leaders in health care organizations and independent practices, such as planning, financial management, directing, communicating, public speaking, conflict resolution, decision-making, motivating, team building, inter- and intra-organizational relationships and risk assessment. Ethical considerations, quality control, and continuous quality improvement are addressed. Simulated and applied interdisciplinary experiences emphasize assessing, mobilizing, and motivating a health care organization's work force.

HSA 3184 Leadership & Super in Hltn Svcs
Credits: 3
This course focuses primarily on leadership theories, philosophies, concepts, and applications to roles of supervisors and managers in health services organizations. Organizational theory, and the economic and financial aspects of the health care delivery system as related to leadership and supervision are also emphasized. Current issues that affect leadership and supervision are addressed. Case studies on assigned topics are employed throughout the course to provide practical applications of the various theories presented. Special Conditions: Admission to a program in the College of Health Services Administration.
Professions and completion of prerequisite course; or consent of the Department Chair.

**Prerequisites:**
HSA 3119 and HSA 3183

**HSA 4170 Financial Mgt in Health Care**
Credits: 3
Models and principles of health care financial management and their implications for decision making are emphasized. Health care reimbursement policies and related accounting principles, financial principles, and tools employed to manage finance in a health service organization are a major focus. Students apply the knowledge gained to practice situations in health care settings through simulations and case studies to better understand the theories and concepts and to gain an appreciation of the value of financial management in health care decision making. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite or consent of the Department Chair.

**Prerequisites:**
HSA 3117

**HSA 4185 HR Mgmt in Health Servs Orgs.**
Credits: 3
This course introduces the student to human resources, a critical and problematic component of health services organizations. The course encompasses theories, principles and concepts related to human resource management, including management of occupational stress of employees in health services organizations. The primary focus is on the human resource policies, functions, and outcomes that influence the effectiveness of an organization's employees. Attention is also devoted to understanding how external market, public policy, and technological forces affect business strategies, managerial values, and shaping and constraining human resource management policies and practices, in the presence or absence of unions and collective bargaining. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite course or consent of the Department Chair.

**Prerequisites:**
HSA 3119 and HSA 3183

**HSA 4192 Health Care Info Systems**
Credits: 3
The course introduces the student to the study of health care information systems essential to health care delivery. Emphasis is placed on technological advances in information technology, the general applications and management of information in health services administration, and the health care system as a whole. Databases and database management systems, microcomputer, internet, and medical informatics concepts and applications are integrated within the course. Simulations are employed to enhance students' skills in information management.

**HSA 4222 Long Term Care Administration**
Credits: 3
This course presents an overview and examination of the administrative structure, services, and regulatory requirements of long term care facilities. Licensing, structural requirements, roles and duties of administrators, staffing patterns, services, resident care issues, and reimbursement are the focus. Special emphasis is placed on organizational management and operations control, federal and state regulations, codes and regulations related to long term care in the United States, and particularly in Florida. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite courses or consent of the Department Chair.

**Prerequisites:**
HSA 4170 and HSA 4185

**HSA 4503 Risk Mgmt in Health Services**
Credits: 3
This course introduces the student to principles, processes, and systems of risk management in health services organizations. Activities and functions of health care practitioners and managers that are intended to reduce losses associated with clients, employees, property, or other sources of potential organizational liability are addressed. Special emphasis is placed on the role and function of regulatory agencies in risk management. Federal and state laws governing health service organizations and their impact upon the organization's risk management policies are also discussed. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite courses or consent of the Department Chair.

**Prerequisites:**
HSA 3184

**HSA 4817 Practicum in Health Serv Admin**
Credits: 3
Under the supervision of a community health services administrator preceptor, the student gains practical experience and applies knowledge gained in the health services administration core. Selected projects are jointly decided by the faculty, preceptor, and student. Special Conditions: Admission to a program in the College of Health Professions and completion of all prerequisite courses or consent of the Department Chair.

**Prerequisites:**
HSA 4185 and HSA 4170 and HSC 4732

**HSA 4901 Dir Study in Hlth Serv Admin**
Credits: 3
Students enter a learning contract of supervised study of a health services administration topic. Content is selected by students in conjunction with their course director. The course broadens knowledge and may include a practice experience. Prerequisites maybe required depending on the directed study. Consent of the Department Chair is required.

**HSA 4931 Topics in Health Services Admin**
Credits: 3
A current concept, selected problem, or issue in health services administration is examined. The topic covered varies according to recent developments in health services administration. The course may be repeated for different topic areas. Prerequisites maybe required depending on the topic. Consent of the Department Chair is required.

**HSA 5109 Concepts/Princ of Managed Care**
Credits: 3
This course introduces the student to the principles, structure and operations of managed care. The aspects of managed care contracting and the organization and delivery of health care services under this type of system are presented. 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 5110

**HSA 5110 Health Services Mgmt & Ops**
Credits: 3
This course introduces the student to the study of management and leadership, and the concepts, models, and research findings associated with organizational theory and its applicability to the health service organization. The course focuses on the skills and techniques the health care leader will use to strategically plan and organize the health care organization. The course provides an approach for assessing, mobilizing, and motivating a health care organization's work force. The content includes management styles, leadership issues, organizational behavior, motivation, communications, public speaking, planning, decision-making, team building, and inter- and intra-organizational relationships. The course focuses on ethical considerations, quality control, risk management, labor relations, and organizational change on health service management and operations. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of all prerequisite courses; or consent of the Department Chair.

**Prerequisites:**
HSC 5638 or HSC 5112

**HSA 5112 Comp. Hlth Svcs. Delivery Syst.**
Credits: 3
This course introduces and contrasts the organization and structure of health care delivery in the United States and other countries. Special emphasis is placed on the different models of health care systems from selected countries, representing various social, national, and fee-based health care systems. The conceptual framework of the systems is analyzed and issues such as access, quality, reasonable cost, and rationing are discussed. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.

**Prerequisites:**
HSC 5638

**HSA 5225 Long Term Care Administration**
Credits: 3
This course examines 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. Students evaluate 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. Applied projects are integrated within the course. 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 5110

**HSA 6163 Planning/Marketing Health Serv**
Credits: 3
This course focuses on the analysis of strategic planning and marketing processes used by health care managers. The student develops and applies strategies for management and marketing of health care services. Course topics include fundamentals of marketing strategies including pricing, promotion, distribution, and product/service mix, organizational planning, creation of business plans, and feasibility analysis for strategic planning in health care organizations. Special emphasis is placed on incorporating the concepts of strategic planning models and marketing methodologies as they apply to patients, physicians, and managed care buyers as separate markets for health care services. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.

**Prerequisites:**
HSA 5110

**HSA 6179 Models of Fin Mgmt-Health Svcs**
Credits: 3
This course introduces the student to the fundamentals of financial management and managerial accounting necessary for successful management decision making in health care institutions. Financial management models including managed care, health maintenance organizations, individual 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 5110 and HSC 6644

**HSA 6198 Inform & Hlth Mgmt Info System**
Credits: 3
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 5110

**HSA 6433 HealthPol & Econ Issues in HSO**
Credits: 3
This course focuses on the principles of health economics essential to understanding current trends in the health care field and the development and implementation of health policy. Principles of microeconomic 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 pay-
Glent plans including health insurance are explored. Emphasis throughout the
course is on applying economics to under-
stand the current health care sys-
tem and the development and impact of
health policy in the United States. Case
studies and group projects are integrat-
ed to reinforce the concepts and the-
ories presented. Special Conditions: Ad-
mission into the College of Health Profes-
sions MS in Health Science program and completion of pre-
requisite courses; or consent of the Department
Chair.
Prerequisites:
HSC 5538
HSA 6905  Dir Study-Health
Services Admin
Credits: 3
Students enter a learning contract of
supervised study of a topic in health ser-
vice administration. A substantive
problem or issue is identified and select-
ed by the student in conjunction with
their course director. The course broad-
en expertise in health services admin-
istration. Prerequisites may be required
depending on the directed study.
Consent of the Department Chair is
required.
HSA 6930  Topics in Health
Services Admin
Credits: 3
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 admin-
istration. The course may be repeated
for different topical areas. Prerequisites
maybe required depending on the topic.
Consent of the Department Chair is
required.
HSA 6933  Entrepre in Health
Serv Admin
Credits: 3
The course focuses on the principles
and application of traditional and non-
traditional techniques of planning, im-
plementing, and managing a new health
service organization; the fundamentals
of organizational management, and mar-
ket 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 pre-
requisite course; or consent of the
Department Chair.
Prerequisites:
HSA 6433
HSA 6942  Health Serv Admin
Internship
Credits: 3
This is a directed field experience in a
health service organization under the
guidance of a community health ser-
vice administration preceptor. The stu-
dent gains internship experience in an
assigned agency selected by the stu-
dent and faculty advisor based on the
student’s background and career inter-
est. 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 6734 and HSC 6644
Human Services
HUS 1001  Introduction to
Human Services
Credits: 3
This course explores the field of human
services including health, mental health
and retardation, public administration,
education, social welfare, recreation,
criminal justice, youth services, and
rehabilitation. Emphasis is placed on
the variety of expectations and percep-
tions of consumers of human services.
Basic helping and communication skills
will be developed by the students.
HUS 3020  Human Growth &
Development
Credits: 3
The nature of social systems perspec-
tive for analyzing the impact of family,
culture, societal institutions and ethnicity
on individual growth and development
will be examined. The major theories of
human growth and development across
the life span will be explored. The inter-
dependence of social functioning and
the impact of such factors as race/eth-
nicity, minority status, developmental
disabilities, sexual orientation, socio-
economic status will be examined. Also
explored will be the impact on social
functioning and human development of
specific environmental stressors, includ-
ing poverty, membership in oppressed
and/or disadvantaged populations.
Personal values will be examined in
relation to issues surrounding cultural
diversity, human worth and dignity and
their impact on practice.
HUS 3201  Interventions
w/Gps &Commun
Credits: 3
The structure and function of groups in
society will be explored. Included will
be the community and its formal and infor-
mal helping networks. Applications in
human service organizations and client
interventions will be illustrated.
Students will apply skills to case studies.
Topics highlighted are: group processes
and team functioning, treatment groups
and problem solving, task groups and
communication systems.
Prerequisites:
HUS 1001 with a passing grade and
HUS 2110 with a passing grade and
HUS 3601 with a passing grade
HUS 3304  Intervention
w/Indiv &Families
Credits: 3
An introduction to practice knowledge
and skills necessary for beginning
human services practice will be present-
et. This course is a pre-requisite for
field instruction and integrative field
seminar. Pluralistic, eclectic framework
for planned orderly change process with
individual and family client systems will
be examined. Self-awareness, personal
values, observation skills, basic assess-
ment skills, relationship development
skills, communication skills, interviewing
skills will be introduced and practiced.
A human services ethical decision making
model is introduced. Sensitivity to popu-
lations at risk and interventions in multi-
cultural/ethnically diverse settings is
developed.
HUS 3410  Case Mgmt Prob
Solving-HumServ
Credits: 3
This course in case management will
describe various approaches used by
the human services professional to meet
the service needs of the client. The use
of case management with children and
families, elderly, chronically mentally ill,
developmental and physically disabled,
and those in health care settings will be
investigated. Skills in case manage-
ment will be demonstrated including net-
working, recording, case monitoring,
advocacy, and outcome evaluation.
Prerequisites:
HUS 1001 with a passing grade and HUS 2110 with a passing grade

HUS 3601 Human Services Delivery System
Credits: 3
Systems servicing health and welfare needs at the local, state, and national levels will be described and illustrated. The institutional origins of human services systems will be delineated. Included will be types of systems, and similarities and differences among fields of practice. Forces promoting and resisting change or modification will be investigated. Evaluation criteria for health and welfare systems will be developed.
Prerequisites:
HUS 1001 with a passing grade and HUS 2110 with a passing grade

HUS 3720 Evaluative Rsrch in Human Svcs
Credits: 3
This course deals with the understanding and application of experimental and quasi-experimental research and program evaluation tools. Students not only learn how to gather data and to operationalize research and evaluative hypotheses, they learn to analyze, interpret, and critique evaluative research produced by other human services professionals. Various survey research and data gathering skills will be introduced. Students will be exposed to basic statistical applications and the use of program software in generating statistics. Emphasis will be placed on interpreting statistical output and understanding the limitations in utilizing quantitative and qualitative techniques in evaluating human services policies and programs.
Upon completion of this course students will be able to develop program-specific evaluation designs, access human services data bases, conduct field survey research, construct testable hypotheses, code and input data, generate and interpret basic statistics, draw relevant policy and evaluation conclusions and recommend policy and program alternatives.

HUS 4500 Ethics in Human Services
Credits: 3
The course identifies and analyzes a diverse number of ethical issues encountered by human services professionals. Ethical theory is discussed within the context of administrative discretion, professional misconduct, authority and responsibility, privacy, human dignity, and other issues. In addition, the political and media environments surrounding the development of social policy and other issues. In addition, the political and media environments surrounding the development of social policy and the delivery of social programs is discussed. The course develops practical ethical frameworks that professionals can employ on the job. Upon completion of this course students will be able to: identify ethical issues and problems encountered in the human services professions, have a comprehensive understanding of the ethical principles that guide the use of discretionary authority, recognize the ethical implications of human service interventions, recognize the ethical obligations that professionals have maintaining public trust, and recognized the ethical obligation to be an advocate for diversity and multiculturalism.

HUS 4508 Substance Abuse & the Family
Credits: 3
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
Credits: 3
This course is designed to familiarize students with the process of loss and bereavement. Students will develop a theoretical foundation regarding issues of grief and loss and will be provided an opportunity to develop a clinical perspective to counseling. Course will focus on a broad range of responses to loss ranging from losses associated with physical relocation, loss of relationships, divorce and separation, loss of function, job loss, to losses associated with death and illness to name about a few.

HUS 4539 Elder Abuse & Neglect
Credits: 3
This course is designed to provide an overview of elder abuse and neglect within the society. The course strives to differentiate among the various forms of elder abuse (emotional, physical, financial and institutional) and clarify how elder abuse differs from neglect. In so doing, the course contextualizes elder abuse and neglect within the larger family violence literature and suggests approaches for prevention and intervention.

HUS 4560 Social Problems & Policy
Credits: 3
This is a survey course in social policy that exposes and engages the student in analysis and dialogue in a number of policy issues involving the delivery of social programs. The political and administrative context in which public policies are developed, implemented, and evaluated is explored. Program funding and financial reporting requirements as they impact state and local governments are discussed. Students learn about the policy and the policy cycle. The course exposes the student to policy specific content areas including long term care, gerontology, mental health, substance abuse, homelessness, child and family programs, migration/immigration, and juvenile crime and criminology. Upon completion of this course students will be able to identify and understand the multiple components of social policy, understand the political and financial environment in which social policies developed and delivered, understand the complexities of the various policy specific content areas, understand the role of the human services professional in the delivery and management of programs with each policy area.

HUS 4683 Substance Abuse Treat &Resource
Credits: 3
Survey of contemporary treatments available to substance abusers. Examination of multidisciplinary approaches to substance abuse treatment. Compare available treatment facilities with model programs. Review educational materials and resources for use with substance abusers. Self evaluation using common screening instruments.

HUS 4850 Experience in Human Services
Credits: 3 to 9
500 hours of supervised field hours in community agency are required. A FGCU approved supervisor in an FGCU approved agency is also required. An individualized Learning Contract based on 34 required competencies is developed. Emphasized is learning of basic
human service generalist skills.

Corequisites:
HUS 4940

HUS 4901 Directed Study in Human Svcs
Credits: 1 to 3
Individualized instruction to meet the needs for study in areas of a particular interest for which there may be insufficient students to offer as a regular class.

HUS 4931 Human Svcs Integrat Senior Sem
Credits: 3
This seminar is the capstone course in the program. The seminar integrates classroom theory and practicum experiences. All basic human services generalist knowledge is integrated and skill development is reinforced from field practice. Documentation of community service and achievement of university and college learning goals will take place in this course.

Prerequisites:
HUS 3410 with a passing grade and HUS 3304 with a passing grade

HUS 4932 Public Policy and Aging
Credits: 3
The major federal and state legislation affecting older adults is reviewed and analyzed within this course. The course focuses on the Older Americans Act, American's with Disability Act, housing Act of 1959 and the Social Security Act.

HUS 4935 Perspective on Death & Dying
Credits: 3
This course focuses on death and dying from a psychological, medical, legal, economic, cultural, historical and spiritual perspective. Advanced medical directives, including history, living wills and durable power of attorney for health care are also discussed.

HUS 4937 Special Topics in Human Servic
Credits: 1 to 3
A course offered on an intermittent basis to include emerging areas of study a special theme explore a contemporary issue, meet a particular community need, or other situations where a topic may not be regularly included in the curriculum.

HUS 4940 Human Services Field Seminar
Credits: 1 to 3
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

Humanities

HUM 2510 Underst Visual & Perform Arts
Credits: 3
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.

Indust. & Applied Psychology

INP 4004 Intro to Indus/Organiz Psych
Credits: 3
Applications of psychological principles to industry. Topics include selection, training, job satisfaction, supervision and decision making.

Prerequisites:
PSY 2012 with a passing grade and STA 2023 with a passing grade and PSY 3044 with a minimum grade of C and PSY 3213 with a minimum grade of C

Interdisc. Social Sciences

ISS 2011 Interdisciplinary Social Science
Credits: 3
This course is designed to examine 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.

ISS 2200 Intro to International Studies
Credits: 3
Students are introduced to the general area of International Studies, the interdisciplinary nature of International Studies, the basic theoretical perspectives used in analyses and the specific areas for concentrated research or further reading.

ISS 3010 Intro to Social Sciences
Credits: 3
Using an interdisciplinary approach, this course examines social institutions and social issues from the perspectives of the various social sciences. It serves as the introductory course to the Interdisciplinary Social Science concentration and is also useful for all students interested in learning more about the different approaches to the analysis of issues, strategies for addressing needs relating to those issues and relationships among the disciplines.

ISS 4910 Directed Independent Study
Credits: 1 to 3
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

ISS 4934 Program Evaluation
Credits: 3
This course develops students' knowledge base and skills in program evaluation. Students study the theoretical bases for evaluation, examine the types of program evaluation and apply them in field assignments and case studies.

ISS 4935 Sr. Seminar in Soc. Sciences
Credits: 3
This seminar serves as the capstone for the students with a concentration in Interdisciplinary Social Sciences. It integrates the various paradigms explored in other courses and provides an opportunity for the student to explore a topic of interest in great detail, utilizing some of those paradigms.

ISS 4940 Interdisciplinary Practicum
Credits: 3
The practicum provides students with an opportunity for practical application of knowledge and skills in the classroom in supervised field settings. Hours may vary and are based upon the nature of the practicum.

ISS 4955 Study Abroad
Credits: 3
This course provides the student with a
practical application of knowledge in a real setting.

**Interdisciplinary Honors**

**IDH 1001 Honors Seminar I**
Credits: 3
This is the first of a series of courses required of all students in the honors program. In the Honors Seminar I, students will explore issues important in self discovery and understanding, as well as the student’s role in the educational process. Topics include styles and ways of learning, basics of computer use (which will include building a web page for the honors program), methods of inquiry, logic and writing a persuasive argument, building a philosophy career exploration, and dealing with stress and perfectionism. Prerequisite: Admissions into the Honors Program.

**Interdisciplinary Science**

**ISC 1004C Integrated Natural Sciences I**
Credits: 3
Students will examine integrative concepts in biology, chemistry, geology and physics relative to the human organism. Topics include: human physiology, diet and nutrition, genetics, disease, neural systems and computer technologies, and environmental health risks. This course is inquiry based and fully integrated laboratory experiences which emphasize active learning strategies.

**ISC 1005C Integrated Natural Sciences II**
Credits: 3
Students will examine integrative concepts in biology, chemistry, geology and physics relative to the environment. Topics include: the atmospheric pollution, water pollution, sustainable agriculture, production of energy, and natural catastrophic events. This course is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies.

**ISC 1210C Integrated Science & Math. I**
Credits: 4
This course will develop fundamental ideas in science and mathematics relative to earth systems from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development.

**ISC 1211C Integrated Science & Math. II**
Credits: 4
This course will develop fundamental ideas in science and mathematics relative to the human organism from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development. Prerequisites: ISC 1210C with a minimum grade of C

**ISC 2212C Integrated Science & Math. III**
Credits: 4
This course will develop fundamental ideas in science and mathematics relative to technology from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development. Prerequisites: ISC 1211C with a minimum grade of C

**ISC 2213C Integrated Science & Math IV**
Credits: 4
This course will develop fundamental ideas in science and mathematics relative to the regional environment from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development. Prerequisites: ISC 2212C with a minimum grade of C

**ISC 3120C Scientific Process**
Credits: 3
Students are introduced to the philosophy, methodology and ethics of scientific practice through classroom discussion and literature review. Students, through self practice and collaborative review, learn: philosophical and practical differences between physical & historical science; hypothesis generation & testing; experimental design; construction of a research proposal; composition of a scientific paper; oral presentation; and critical review. The course culminates with the preparation and presentation of a research proposal which can become the foundation of a senior thesis. Prerequisites: ISC 3145C with a minimum grade of C or ISC 3150C with a minimum grade of C

**ISC 3145C Global Systems**
Credits: 3
“Global Systems” is an interdisciplinary science course introducing students to the dynamic and interactive processes which shape our planet. The physical, biological, and chemical processes which have defined the composition of each of the four “spheres” of the planet (biosphere, hydrosphere, atmosphere, and lithosphere) throughout the earth’s 4.5 billion years of history will be explored. Each sphere depends intimately upon changes which occur in the other three. This course is intended as an introductory overview to FGCU’s program in Interdisciplinary Natural Sciences. Prerequisites: CHM 1046C with a minimum grade of C and PHY 2054C with a minimum grade of C and BSC 1010C with a minimum grade of C and GLY 1010C with a minimum grade of C

**ISC 4910 Sr Proj Rsch Intrdisc Nat Sci**
Credits: 2
Research projects or certain aspects of research are carried out by one or more students under the supervision of a faculty member. The research project is designed to hone skills in applying research principles and obtaining practice in data collection, analysis.

**ISC 4911 Sr Proj Pres Intrdisc Nat Sci**
Credits: 2
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 Intdl Nat Scienc**
Credits: 1
Special sessions exploring the literature in Interdisciplinary natural Sciences. Topics may vary; they are selected on the basis of what is new or currently relevant in the field. Students are encouraged to choose topic courses which are relevant to their prospective research thesis or internship students will receive "S" or "U" grades. Prerequisites: ISC 3120C with a minimum grade of C

**ISC 4940 Int’ship in Interdis Nat'l Sci**
Credits: 2 to 4
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 super-
visor at the site as a faculty mentor. Students will receive Satisfactory "S" or "U" Unsatisfactory grades for this course.

**Interdisciplinary Studies**

**IDS 1301L Styles & Ways of Learning**

Credits: 1

All entering freshmen will be required to take a one hour course entitled "Styles and Ways of Learning." The course is designed to introduce the students to the interdisciplinary and multidisciplinary nature of the curriculum in the General Education Program at Florida Gulf Coast University. This course serves as a mechanism for establishing a shared understanding of the mission of the university and the intention of and approaches to the curriculum. It will provide students with training in the basic skills necessary to perform well in the university setting (e.g., time management, intergroup skills, facultative and interactive learning, effective utilization of technology). The students will gain insight into various learning styles and ways of knowing and will have the opportunity to identify and learn more about their respective learning styles. Unless given permission to waive the first semester enrollment requirement or adjust the time for the enrollment, everyone not in possession of the Associates' Degree from a Florida institution who matriculates at the university should complete this course in their first semester at Florida Gulf Coast University.

**IDS 2110 Connections**

Credits: 2

This course is the capstone interdisciplinary experience for general education, and is taken the second semester of the sophomore year. The "Connections" course summarizes major points in the bodies of knowledge acquired while participating in the General Education Program; illustrates the integration of the Program; and provides opportunities for the students to utilize the knowledge and skills gained from the General Education experience in an applied manner. This course involves research, application of theoretical models and utilization of learned skills. It allows the students to engage in research related to their majors and/or areas of interest. 

**Prerequisites:**

IDS 1301L with a minimum grade of C

**IDS 3301 Issues in Culture & Society**

Credits: 3

This course is part of the College of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary cultural/social issues and problems and how they have developed across time. Individually and in teams students will develop "intellectual histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systemic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

**IDS 3302 Issues in Politics & Economics**

Credits: 3

This course is part of the College of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary political/economic issues and problems and how they have developed across time. Individually and in teams, students will develop "intellectual histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systemic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

**IDS 3303 Issues in Science & Technology**

Credits: 3

This course is part of the College of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary science/technology issues and problems and how they have developed across time. Individually and in teams, students will develop "intellectual histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systemic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

**IDS 3304 Issues in Ecology & Environ.**

Credits: 3

This course is part of the College of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary ecology/environmental issues and problems and how they have developed across time. Individually and in teams, students will develop "intellectual histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systemic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

**IDS 3305 Issues in Media, Lit. & Arts**

Credits: 3

This course is part of the College of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary media, literature and arts issues and problems and how they have developed across time. Individually and in teams, students will develop "intellectual histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspec-
atives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

IDS 3920 University Colloquium
Credits: 1 to 3
The University Colloquium brings together students from all four colleges in a series of interdisciplinary learning experiences. These experiences are designed to address the ecological perspective outcome in relations to other university outcomes and guiding principles. Critical thinking and communication skills will be enhanced through field trips, discussion, projects, and a portfolio to be maintained by each student.

IDS 4158 Southwest Florida Bioregion
Credits: 3
This course is designed to allow students from outside the College of Arts and Sciences to develop environmental literacy through an investigation of regional environmental issues and is intended to help students meet the university goal of developing an ecological perspective. The course content focuses on a systems perspective of our bioregion as we discuss historical, cultural, economic, and ecological factors that affect our ability to manage native ecosystems and natural resources sustainably.

IDS 4910 Integrated Core Senior Seminar
Credits: 3
This course serves as the capstone experience for the College of Integrated Studies and as the student’s University senior seminar requirement. In conference with selected faculty, students will devise a senior project that will emphasize the use of synthesis thinking and skills. The project may be related to, or have grown out of, previous courses in the College on Integrated Learning and/or connect to the student’s discipline concentration. The course will be a combination of formal class meetings and individual study. Students are required to make a presentation of their projects to panels of faculty and students and/or a panel or audience external to the University. The course should be taken the final semester of the student’s degree program.

International Relations

INR 2015 Global Studies
Credits: 3
This course introduces the student to the realities of current global issues and problems. The course content includes changing demographic patterns, food, energy and human resources, the structure of international relations, with a special emphasis upon sustainable development. An interdisciplinary approach is used in analyzing the issues.

INR 3002 Intro to Internat’l Relations
Credits: 3
Concepts and analytical tools are applied to events such as politics among nations, control of foreign policies, types of actors, war and peace constitute the content of this course.

Prerequisites:
SYG 2000 with a passing grade

INR 3018 World Ideologies
Credits: 3
This course details and examines the ideologies of today’s independent countries. It examines the historical, cultural, social, political evolution and varied manifestations of the respective ideologies.

Prerequisites:
SYG 2000 with a passing grade and ANT 2000 with a passing grade

INR 3061 International Issues & Actors
Credits: 3
The course examines the most important issues in international affairs. It analyses the behavior of major foreign policy actors in the international arena, including nation states, non-governmental and international organizations.

INR 3084 International Terrorism
Credits: 3
A study of contemporary and historical terrorism is provided in this course. Topics include causes, types and implications of terrorism. Analyses of actual case studies is an intricate part of this course.

INR 3930 Sel. Topics in Int’l Relations
Credits: 3
Course centers around topics of current interest or of special interest to students and instructors. Topics of focus may vary from semester to semester.

INR 3955 Overseas Study
Credits: 1 to 3
This course is a program of individual or group research in a foreign country.

INR 4254 Africa in World Affairs
Credits: 3
This course examines the place and role of Africa in world affairs. It includes an analysis of post colonial Africa, the relations of African States with major World Powers, the UN and its agencies, and among themselves.

INR 4900 Directed Reading
Credits: 1 to 3
Under the guidance and supervision of an instructor, students develop a program of reading and possibly research which fits their individual interest, needs, or topic.

Prerequisites:
SYG 2000 with a passing grade

INR 4910 Directed Independent Study
Credits: 1 to 3
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

INR 4931 Selected Topics
Credits: 3
As a telecourse, the content provides an overview of the Americas. It discusses the sociocultural, historical, economic, and political nature of the region.

Language Arts & English Ed.

LAE 3334 Reading & Writing
Content Area
Credits: 4
This course prepares secondary teacher trainees to integrate reading and writing into their content classrooms in order to improve learning. Since language is the primary means of learning and sharing learning in the content areas, using language as a pedagogical tool enhances content mastery.

LAE 4314 Language Arts in
Credits: 3
Implements a coordinated and integrated language arts curriculum and guides the developmental language experiences of children in elementary school. Explores the content, organization, and instruction of oral and written expression in childhood education.

LAE 4323 Methods of Teach Eng. Middle
Credits: 3
Methods of integrating reading, writing, speaking, listening, viewing and critical thinking activities into a literature-based program for middle school students. Must be taken one or two semesters prior to internship. Includes school-based practicum. Includes strategies for working with lower-level readers.

LAE 4414 Lit. in Childhood Education
Credits: 3
The selection, evaluation and use of fiction, nonfiction and poetry for instructional, informational, and recreational purposes in Childhood Education. This course also satisfies three semester hours of liberal arts requirements in elementary education. It addresses the literature and writing component of the liberal arts exit requirements and the following skills and dimensions are included: analytical thinking, writing skills, oral expression, race and ethnicity, and gender.

LAE 4464 Adolescent Literature
Credits: 3
Study of the types of literature read by adolescents. Emphasis on criteria for selection of literature and teaching materials for middle and high school teaching. Correlation of literature-based materials with state curriculum standards and assessment procedures.

LAE 4642 Meth. of Teach. Eng: H.S.
Credits: 3

LAE 4936 Senior Seminar: Eng. Ed.
Credits: 2 or 3
Senior standing. Synthesis of teacher candidate's courses in complete college program. Required concurrently with internship.

LAE 4940 Internship in English Ed
Credits: 9 or 10
One full semester of internship in a public or private school. Intern takes Senior Seminar in English concurrently. In special programs where the internship experience is distributed over two or more semesters, student will be registered for credit which accumulates from 9-12 semester hours. (S/U only)

LAE 5466 Trends in Lit Diverse Society
Credits: 3
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
Credits: 3
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 Class rm
Credits: 3
Development of writing, its functions, conventions, and processes, and instructional strategies to be used across the elementary curriculum. Emphasis on both process and products generated by students. Available to majors and non-majors.

LAE 6415 Literature & the Learner
Credits: 3
Nature, scope, and uses of literature for instructional, informational, and recreational purposes and implications of current theory, significant research, and issues in literature study as they relate to the learner.

LAE 6616 Trends in Lang Arts Instruct
Credits: 3
Significant concepts, emerging trends, research, and instructional techniques for implementation and utilization of language arts in all areas of the curriculum.

Latin American History
LAH 3130 Colonial Latin America
Credits: 4
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.

LAH 3200 Modern Latin America
Credits: 4
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.

LAH 3300 The Americas
Credits: 4
This is a telecourse that analyzes and places into historical perspective the diverse region known as The Americas (33 sovereign nations). The series emphasizes the nature and development of U.S. relations with its hemispheric neighbors, and the recent massive influx of these people into the U.S., by concentrating on contemporary key issues and events. Because of its interdisciplinary nature, it will prove informative to many non-History Concentration students.

LAH 3430 History of Mexico
Credits: 4
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.

LAH 3470 History of the Caribbean
Credits: 4
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.
Latin American Studies

LAS 2000 Intro. to Latin Amer. Studies
Credits: 3
This course provides an overview of Latin American social structure and factors which support or impede social change, collaboration and cultural maintenance. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

LAS 3004 The Americas-LatAm & Carrib
Credits: 3
This is a telecourse designed to introduce the complexities of Latin American and the Caribbean to students. Through an interdisciplinary approach to analysis, the course examines the cultural, historical, social, political and economic dynamics of the region.

LAS 3007 Latin American Environments
Credits: 3
The natural environments of Latin America and critical environmental issues are examined within their ecological, cultural, economic, and historical contexts. Multiple sources of information including scientific data and artistic impression are utilized.
Prerequisites:
BSC 1051C or IDS 3304

LAS 3022 Caribbean Environments
Credits: 3
The natural environments of the Caribbean Basin and critical environmental issues are examined within their ecological, cultural, economic, and historical contexts. Multiple sources of information including scientific data and artistic impression are utilized.
Prerequisites:
BSC 1051C with a minimum grade of C or IDS 3304 with a minimum grade of C

LAS 4932 Sel Topic in Carribian Studies
Credits: 3
This course is the study of selected issues, scholarly works, themes or movements relating to some aspect of Caribbean culture and society.

Linguistics

LIN 2670 English Grammar & Usage
Credits: 3
This course introduces the basics of English grammar and usage.
Prerequisites:
ENC 1101 with a minimum grade of C

LIN 4671 Traditional English Grammar
Credits: 3
This course primarily uses sentence diagramming to present detailed analysis of the parts of speech, verb tenses, sentence functions, and other basic grammatical classifications of traditional English Grammar.
Prerequisites:
ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

LIN 4680 Structure of American English
Credits: 3
This course is a survey of traditional, structural, and generative transformational grammars and their techniques for the analysis and description of linguistic structure in general, and contemporary American English in particular.
Prerequisites:
ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

LIN 5700 Applied Linguistics & 2nd Lng
Credits: 3
This course is designed to introduce graduate students/teachers/school personnel with little or no recent acquaintance with linguistics to the rudimentary concepts and issues relevant to the field of applied linguistics and second language repertoire. The course will survey the subfields of linguistics such as phonetics, phonology, morphology, semantics and syntax. The course will also include an examination of the role of the brain in language learning, the nature of both first and second 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).

Literature

LIT 2110 Intro to World Lit & Culture I
Credits: 3
This survey of World Literature from Ancient and Classical times through the Renaissance centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of this era with a solid foundation in both the authors/texts and the contexts of each period. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites:
ENC 1101 with a minimum grade of C

LIT 2120 Intro to World Lit & Cultur II
Credits: 3
This survey of World Literature from the Seventeenth Century to the Present centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of the era with a solid foundation in both the authors/texts and the contexts of each period. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites:
ENC 1101 with a minimum grade of C

LIT 3144 Modern European Novel
Credits: 3
This readings course focuses on the Modern European Novel in translation as it developed from the nineteenth century to WW II, including such writers as Dostoevsky, Kafka, Hesse, Camus, and Unamuno.

LIT 3301 Cultural Studies/Popular Arts
Credits: 3
This course is a study of twentieth-century popular culture as represented in film, fiction, music, and television.

LIT 3400 Interdisciplinary Topics
Credits: 3
This interdisciplinary readings course focuses on the relationship between literature and the other creative arts, the other humanistic disciplines, and/or the sciences and technology.

LIT 3662 Lit of Conquest & Exploration
Credits: 3
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.
LIT 4093 Contemporary Literature
Credits: 3
This seminar centers on examination of a variety of international literary works written after 1945. The course draws upon the social, cultural, and political contexts of these works.

LIT 4099 Postmodern Narrative Technique
Credits: 3
This seminar explores the theory and practice of postmodern narrative, comparative and international in scope, including such authors as Barth, Calvino, Coover, Pynchon, Kundera, and Garcia Marquez.

LIT 4183 Postcolonial Lit & Theory
Credits: 3
This seminar explores the historical and literary significance of postcolonialism, and examines its influence on aesthetic theories and practices in African, Caribbean, and Latin American nations.

LIT 4192 Caribbean Literature
Credits: 3
This seminar explores Caribbean poetry and fiction in the context of post-Negritude struggles for collective and individual identity. This course examines works by major authors from the Caribbean and Caribbean diaspora.

LIT 4353 Ethnic Studies
Credits: 3
This seminar examines the political, cultural, and social significance of ethnic identity within a variety of contexts. The course poses the problematical and relative nature of the term “ethnic” to consider variable topics and issues. Students may analyze the relationship between nationalism and ethnic pride, trace the changing status and influence of specific ethnic groups, examine internecine wars and conflicts, or evaluate the cultural value of ethnic identity.

LIT 4355 African & Diaspora Literature
Credits: 3
This seminar examines the African diaspora from the period of decolonization (1960s) to the present. The course considers major issues (neo-colonialism and postcolonialism, black nationalism, identity politics and conflicts, racism, and cultural imperialism) as expressed in selected texts and contexts. Readings span a generation of Black writers from such diverse regions as Africa, the Caribbean, and the American South.

LIT 4396 Feminist Theories
Credits: 3
This seminar explores feminist literary criticism and theory from a variety of approaches, including psychoanalytic, linguistic, Marxist, French, postcolonial, and postmodern modes of gender analysis.

LIT 4404 Interdisciplinary Literature
Credits: 3
This seminar examines the literature of a specific discipline or field or a specific topic of human inquiry, with a focus on how that discipline, field, or topic presents itself in literary and rhetorical practices. The course might also operate across disciplines or fields. Examples: The Literature of Biology, the Literature of Science, Environmental Literature.

LIT 4493 Politics and Literature
Credits: 3
This seminar examines the relationship between literature and politics within a variety of historical and geographical contexts. Students examine the techniques and forms that writers use to represent, critique, and subvert an illegitimate State or other political authority.

LIT 4663 Magical Realism
Credits: 3
This seminar examines the formal and thematic characteristics that distinguish Magical Realist writing. The course begins by considering some of the major authors of the Boom period (1960s) in Latin American literature, such as Alejo Carpentier, Julio Cortazar, and Gabriel Garcia Marquez. The course then considers several post-Boom or “second generation” writers such as Isabel Allende, Luisa Valenzuela, and Laura Esquivel.

LIT 4664 Literature of the Americas
Credits: 3
This seminar centers a comparative study of major contemporary authors from North, Central, and South America. Students explore literary techniques, contextual influences, points of convergence and divergence in the works.

LIT 4853 Topics in Cultural Critique
Credits: 3
This seminar is an in-depth look at critical perspectives offered and applied in literary, film, media, and culture criticism. The course focuses on the critical principles developed in areas studied and the broader application of those principles.

LIT 4930 Selected Topics in English
Credits: 3
The content of this course will be determined by student and instructor needs and interests and will focus on a specific topic of study. This course may be repeated with different topics and permission of the concentration coordinator.

LIT 4931 The Exile in Literature
Credits: 3
This seminar examines exile as theme and metaphor in the twentieth century novel. Selections may include such diverse works as Rushdie’s Shame, Césaire’s Return to My Native Land, and García’s Dreaming in Cuba.

Management

MAN 3025 Contemporary Mgt Concepts
Credits: 3
This course is the study of the fundamentals of effective management from an organizational behavior perspective. It is designed to provide essential tools and skills for understanding contemporary business activity in such areas as decision-making, planning, communications, staffing, and controlling. These concepts are applied to industry, government, and not-for-profit organizations. (Junior standing required)

MAN 3301 Human Resource Management
Credits: 3
This course will provide a broad exposure to the policies, functions (such as recruiting, selection and development), and current issues involved in Human Resource Management. The strategic role of HRM will be emphasized and an understanding of theory, environment impact, and skill development will be facilitated in the classroom.

Prerequisites:
MAN 3025

MAN 3320 Employee Staffing
Credits: 3
The purpose of this course will be to provide students with a detailed overview of the staffing activities performed by organizations. Within the context of an organization’s specific environment and the body of pertinent laws and regulations, this course will examine the process of determining how many and what type of employees are needed by the organization and when they are needed; gener-
ating a pool of qualified job candidates; selecting the "best" job candidate through utilization of various selection devices including interviews, assessment centers, and various paper and pencil evaluation tools; and making a successful job offer. By the end of this course, students should be able to critically evaluate and interpret an organization's staffing policies and practices and be able to develop and implement their own valid and legally defensible selection procedures within an organization.

Prerequisites:
MAN 3301

MAN 3350 Training & Development
Credits: 3
This course will provide the knowledge, skills, and ability for students to develop programs that train and develop employees to deal with global, technological, quality and leadership challenges. To provide organizations with a competitive edge, managers need to be able to assess organizational training needs, clarify training objectives, choose or develop a training program, and evaluate the outcomes of these programs. The course will focus on both current skills training and the development of employees for an on-going role within organizations.

Prerequisites:
MAN 3301

MAN 3401 Labor-Management Relations
Credits: 3
A study of the historical, legal, social, and economic framework of both private and public sector labor relations in the U.S. The respective philosophy, objectives and strategies of unions and management are examined, as is the key role of Federal agencies such as the National Labor Relations Board and the Federal Mediation and Conciliation Service. A variety of collective bargaining and arbitration cases are considered.

Prerequisites:
MAN 3301

MAN 3441 Conflict Management
Credits: 3
The causes of various forms of interpersonal, intra-group and inter-group conflict, and how to effectively manage conflict are the principal focus of this course. Among the topics covered are: stakeholder analysis, political processes and power within organizations, competitive rivalry and domestic and global market places; integrative and distributive bargaining, and the role of third-party neutrals in helping to resolve disputes. Case studies, simulations, and experiential exercises are utilized.

Prerequisites:
MAN 3504 Operations Management
Credits: 3
This course introduces the application of management systems, quantitative principles and techniques to the effective planning and utilization of resources in the operation of manufacturing, research and service activities.

Prerequisites:
STA 2023 with a minimum grade of C

MAN 3512 Design of Prod & Service Sys
Credits: 3
This course examines the design of systems for production and delivery of goods and services; emphasizes the impact of alternative designs on the competitive posture of the firm; and discusses the concepts, tools and techniques for designing facilities, jobs and systems for continuous performance and improvement.

Prerequisites:
MAN 3504

MAN 3522 Total Quality Management
Credits: 3
The application of statistics to the control of quality in organizations. Emphasis is on the design, implementation, and management of quality throughout the firm using models and distributions in statistical quality control, process capability, control charts, acceptance sampling, and reliability. Permission is required of instructor is required to waive prerequisite for Health Science majors.

MAN 3581 Project Management
Credits: 3
This course studies the three phases of project management; planning, scheduling and control. Project planning tools such as time and cost estimation; project scheduling tools such as the Critical Path Method; and project control tools such as Project Evaluation and Control Technique will be an integral part of the course. Real projects and cases will also be utilized.

Prerequisites:
MAN 3504

MAN 3803 Management of Small Business
Credits: 3
The purpose of this course is to educate men and women for leadership roles in small to mid-sized companies. This course will focus on managing and building small to mid-sized businesses into enduring great companies. Although venture initiation will be covered in some discussions and cases, the emphasis will be on building companies that are past the initial start-up phase. Students will be exposed to some of the practical realities, transition points, issues and dilemmas that are particularly relevant to smaller companies. The course will concentrate on the elements of long term health and success - on laying the groundwork for making a company healthy and prosperous five, ten, twenty, and even fifty years in the future. Although short term survival tactics will be discussed, the focus of the course is on building a small to mid-sized business into a truly outstanding and enduring organization - a company that might be thought of as admirable or excellent.

Prerequisites:
MAN 3025

MAN 4120 Leadership & Group Dynamics
Credits: 3
This course focuses on group theory, concepts, research and application principles and development of communication skills necessary to lead and work effectively in groups, through group exercises and experiential learning.

Prerequisites:
MAN 3025

MAN 4129 Leadership Lab
Credits: 3
This laboratory course is designed to diagnose and assess individual values, leadership style and managerial behavior. Experiential exercises, computer simulation and role playing exercises are designed to strengthen those areas of leadership behavior needing skill enhancement.

Prerequisites:
MAN 3025

MAN 4280 Org Development & Change
Credits: 3
This course covers research literature
relevant to organizational functioning including behavioral effects of power and authority, formal organization, structural variation, leadership, motivation and organizational change.

**Prerequisites:**
MAN 3025

**MAN 4330 Management of Compensation**
Credits: 3
The evolution of innovative compensation policies aimed at aligning individual and organizational performance with competitive business strategies in domestic and global markets is covered, as are key motivation theories. Comparative compensation policies across selected industrialized nations are included. The influence of relevant labor market pay practices and government policies such as ERISA and COBRA are examined. Internal organization pay policies, ESOPs, and pay-performance incentive systems are covered as are various indirect compensation benefits.

**Prerequisites:**
MAN 3301

**MAN 4402 Employment Laws & Regs**
Credits: 3
Federal and state regulation of the employment relationship is the principal focus of this course. Comparative employment law practices across selected industrialized nations are also covered. A case analysis approach is utilized. Among the contemporary issues examined are: managing workforce diversity including EEO and immigration laws, employment-at-will and employee job rights, occupational safety, health and worker’s compensation, and employment, drug, and health testing.

**Prerequisites:**
MAN 3301

**MAN 4521 Operations Planning & Control**
Credits: 3
This course focuses on solving managerial problems associated with planning and controlling operations. Major topics include inventory, capacity and demand management, aggregate planning, project management and activity control.

**Prerequisites:**
MAN 3512

**MAN 4530 Management of Technology**
Credits: 3
Examines the changing technical environment that is confronting managers in corporate and nonprofit organizations. Attention is focused on the integration and the management of new technical areas including flexible manufacturing systems, new product development, computer networks, and quality control issues.

**Prerequisites:**
MAN 3025 and MAN 3504

**MAN 4534 Automation in Operations Mgt**
Credits: 3
This course offers an in-depth treatment of the structure and function of computer integrated manufacturing (CIM) processes; integration of automation in design and manufacturing; product and process design; computer aided design (CAD) and computer aided manufacturing (CAM) systems; process planning; and robotics and flexible manufacturing systems (FMS).

**Prerequisites:**
MAN 4521

**MAN 4722 Decision Analysis**
Credits: 3
This course provides an analysis of the managerial role of the decision maker and investigates the logic of the decision process; including the effect of environmental factors and the role of qualitative and quantitative techniques. Consideration is given to the behavioral implications of decision activity.

**Prerequisites:**
ISM 3431

**MAN 4802 Entrepreneur & Bus Plan Devel**
Credits: 3
This course provides hands-on business planning experience, working closely with a faculty mentor. Students develop business plans for an independent start-up or acquisition, resulting in professional-quality written business plans and oral business plan presentations. Case study is used to facilitate understanding of the entrepreneurial process. This class includes (1) an orientation to library and computer research resources and (2) an orientation to a business planning software package.

**Prerequisites:**
MAN 3803

**MAN 4804 Entrepreneurial Field Studies**

**MAN 4805 Independent Study in Mgt**
Credits: 1 to 3
Specialized independent study determined by the student needs and interests. Senior standing and permission of department required.

**MAN 4930 Seminar in Management**
Credits: 1 to 3
Topics to be selected by instructor and department chair for pertinent management issues. (Senior standing and permission of department required)

**MAN 4941 Management Internship**
Credits: 1 to 3
A course providing the opportunity to work in and deal with profit or nonprofit organizations to gain insight into the real side of modern business and management. (Senior standing and permission of department required)

**MAN 5516 Design of Prod & Service Sys**
Credits: 3
This course examines the design of systems for production and delivery of goods and services; emphasizes the impact of alternative designs on the competitive posture of the firm; and discusses the concepts, tools and techniques for designing facilities, jobs and systems for continuous performance and improvement.

**Prerequisites:**
MAN 6501

**MAN 5525 Total Quality Management**
Credits: 3
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
Credits: 3
Examines the changing technical environment that is confronting managers in corporate and nonprofit organizations. Attention is focused on the integration and management of new technical areas including flexible manufacturing systems, new product development, computer networks, and quality control issues.

Prerequisites:
MAN 6055 and MAN 6266 and MAN 6501

MAN 5805 Management of Small Business
Credits: 3
The purpose of this course is to educate men and women for leadership roles in small to mid-sized companies. This course will focus on managing and building small to mid-sized businesses into enduring great companies. Although venture initiation will be covered in some discussions and cases, the emphasis will be on building companies that are past the initial start-up phase. Students will be exposed to some of the practical realities, transition points, issues and dilemmas that are particularly relevant to smaller companies. The course will concentrate on the elements of long term health and success - on laying the groundwork for making a company healthy and prosperous five, ten, twenty, and even fifty years in the future. Although short term survival tactics will be discussed, the focus of the course is on building a small to mid-sized business into a truly outstanding and enduring organization - a company that might be thought of as admirable or excellent.

Prerequisites:
ACG 6025 and MAN 6055

MAN 6055 Contemporary Mgt Concepts
Credits: 3
This course is the study of the fundamentals of effective management from an organizational behavior perspective. It is designed to provide essential tools and skills for understanding contemporary business activity in such areas as decision-making, planning, communications, staffing, and controlling. The role leadership plays in these areas will be examined. These concepts are applied to industry, government, and not-for-profit organizations.

Prerequisites:
MAN 6107 Leadership Lab
Credits: 3
This course focuses on identifying individual values and managerial style. Using computer simulation, experiential exercises and laboratory role-play, individual managerial skills and proficiency are enhanced.

Prerequisites:
MAN 6505

MAN 6149 Leadership & Group Dynamics
Credits: 3
Group theory, concepts, research and application principles are considered. Development of communication skills necessary to lead and work effectively in groups, though group exercises and experimental learning are utilized.

Prerequisites:
MAN 6055

MAN 6266 The Challenge of Leadership
Credits: 3
This course will engage students in a variety of activities designed to enhance their understanding of the challenges which confront today's business professionals. In addition 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.

Prerequisites:
MAN 6289 & Change
Credits: 3
This course covers research literature relevant to organizational functioning including behavioral effects of power and authority, formal organization, structural variation, leadership, motivation and organizational change.

Prerequisites:
MAN 6055

MAN 6305 Human Resource Management
Credits: 3
This course will provide a broad exposure to the policies, functions (such as recruiting, selection & development), and current issues involved in Human Resource Management. The strategic role of HRM will be emphasized and an understanding of theory, environment impact, and skill development will be facilitated in the classroom.

Prerequisites:
MAN 6289 and MAN 6241

MAN 6321 Employee Staffing
Credits: 3
The purpose of this course will be to provide students with a detailed overview of the staffing activities performed by organizations. Within the context of an organization's specific environment and the body of pertinent laws and regulations, this course will examine the process of determining how many and what type of employees are needed by the organization and when they are needed; generating a pool of qualified job candidates, selecting the "best" job candidate through utilization of various selection devices including interviews, assessment centers, and various paper and pencil evaluation tools, and making a successful job offer. By the end of the course, students should be able to develop and implement their own valid and legally defensible selection procedures within an organization.

Prerequisites:
MAN 6305

MAN 6331 Management of Compensation
Credits: 3
The evolution of innovative compensation policies aimed at aligning individual and organizational performance with competitive business strategies in domestic and global markets is covered, as are key motivational theories. Comparative compensation policies across selected industrialized nations are included. The influence of relevant labor market pay practices and government policies such as ERISA and COBRA are examined. Internal organization pay policies, ESOP's, and pay-for-performance incentive systems are covered as are various indirect compensation benefits.

Prerequisites:
MAN 6305

MAN 6351 Training & Development
Credits: 3
This course will provide the knowledge,
skills, and ability for students to develop programs that train and develop employees to deal with global, technological, quality and leadership challenges. To provide organizations with a competitive edge, managers need to be able to assess organizational training needs, clarify training objectives, choose or develop a training program, and evaluate the outcomes of these programs. The course will focus on both current skills training and the development of employees for an on-going role within organizations.

**Prerequisites:**
MAN 6055

**MAN 6403** Employment Laws & Regulations
Credits: 3
Federal and state regulation of the employment relationship is the principal focus of this course. Comparative employment law practices across select ed industrialized nations are also covered. A case analysis approach is utilized. Among the contemporary issues examined are: managing workforce diversity including EEO and immigration laws, employment-at-will and employee job rights, occupational safety, health and worker’s compensation, and employment, drug, and health testing.

**Prerequisites:**
MAN 6305

**MAN 6411** Labor-Management Relations
Credits: 3
A study of the historical, legal, social, and economic framework of both private and public sector labor relations in the U.S. The respective philosophy, objectives and strategies for unions and management are examined, as is the key role of Federal agencies such as the National Labor Relations Board and the Federal Mediation and Conciliation Service. A variety of collective bargaining and arbitration cases are considered.

**Prerequisites:**
MAN 6305

**MAN 6448** Conflict Management
Credits: 3
The causes of various forms of interpersonal, intra-group and inter-group conflict, and how to effectively manage conflict are the principle focus of this course. Among the topics covered are: stakeholder analysis, political processes and power within the organizations, competitive rivalry and domestic and global market places; integrative and distributive bargaining, and the role of third-party neutrals in helping to resolve disputes. Case studies, simulations, and experiential exercises are utilized.

**Prerequisites:**
MAN 6055

**MAN 6501** Operations Management
Credits: 3
Introduction to the fundamental concepts, processes and institutions involved in the production of goods and services required by modern society.

**Prerequisites:**
QMB 6305 and QMB 6603

**MAN 6526** Operations Planning & Control
Credits: 3
This course focuses on solving managerial problems associated with planning and controlling operations. Major topics include inventory, capacity and demand management, aggregate planning, project management and activity control.

**Prerequisites:**
MAN 5528

**MAN 6601** International Management
Credits: 3
A study of the characteristics of the international and multinational company, environmental constraints, personnel and labor relations factors, and strategic planning and policies.

**Prerequisites:**
MAN 6055

**MAN 6607** Global Organization Issues
Credits: 3
This course addresses the cross-cultural skills necessary for managers in today’s multinational and multicultural organizations. It examines culture-specific needs for leadership, communications and negotiations; and focuses on culture’s impact on legal, ethical, diversity and environmental issues.

**Prerequisites:**
MAN 6055

**MAN 6806** Entrepreneurship Field Studies
Credits: 1 to 4
This is a practical, experiential course that provides students opportunities to work in the field. Students apply concepts mastered in previous business and entrepreneurship course either by implementing their own business plan or by working with an entrepreneur on a specific, mutually agreed upon project. Examples of projects include: (1) analyzing problem areas and making recommendations for improvement, (2) preparing pre-business feasibility studies, and (3) creating comprehensive business plans.

**Prerequisites:**
MAN 6808 and MAN 5805 and FIN 5478

**MAN 6808** Entrepreneur & Bus Plan Devel
Credits: 3
This course provides hands-on business planning experience, working closely with a faculty mentor. Students develop business plans for an independent start-up or acquisition, resulting in a professional-quality written business plan and oral business plan presentation. Case study is used to facilitate an understanding of the entrepreneurial process. This class includes (1) an orientation to library and computer research resources and (2) an orientation to a business planning software package.

**Prerequisites:**
FIN 5478

**MAN 6930** Seminar in Management
Credits: 3
Topics to be selected by instructor and department chair for pertinent management issues.

**MAN 6932** Executive Seminar
Credits: 3
This course is designed to strengthen students’ appreciation for the challenges of leading cross-functional organizations. Classes will be interactive and make extensive use of case-based exercises focusing on real organizational issues.

**Prerequisites:**
ACG 6025 and ISM 6021 and MAN 6266 and QMB 6305 and MAN 6055 and ECO 6005

**Marketing**

**MAR 3023** Introduction to Marketing
Credits: 3
Survey of the marketing of goods and services in a global economy with emphasis on the identification of target markets and the elements required to develop effective marketing strategies. The course describes the market envi-
environment, elements for consumer satisfaction and organization success, and introduces emerging marketing technologies, and reinforces the importance of ethics and social responsibility in the orderly operation of the market system. Junior standing is required. Permission of the instructor is required to waive prerequisite courses for Health Science majors.

MAR 3400 Professional Selling
Credits: 3
Study of the selling function and strategy as an interdisciplinary business activity. Knowledge of buyer behavior and skill requirements necessary for successful selling; the sales process, business and social responsibilities of salespersons. Emphasis is placed on the role of selling in today's marketing-oriented environment, including assessing customer needs, preparing for and professional sales presentations, and on developing problem-solving and decision-making skills necessary in consumer and industrial selling environments.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 3503 Understanding Consumers
Credits: 3
A study of basic concepts of buyer behavior, including pre-and post-purchase attitudes and behavior patterns, information processing related to the functional areas of marketing and the buyer's decision-making process. Managerial applications to marketing are emphasized.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 3613 Marketing Research
Credits: 3
Study of the research methods and techniques applicable to problem solving in marketing. Using state-of-the-art technologies for research, students develop skills in questionnaire design, data collection, data entry and analysis, and presentation of written research reports. Focus on the use of market research findings in marketing management decision making involving market identification, demand estimation, product design, channel selection, promotion and pricing. Attention is also given to defining information needs, determining the value of information for business decision-making, and social/ethical issues in marketing research.
Prerequisites:
MAR 3023 with a minimum grade of C and QMB 3200 with a minimum grade of C and CGS 1100 with a minimum grade of C

MAR 4156 International Marketing Mgt
Credits: 3
A study international trade concepts, world markets, international marketing strategies, and the processes and problems associated with establishing marketing operations in foreign countries. Examines issues involving trends, factors, and forced (e.g., institutions, cultural, political, legal, and environmental) which impact global marketing activities.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4203 Logistics & Channels of Dist.
Credits: 3
A detailed study of marketing channels as a functional area of marketing management and a part of marketing strategy. Emphasis is placed on structure and functioning of marketing channels, legal, economic and ethical considerations, and on the dynamic interrelationship among other functional areas of business as they affect the movement, handling and storage of raw materials and the flow of finished products from producer to consumer. Issues are addressed relating to wholesale and retail inventory, management, warehousing, packaging, transportation and information processing techniques useful in establishing customer service levels.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4232 Retail Management
Credits: 3
A comprehensive study of retailing structures, institutions, environment and operations. Course will include application of tools and techniques useful for analyzing, organizing, planning, implementing and controlling retail operations including merchandising and promotion. Emphasizes problems of retail store management, store location, merchandising, inventory management, promotion strategy, product display, and store organization.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4333 Promotion Management
Credits: 3
A study of the role of promotion in the firm. Examines problems of persuasive marketing strategy, promotional objectives, methods of implementing these objectives and the approaches by which these methods might be blended. Specifics include the promotional tools available to marketing managers and the various types of decisions that must be made when developing and managing promotion strategy in the context of a firm's marketing strategy.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4403 Sales Management & Control
Credits: 3
An application approach of the management of the sales force focusing on the necessity of coordinating and integrating sales force activities within the organization. Emphasis is placed on problemsolving and decision-making skills required of the modern sales manager. Areas studied include the responsibilities of sales management, recruiting, selecting, and training the sales force, motivational factors, determinants of sales performances, and sales force strategies.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4461 Principles of Purchasing
Credits: 3
An introduction to the objectives, control and direction of industrial purchasing. Additional topics include procedures, supplier and development, quality control, price determination, global sourcing, and methods of inventory control.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4713  Hospitality/Tourism Marketing
Credits: 3
A study of tourism and hospitality marketing as a subset of marketing management. Emphasis is placed on the analytical tools and techniques necessary to develop and implement marketing strategy in this domain.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4721  Marketing on the Internet
Credits: 3
This course provides an introduction to and analysis of the strategic and ethical use of the Internet for marketing communications and strategy. Topics include the utilization of email, usenet, FTP, PPP, Mosaic, and Listserv as marketing tools. Focus is on the development and analysis of Web-based communication strategies for domestic and global entities.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4804  Market Analysis & Strategy
Credits: 3
An applications-oriented course focusing on the identification and evaluation of markets for business and non-business opportunities. Various analytical techniques and problem-solving methods are employed. The course integrates market mix variables and applies market information necessary for developing and implementing overall marketing strategy to solve problems facing marketing executives.
Prerequisites:
MAR 3503 with a minimum grade of C and MAR 3613 with a minimum grade of C

MAR 4841  Services Marketing
Credits: 3
The primary theme of this course is that service organizations (i.e., banks, transportation companies, hotels, hospitals, educational institutions, professional services, etc.) require a distinctive approach to marketing strategy in both development and execution. The course is managerial in nature with a focus on understanding the distinguishing features of services as differentiated from goods, the magnitude of the services marketing industry, and the implications of differences from both the consumer and provider perspectives.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4905  Independent Study in Mkt
Credits: 3
Individual study and research under faculty direction and based on student's interests. Permission of the instructor and department chair is required.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4930  Special Topics in Marketing
Credits: 3
Deals with selected contemporary topics in marketing. Topics will vary. This course may also be used to offer advanced versions of undergraduate courses presently offered.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 4944  Internship in Marketing
Credits: 3
Experiential course that allows students the opportunity to gain credit by working with a profit or non-profit entity in a marketing-related capacity. The marketing related work must meet the College of Business and the Department of Marketing requirements for credit to be granted. Senior standing and consent of department chair required.
Prerequisites:
MAR 3023 with a minimum grade of C

MAR 6158  Global Marketing
Credits: 3
An advanced study of the process and problems associated with establishing and maintaining global marketing operations. Analytical tools available to global marketing managers will be emphasized to assess competitive alternatives to include justification of international trade, and the formulation of global marketing strategies. Cross-cultural, legal, political, ethical and environmental factors are introduced to enhance global marketing decision-making.
Prerequisites:
MAR 8815

MAR 6216  Marketing Logistics
Credits: 3
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 wholesale and retail inventory, warehousing, packaging, transportation and information processing techniques useful in establishing customer service levels.
Prerequisites:
MAR 8815

MAR 6336  Promotional Strategy
Credits: 3
Study of the role of promotion strategy from the perspective of the marketing manager. Problems of persuasive marketing strategy, promotional objectives and methods of implementing these objectives are explored. Specifics include analytical promotional tools available to marketing managers and the various types of decisions that must be made when developing and implementing promotion strategy.
Prerequisites:
MAR 8815

MAR 6406  Sales Force Management
Credits: 3
An application approach of the management of the sales force focusing on the necessity of coordinating an integrating sales force activities within the organization. Emphasis is placed on problems-solving and decision making skills required of the modern sales manager.
Topics studied include the concepts and methods underlying the planning, implementation, and control of the personal selling activities, formulating sales objectives, recruiting, selecting, and training sales people, responsibilities of sales management, motivational factors, determinants of sales performance and sales force strategies, and controlling the sales effort.

Prerequisites:
MAR 6815

MAR 6646 Advanced Marketing Research
Credits: 3
This course presents a study of the relationship between research methods and information systems in the context of marketing decision-making. Emphasis is placed on understanding the limits of research, and the managerial use of information. Advanced methods and techniques applicable to marketing problem-solving will include formulating marketing research issues, research design, data sources, data collection procedures, statistical analysis of qualitative and quantitative data, and report presentation. Attention is also given to defining information needs, determining the value of information for business decision-making, and social/ethical issues of marketing research.

Prerequisites:
MAR 6815 and OMB 6305 and ISM 6021

MAR 6716 Hospitality/Tourism Marketing
Credits: 3
This course presents a comprehensive study of tourism and hospitality marketing as a subset of marketing management. Emphasis is placed on the analytical tools and techniques necessary to develop and implement marketing strategy in this domain.

Prerequisites:
MAR 6815

MAR 6726 Marketing on the Internet
Credits: 3
This course presents a comprehensive study of the strategic and ethical use of the Internet for marketing communications and strategy. Topics include the utilization of email, usenet, FTP, Mosaic, and Listserv as marketing tools. This course focuses on the development and analysis of Web based communication strategies domestic and global entities.

Prerequisites:

MAR 6815

MAR 6807 Adv Market Analysis & Strategy
Credits: 3
An advanced analytical course focusing on the identification and evaluation of markets for business and non-business opportunities. Provides guidelines for developing marketing plans and programs while emphasizing the application of marketing concepts, tools and decision-making processes. Technology-based techniques and problem-solving methods are employed. The course integrates market mix variables and applies market information necessary for implementing overall marketing strategy.

Prerequisites:
MAR 6815

MAR 6815 Marketing Management
Credits: 3
This course explores managerial aspects of the marketing of goods and services in a global economy. Analysis of operational and strategic planning problems confronting marketing managers. Topics include consumer behavior, target market identification and selection, product development and commercialization, pricing, distribution. The course introduces emerging marketing technologies, and reinforces the importance of ethics and social responsibility in the orderly operation of the market system.

MAR 6849 Services Marketing
Credits: 3
The primary theme of this course is that service organizations (i.e., banks, transportation companies, hotels, hospitals, educational institutions, professional services, etc.) require a distinctive approach to marketing strategy in both development and execution. The course is managerial in nature with a focus on understanding the differences between the marketing of tangible and intangible products from both the consumer and provider perspective. Strategies and tactics useful in enhancing service firm competitiveness will be studied.

Prerequisites:
MAR 6815

MAR 6904 Internship Marketing
Credits: 3
This course is an experiential learning exercise that will enable students to apply marketing theory to real world situations. Student will gain marketing related knowledge and practical experience in a profit or not-for-profit organization. Material content, duration, duties to be performed in the internship, and outcomes must be consistent with the Internship Program guidelines.

Permission of the MBA Director required.

Prerequisites:
MAR 6815

MAR 6907 Ind. Study in Marketing
Credits: 3
Detailed independent graduate level study and research under faculty direction. A prospectus and the product(s) of the study will become a part of the student's file. Consent of the instructor and director of the MBA program is required.

Prerequisites:
MAR 6815

MAR 6936 Special Topics in Marketing
Credits: 3
A comprehensive survey of selected contemporary issues and topics in marketing at the graduate level. Topic content may vary. Individual investigation and reporting emphasized in seminar fashion. This course may also be used to offer advanced versions of graduate courses presently offered. Consent of the instructor and director of the MBA program required.

Prerequisites:
MAR 6815

Mass Media Communication

MMC 3602 Mass Comm & Society
Credits: 3
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.

Math Calculus & Precalculus

MAC 1104 College Algebra
Credits: 3
A general course in techniques of algebraic representation and solution of problems. Topics will include: a review of properties of exponents and radicals, functions and functional notation, symbolic, graphical, and numerical representation of functions and equations,
polynomial, exponential and logarithmic functions, systems of equations and inequalities, matrix representation of linear systems, matrix methods for solving systems of equations. Applications to modeling and solving problems will be emphasized, as well as using technology as an aid to the problem-solving process.

MAC 1145 Elementary Functions Credits: 3
This course provides a survey of the basic properties of classes of functions commonly used in applications: polynomial, trigonometric, exponential, logarithmic. Sequences, first and second differences, discrete dynamical systems, closed-form solution for difference equations, extrema and inflection points of sequences, sums of sequences, position and velocity, instantaneous velocity. Satisfactory score on placement exam is required.
Prequisites: MAC 1105 with a minimum grade of C

MAC 2233 Elementary Calculus Credits: 3
MAC 2233 is an introduction to the techniques of calculus of primary use to business students. Topics include: differentiation and integration of algebraic functions with applications, exponential and logarithmic functions with applications to finance and economics. This course is NOT equivalent to MAC 2311. Satisfactory score on placement exam.
Prequisites: MAC 1105 with a minimum grade of C

MAC 2311 Calculus I Credits: 4
This course is an introduction to the primary concepts and techniques of differential and integral calculus. Topics include: limits and continuity, the derivative, differentiation and integration of algebraic and trigonometric functions, linearization of functions, Mean Value Theorem, antidifferentiation, extrema and curve sketching, area and the definite integral, Fundamental Theorem. This course will emphasize conceptual understanding and modeling of physical phenomena, and will use computer technology as an aid to the modeling process. Satisfactory score on placement exam.
Prequisites: MAC 1147 with a minimum grade of C

MAC 2312 Calculus II Credits: 4
This course is a continuation of MAC 2311. Topics include: Integration by substitution, inverse functions, exponential and logarithmic functions, inverse trig functions, solids of revolution, arc length, techniques of integration, parametric curves and polar coordinates, power series, Taylor's Theorem. This course will emphasize conceptual understanding and modeling of physical phenomena, and will use computer technology as an aid to the modeling process.
Prequisites: MAC 2311 with a minimum grade of C

MAC 2313 Calculus III Credits: 4
A continuation of MAC 2312, topics in this course include: vectors in the plane and 3-space, topics from plane and solid analytic geometry, curves in space, tangential and normal acceleration, direction derivatives and the gradient, tangent and normal to surfaces, extrema of multivariable functions, Lagrange multipliers, double and triple integrals, integration in cylindrical and spherical coordinates. This course will emphasize conceptual understanding and modeling of physical phenomena, and will use computer technology as an aid to the modeling process.
Prequisites: MAC 2312 with a minimum grade of C

MAC 2331 Integrated Math I Credits: 4
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.
Prequisites: MAC 1147 with a minimum grade of C

MAC 2332 Integrated Math II Credits: 4
Topics in this course include derivatives and antiderivatives, parametric curves, position, velocity, and acceleration, kinematics, slope fields, Euler's method, exponential growth and decay, logarithms, optimization, integration by substitution, introduction to differential equations, general theory of limits and L'Hopital's Rule.
Prequisites: MAC 2331 with a minimum grade of C

MAC 2333 Integrated Math III Credits: 4
Topics in this course include integration by parts and partial fraction decomposition, linear spaces and linear differential equations, Inverse trig functions and trig substitutions, numerical integration, polar coordinates, power series, series solutions of differential equations, line integrals and work, lengths of curves.
Prequisites: MAC 2332 with a minimum grade of C

MAC 2344 Integrated Math IV Credits: 4
Among the topics included in this course are curvature, tangent and normal acceleration, functions of several variables, partial differentiation, Picard iteration, tangent plane and differentials, quadratic forms and quadratic surfaces, extrema of functions of two variables, multiple integrals, cylindrical and spherical coordinates, and change of variable in multiple integrals.
Prequisites: MAC 2333 with a minimum grade of C

MAC 2421 Calculus with Diff Equations I Credits: 4
In this course integrated treatment of the techniques of calculus and differential equations, with an emphasis on modeling physical phenomena, and utilizing computer technology in the modeling process are provided. Topics include: vectors, curves in the plane, derivatives and antiderivatives, position, velocity, and acceleration, differentiation rules, differentials and approximation, initial-value problems, Euler's method, exponential and logarithmic functions, extrema of functions, integration by substitution, separation of variables. Satisfactory score placement exam.
Prequisites: MAC 1147 with a minimum grade of C

MAC 2422 Calculus w/ Diff Equations II Credits: 4
Topics discussed in Calculus with Differential Equations include continuation of MAC 2421. Topics include: tangent and normal acceleration, curvature, areas and the Riemann integral, Fundamental Theorem, inverse trig functions, techniques of integration, solids and surfaces of revolution, line integrals, first-order linear differential equations, with applications, second-order linear
differential equations and harmonic motion, general theory of limits and L'Hospital's Rule, Taylor series.

Prerequisites:
MAC 2421 with a minimum grade of C
MAC 2423 Calculus w/ Diff Equations III
Credits: 4
This course is a continuation of MAC 2422. Topics include: polar coordinates, theory of space curves, multivariate functions and quadric surfaces, partial derivatives, existence-uniqueness theory for DE, Picard iteration, gradient and directional derivative, tangent plane and Taylor series, extrema of multivariable functions, double and triple integrals, cylindrical and spherical coordinates.

Prerequisites:
MAC 2422 with a minimum grade of C

Mathematics

MAT 4906 Independent Study
Credits: 1 to 4
This is an individual study by a student under the direction of an instructor. Topics are selected on an individual basis, and are not allowed to duplicate existing FGCU courses. Credit hours may vary. Students must obtain an access code from the instructor in order to register for the course.

MAT 4930 Special Topics
Credits: 1 to 4
MAT 4930 is a course centering around a topic of current interest, or subject of study not normally offered by FGCU. Topics may vary according to interest and needs of instructor and students. Credit hours may vary. Prerequisites may vary depending on the content of the course; students must consult with instructor before registering.

MAT 4937 Senior Seminar
Credits: 2
MAT 4937 is the senior capstone course. Students will undertake a variety of problem-solving activities and/or research projects to provide an integrative experience within the discipline.

Prerequisites:
MAS 4301 with a minimum grade of C and MAA 4226 with a minimum grade of C and MAP 3163 with a minimum grade of C

MAT 4940 Internship
Credits: 1 to 4
MAT 4940 is 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.

MAP 2302 Differential Equations
Credits: 3
The focus of this course is methods of solution of first and second order ordinary differential equations. Topics include: slope fields, existence and uniqueness theorems, first-order linear equations, integrating factors, exact equations, applications to modeling of physical phenomena, second-order linear equations, annihilators and method of undetermined coefficients, variation of parameters, Laplace transform, Euler and Runge-Kutta methods, systems of equations, applications.

Prerequisites:
MAC 2312 with a minimum grade of C

MAP 3161 Methods of Applied Math I
Credits: 4
The intermediate theory of linear algebra and differential equations is discussed, with applications. Topics include: finite-dimensional linear spaces and transformations, eigenvalues, eigenvectors and generalized eigenvectors, invariant subspaces, canonical forms, special matrices, unitary, symmetric, quadratic forms and positive-definite matrices, applications of matrix methods to systems of DE, phase plane and equilibrium of linear systems, introduction to nonlinear systems, equilibrium and bifurcation of low-order nonlinear systems. Emphasis is on techniques and applications to modeling and representation of physical systems.

Prerequisites:
MAC 2313 with a minimum grade of C and MAS 2121 with a minimum grade of C

MAP 3162 Methods of Applied Math II
Credits: 4
MAP 3162 is an introduction to mathematical aspects of probability and statistics. Topics include: discrete and continuous probability distributions, random variables and their distributions, sums and transformations of random variables, limit theorems, hypothesis testing and confidence intervals, general linear statistical models, regression and ANOVA, nonparametric statistics, introduction to 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
Credits: 3
MAP 3163 is an introduction to mathematical aspects of decision science and operations research. Topics include: systems of inequalities and linear programming, simplex algorithm, sensitivity analysis, integer programming, branch and bound methods, graph and network models, shortest paths, matchings, network flows, duality theory, introduction to game theory.

Prerequisites:
MAC 2313 with a minimum grade of C and MAS 2121 with a minimum grade of C

MAP 4101 Probabilistic & Stochastic Processes
Credits: 3
MAP 4101 covers fundamental notions of mathematical theory of probability and probabilistic modeling of random processes. Topics include: expectation, conditional probability and expectation, characteristic functions, central limit theorem, sums of random variables, laws of large numbers, random walks and Poisson processes, Brownian motion, Markov processes, introduction to queueing theory, applications. Students will be expected to develop and write computer simulations as part of the course.

Prerequisites:
MAP 3162 with a minimum grade of C

MAP 4231 Intro to Operations Research
Credits: 3
MAP 4231 consists of a review of linear programming, linear program models of problems, integer programming, branch and bound methods, queueing, CPM and PERT, network flow, duality principles in modeling and problem solving, statistical models in OR.

Prerequisites:
MAP 3163 with a minimum grade of C

MAP 4314 Dynamical Systems
Credits: 3
MAP 4314 covers the following topics: discrete dynamical systems: fixed points and stability, bifurcations, classification
of equilibria, self-similarity, fractals. Continuous dynamical systems: kneading, bifurcations, attractors, limit cycles and their classification, chaotic behavior. 

**Prerequisites:**
MAP 3161 with a minimum grade of C

**MAP 4341 Partial Differential Equations**
Credits: 3
MAP 4341 covers the elements of the classical theory of partial differential equations. Topics include: classification of PDEs and boundary value problems, Fourier series and 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

**MAP 4484 Biomathematics**
Credits: 3
MAP 4484 is an introduction to deterministic and probabilistic methods for modeling biological phenomena. Topics will be chosen from genetics, population dynamics, ecosystem modeling, statistical and Markovian models, perturbation of biological systems, diffusion systems, pattern formation, and epidemic models.

**Prerequisites:**
MAP 3162 with a minimum grade of C

**Mathematics Education**

**MAE 4310 Teaching Elem School Math I**
Credits: 3
Methods for teaching number ideas, computation skills, and mathematical reasoning.

**MAE 4320 Teaching Math in Middle Grades**
Credits: 3
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 4325 Teaching Elem School Math II**
Credits: 2
Methods for teaching informal geometry, measurement, probability, and statistics.

**MAE 4330 Mathematics**
Credits: 3
Techniques and materials of instruction for senior high school mathematics.

Applications of technology in mathematics. Familiarity with state curriculum standards. Students will complete 30 hour practicum experience as part of course requirements.

**MAE 4551 Reading Language of Math**
Credits: 2
Reading and writing issues in the teaching of mathematics. Strategies for assisting students who do not possess appropriate reading and writing skills to master mathematics content. Issues to be discussed include determining readability, adjusting curriculum, assessing skills, solving verbal problems.

**MAE 4936 Senior Seminar in Math Ed**
Credits: 2 or 3
Synthesis of teacher candidate's courses in complete college program.

**MAE 4940 Internship: Mathematics Educ.**
Credits: 9 or 10
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)

**MAE 6115 CurrTrends in Elem Math Educ**
Credits: 3
Philosophy, content, and process of mathematics education in elementary school programs.

**Prerequisites:**
MAE 4310 with a passing grade

**Mathematics-Algebraic Struct.**

**MAS 2103 Elementary Linear Algebra**
Credits: 3
This course introduces basic principles of linear algebra for secondary education majors. Topics include: vectors and vector spaces, systems of equations, matrices, determinants, elementary matrices, Gaussian elimination and LU decomposition, Cramer's Rule, linear transformations, eigenvalues and eigenvectors. Emphasis is on geometric properties of transformations on real spaces.

**Prerequisites:**
MAC 2312 with a minimum grade of C

**MAS 2121 Linear Ops & Diff Equations**
Credits: 4

**Prerequisites:**
MAC 2312 with a minimum grade of C

**MAS 4106 Matrix Analysis**
Credits: 3
MAS 4106 covers the following topics: exponential matrices, unitary and positive-definite matrices, QR, polar, and singular value decompositions, matrix norms, perturbation methods for eigenvalues, numerical methods for matrix equations (with error analysis), weighted least squares, Kalman filtering, introduction to Hilbert space.

**Prerequisites:**
MAP 3161 with a minimum grade of C and MHF 2191 with a minimum grade of C

**MAS 4214 Number Theory**
Elementary
Credits: 3
MAS 4214 covers the 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**
Credits: 3
MAS 4301 is an introduction to fundamental concepts of modern algebra. Topics include: group axioms, subgroups, Lagrange's Theorem, homomorphism, quotient groups, permutation and symmetry groups, rings, integral domains and fields, rings of polynomials, field of quotients.

**Prerequisites:**
MHF 2191 with a minimum grade of C

**MAS 4302 Abstract Algebra II**
Credits: 3
MAS 4302 is a continuation of MAS
4301. Topics include: subgroups and Sylow theorems, homomorphisms and quotient groups, ideals in rings, principal ideal domains and Euclidean domains, quotient rings, fields and extension fields. Emphasis is on skills and topics needed for graduate study in mathematics; accordingly, students will receive considerable practice formulating and writing proofs of theorems.
Prerequisites:
MA 4301 with a minimum grade of C

Mathematics-Analysis

MAA 4211 Vector Analysis
Credits: 3
MAA 4211 covers the differential and Integral calculus of vector fields. Topics include: vector fields, total derivative of a vector field, Taylor series, linearization, curl and divergence, flows and the transport theorem, line and surface integrals, Gauss’ and Stokes’ theorems, differential forms, Navier-Stokes equations, applications to fluid flows.
Prerequisites:
MA 2121 with a minimum grade of C

MAA 4226 Advanced Calculus
Credits: 4
MAA 4226 is a rigorous development of the fundamentals of differential and integral calculus, with 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. Fundamental Theorem of Calculus, sequences and series of functions, uniform convergence, interchange of limit theorems. Fourier series are used as sources of examples and motivation for the theory developed.
Prerequisites:
MAC 2313 with a minimum grade of C and MHF 2191 with a minimum grade of C

MAA 4227 Foundations of Real Analysis
Credits: 3
MAA 4227 gives the student a rigorous introduction to fundamental concepts of analysis necessary for graduate study in mathematics. Topics include: topology of metric spaces, Heine-Borel theorem, sequences and continuity in metric spaces, spaces of functions, introduction to measure and Lebesgue integral. Students will be expected to develop some proficiency in writing proofs and in reading mathematical texts independently.
Prerequisites:
MAA 4226 with a minimum grade of C

MAD 4250 Survey of 20th Century Math
Credits: 3
MAD 4250 is a survey of the discoveries in the early part of the 20th century that influenced the development of mathematics. Topics will come from the following: Lebesgue measure and integral, point-set topology, paradoxes of set theory and Zermelo-Frankel axiomatization, infinite-dimensional vector spaces and Hilbert space.
Prerequisites:
MA 4226 with a minimum grade of C

MAD 4402 Complex Variables
Credits: 3
MAD 4402 is an introduction to the general theory of functions of one complex variable. Topics include algebra of complex numbers, analytic functions, Cauchy-Riemann equations, Taylor and Laurent series, line and contour integral, poles of functions, integration theorems, residues and the Residue Theorem, conformal mappings and Riemann surfaces, Riemann mapping theorem.
Prerequisites:
MAP 3161 with a minimum grade of C

Mathematics-Discrete

MAD 2100 Discrete Structures
Credits: 3
MAD 2100 is an introduction to discrete mathematics for education majors. Topics include: permutations and combinations, symbolic logic, Boolean algebra, sets, functions and relations, graphs, trees, shortest paths and matching algorithms, formal languages, finite-state automata.

MAD 3107 Discrete Mathematics
Credits: 3
MAD 3107 is an introduction to concepts of discrete mathematics, as used by computer scientists. Topics include: symbolic logic and Boolean algebra, propositional and predicate calculus, sets, functions, and relations, enumeration and counting principles, introduction to graphs, trees, spanning trees, shortest path and matching algorithms, finite state automata. Turing machines.
Prerequisites:
MAC 2312 with a minimum grade of C

MAD 4301 Graph Theory
Credits: 3
MAD 4301 is an introduction to the theory and applications of graphs. Topics include: definitions and basic properties, Euler and Hamilton circuits and applications, connectivity, spanning trees and enumeration problems, cycle space and application to networks, matching algorithms and applications, shortest path problems, planar graphs and dual graphs, coloring problems and algorithms, network flows, max flow-min cut theorem, Ramsey theory. Students will be expected to write computer routines to implement algorithms.
Prerequisites:
MHF 2191 with a minimum grade of C and MAS 2121 with a minimum grade of C

MAD 4401 Numerical Analysis
Credits: 3
MAD 4401 is an introduction to basic concepts and methods of numerical approximation, with emphasis on error estimates and computer algorithms. Topics include: numerical differentiation and integration, solution of initial value problems, interpolation and quadrature, numerical solution of algebraic and transcendental equations, systems of equations, finite differences, introduction to finite element methods. Students will be expected to write computer routines to implement algorithms.
Prerequisites:
MAC 2313 with a minimum grade of C

MAD 4504 Theory of Computation
Credits: 3
MAD 4504 covers the mathematical principles of the theory of computation and computer science. Topics include: finite and infinite state machines, regular expressions and their recognition automata, pushdown automata, Turing machines, grammars and parsing, recursive functions, decidability and unsolvability, halting problem.
Prerequisites:
MHF 2191 with a minimum grade of C and MAD 3107 with a minimum grade of C

Mathematics-General & Finite

MGF 2501 Principles of Modern Math I
Credits: 3
This course is an introduction to techniques of discrete mathematics used in contemporary applications. Topics
include: vectors, vector geometry in space, projection and resolution of vectors, systems of equations, matrices, Gaussian elimination, linear inequalities and linear programming, sequences, extrema of sequences, differences and difference equations, analytic solution to difference equations, equilibrium and stability of difference equations introduction to the derivative, applications to engineering, business, and natural sciences.

Prerequisites:
MAC 1105 with a minimum grade of C

MGF 2502 Principles of Modern Math II
Credits: 3
Aspects of discrete mathematics used in contemporary applications are discussed in this course. Topics include: Counting and enumeration principles, probability and conditioning in finite sample spaces, Bayes' Theorem, computational complexity, graphs and trees, shortest path and matching algorithms, symmetry operations, introduction to groups, principles of error-detecting codes.

Prerequisites:
MAC 1105 with a minimum grade of C

Mathematics-History & Found.

MHF 2191 Mathematical Foundations
Credits: 3
This course provides an introduction to axiomatic systems and techniques of proof, in preparation for upper-level study in mathematics. Topics include: symbolic logic, boolean algebra, set theory, countable and uncountable sets, techniques of proof, functions and relations, mathematical induction, group axioms. Emphasis is on preparing the student to read and write mathematical proofs, and to work with abstract definitions and axioms.

Prerequisites:
MAC 2312 with a minimum grade of C

MHF 4404 History of Math
Credits: 3
MHF 4404 is the study of the evolution of mathematical thought and methods from antiquity through the Renaissance. Topics include: development of the concepts of number, quantity, and magnitude, algebraic techniques and symbolic notation, solution of polynomial equations, the evolution of the concept of proof, development of 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

Math-Topology & Geometry

MTG 4212 College Geometry
Credits: 4
This course is the study of axiomatic structure of Euclidean geometry, and introduction to noneuclidean 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.

Prerequisites:
MHF 2191 with a minimum grade of C

Medical Lab. Science

MLS 3220C Biological Fluid Analysis
Credits: 2
Lecture and laboratory highlight the structure and function of the kidney and other endocrine organs. Students perform specimen collection, handling, macroscopic examination, physicochemical, and microscopic evaluation of urine and other biological fluids and correlate with disease states.

Prerequisites:
CHM 104BC and BSC 1010C

MLS 4175 Case Studies in Clinical Lab S
Credits: 1
Students present case studies of current topics in clinical laboratory science.

MLS 4380C Hematology/Hemostasis
Credits: 3
Lecture and laboratory course integrates theory with application of hematology and hemostasis diagnostic procedures, interpretation, problem solving and correlation of laboratory findings with disease states. Topics include hemopoiesis, cell morphology and hematologic evaluation of peripheral blood and bone marrow, anemias, thalassemias and hemoglobinopathies, myelodysplastic syndromes, lymphoproliferative and myeloproliferative disorders, immunoproliferative disorders, and malignant lymphomas. Overview of hemostasis provides studies in coagulation, platelet disorders and bleeding abnormalities.

MLS 4507C Clinical Immunology
Credits: 2
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 3235C

MLS 4550C Immunohematology & Transfusion
Credits: 3
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.

MLS 4625C Clinical Biochemistry
Credits: 3
Students study the relationship and application of clinical biochemistry to the diagnosis, prognosis, and treatment of human disease. Lecture and laboratory integrate theoretical principles and the application of analytical techniques of carbohydrates, proteins, lipids, enzymes, electrolytes, nitrogen metabolites, inborn errors of metabolism, therapeutic drug monitoring, and toxicology.

Prerequisites:
BCH 3023C

MLS 4820C Clinical Biochemistry Practicum
Credits: 3
Advanced practical experience and didactic information in a clinical biochemistry laboratory emphasize chemistry instrumentation, immunochemical analysis, electrophoresis, blood gases, TDM, and toxicology.

Prerequisites:
MLS 4625C

MLS 4821C Clinical Microbiology Practicum
Credits: 3
Students gain advanced practical experience and didactic information in a clinical microbiology laboratory utilizing diagnostic techniques in the identification of pathogenic bacteria, viruses, parasites
and fungi.
Prerequisites: MCB 4203C

MHS 4822C Hematology/Hemostasis Practicum
Credits: 3
This advanced practical experience in a clinical hematology/hemostasis laboratory includes performance of diagnostic procedures and presentation of didactic information with emphasis on clinical correlation.
Prerequisites: MLS 4308C

MHS 4823C Clinical Immunohematology Prac
Credits: 3
This advanced practical experience in a clinical immunohematology laboratory and perfusion service includes compatibility testing, blood/blood component transfusion procedures and antibody detection and identification testing. Clinical experience and didactic information incorporates the operation and management of a transfusion service and a donor center.
Prerequisites: MLS 4550C

MHS 4824C Clinical Enrichment
Credits: 1
Clinical laboratory experience and didactic information in areas such as flow cytometry, tissue typing, forensics, or cytogenetics, or in clinics, rural settings, reference laboratories or other laboratory settings provide advance practice opportunities. The course may be repeated for different content areas.

MHS 4910L Research Molecular Diagnostics
Credits: 4
Research in Molecular Biology under the guidance and supervision of department faculty provides experience in industrial biotechnology laboratory, molecular diagnostic laboratory or research facility.
Prerequisites: PCB 4523C and BSC 4420C

Mental Health Services

MHS 6006 Princ of Counseling Profession
Credits: 4
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 6070 Mental Disorders for Counselors
Credits: 3
A study of mental disorders emphasizing recognition of behavioral symptoms so that counselors may apply appropriate helping approaches or refer clients for further diagnosis and treatment.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6200 Appraisal Proc. in Counseling
Credits: 4
A study of test and non-test techniques of appraisal with emphasis on the use of test data in counseling programs and the use of the individual case study approach.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6340 Career Development
Credits: 4
A survey of lifestyle and career planning and development. Course covers theories dealing with career planning, application of educational, vocational, and personal-social information as it relates to lifelong development. Applications to school and community settings are explored.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6400 Counseling Theories &Practices
Credits: 4
This course addresses the study of the counseling process with emphasis on major theoretical approaches and related personality theories as well as underlying philosophic bases of those theories, continued development of counseling skills and techniques and supervised practice.
Prerequisites: MHS 6006 with a minimum grade of B and EDF 6354 with a minimum grade of B

MHS 6420 Counseling Spec Population Gps
Credits: 3
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.
Prerequisites:

MHS 6400 with a minimum grade of B

MHS 6480 Human Sexual Issues Counselor
Credits: 4
Emphasizes include exploration of various dimensions of human sexuality; dynamics of major individual and societal sexuality issues; theoretical approaches to sexuality counseling.
Prerequisites: MHS 6400 with a minimum grade of B

MHS 6509 Group Couns.
Theor. & Pract.
Credits: 4
An experiential study of group structure, group dynamics, methodology, and leadership models applicable to working with clients in small groups in both school and community settings. Includes skills building through supervised practice.
Prerequisites: MHS 6400 with a minimum grade of B

MHS 6601 Consult. for Counseling Prof.
Theor. & Pract.
Credits: 3
A study of consultation theory and practice as used by counselors in schools and mental health facilities, particularly with educators, other professionals, and parents, individually and in groups.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6780 Legal & Ethical Iss. in Coun.
Theor. & Pract.
Credits: 3
A study of legal, ethical and related professional issues affecting the role and responsibilities of counselors in schools, community agencies, and mental health facilities.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6800 Practicum in Indiv Counseling
Theor. & Pract.
Credits: 4
Supervised individual counseling for integration and application of knowledge and skills gained in didactic study. Application and permission of the program is required and MHS 6200 with a minimum grade of B and MHS 6340 with a minimum grade of B and MHS 6420 with a minimum grade of B

MHS 6885 Internship: Comm Agency
Theor. & Pract.
Credits: 6
Field experience involving one semester of full-time participation in the counsel-
ing and related activities of a public or private agency providing mental health services to the community.

**Prerequisites:**
MHS 6509 with a minimum grade of B and MHS 6800 with a minimum grade of S

**Microbiology**

**MCB 2010C Microbiology with Lab**
Credits: 4
Students study the biology of microorganisms. Structure, physiology and ecology of bacteria, algae, viruses, protozoa and lower fungi will be investigated. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.

**Prerequisites:**
BSC 1010C

**MCB 3020C General Microbiology**
Credits: 4
A study of the structure, function and genetics of bacteria and other microorganisms, their relationships in natural and controlled environments emphasizes the interactions of pathogenic bacteria with their hosts. Laboratory includes an introduction to the isolation, identification and culture techniques of bacteria and other microbes and their physiological and pathological properties.

**Prerequisites:**
CHM 2100C and BSC 1010C

**MCB 4203C Pathogenic Microbiology**
Credits: 3
The biological basis of infectious diseases including: bacterial infections, the principles of the host-parasite relationship, the pathogenic characteristics and virulence factors of micro-organisms and the various modes of action of antimicrobial agents will be studied. The course material will be fully integrated with laboratory activities which are inquiry-based.

**Prerequisites:**
MCB 3020C or MCB 2010C

**MCB 4507C Virology, Mycology, Parasitology**
Credits: 3
The nature of viruses, parasites and fungal pathogens will be investigated in depth. Mechanisms of infection and replication will be studied in a variety of animal and plant systems. Isolation, culture, assay and identification techniques used to investigate these pathogens will be examined. The course material will be fully integrated with laboratory activities which are inquiry-based.

**Prerequisites:**
MCB 3020C or MCB 2010C

**Nursing Undergraduate**

**NUR 3046C Pop-Based Care: Rural Cultural**
Credits: 3
A culturally congruent, holistic, environmental, and health focused approach serves as a foundation for examination of the health needs, health hazards, economics, access to care, and healing practices of rural and culturally diverse populations. Health promotion and case management are integrated with application to nursing experiences.

**Prerequisites:**
NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C and NUR 3828 with a minimum grade of C

**NUR 3065C Hlth Assess: Basis Prof Pract**
Credits: 4
Key aspects of health assessment for culturally diverse groups of children, adults, and elders are comprehensively examined and practiced in classroom and laboratory settings. Assessment outcomes lead to developing and prioritized for client directed care. The construct of health promotion concepts of health, healing, empowerment, and environment are quintessential components of the course. This course is addressed from a holistic, health-focused approach.

**Prerequisites:**
BSC 1085C and BSC 1086C and NUR 3125 with a minimum grade of C

**NUR 3125 Physio Responses Alter Health**
Credits: 3
Major concepts of inflammation, wounds, infections, pain and immune deficiency as well as basic concepts underlying pathological processes are examined. Physiological responses to environmental, sociocultural, genetic, lifestyle, and developmental factors are stressed with emphasis on practical application from an interdisciplinary and holistic perspective. Processes and consequences of multiple systems pathologies are presented in a dialectic approach. This course complements NUR 3145 Chemical, Herbal, and Nutritional Therapies.

**Prerequisites:**
BSC 1085C with a passing grade

**NUR 3145 Chemical Herbal Nutr Therapies**
Credits: 2
In-depth study and practice of polypharmacy, polytherapy, and the most commonly used chemical, herbal, and nutritional therapies are examined from an interdisciplinary perspective. Application of principles and practices of medication administration, herbal remedies, and nutritional therapies are studied. This course complements NUR 3125 Physiological Responses to Alterations in Health.

**NUR 3465C Pop-Based Care: Spec Pops**
Credits: 5
The impact of environment on the lived experiences of clients engaging life’s normal health related transitions from birth to death is examined. The course focuses on client-empowering interdisciplinary conventions which promote health, wellness, and self-efficacy. Practice experiences center on health and healing with clients encountering transitional challenges to health.

**Prerequisites:**
NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C

**NUR 3828 Caring Scholar Clinician I**
Credits: 1
This seminar focuses on socializing students for a professional role within the nursing discipline. Immersion into Department purpose, philosophy, and goals form the point of departure for developing role, acquiring commitment to a professional career, and appreciating development of the discipline. Seminars are based upon student identified learning needs and practice experiences. Course must be taken with any Nursing practice course.

**NUR 3935 Health Related Elective**
Credits: 3
Students engage in an in-depth examination of a current or emerging topic or issue in nursing. This course may be repeated for credit for different topics.
NUR 4112  Caring Scholar
Clinician II
Credits: 1
The interrelationship of nursing theory, research, and practice is studied. Concurrent nursing practice experiences propel seminar discussion to strengthen understanding of nursing as a discipline. Seminars are based upon student identified learning needs, practice driven discussions, and use of active learning methods directed toward understanding praxis as an action for transformation. Corequisites:
NUR 4767C

NUR 4636C  Community Partnered Care
Credits: 4
Students engage in community partnerships that are informed, flexible, and negotiable for empowering clients to determine their own health destinies. The health of communities as determined by the lived experiences, values, struggles, and interconnectedness of the people that make up the community are studied. Public health and community health are examined regarding policies and legislative issues that influence distribution of health resources. Prerequisites:
NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C

NUR 4756C  Pop Based Care: Vulnerable Pop
Credits: 5
The impact of environment on the lived experiences of clients when confronted with real or perceived threats to health is examined. Interdisciplinary, client-directed strategies for empowering and improving the health and well-being of institutionalized, cognitively impaired, and economically, emotionally, physically, and/or developmentally challenged clients form the focus of the course. Nursing practice experiences are with acutely, chronically ill clients in a wide variety of settings. Prerequisites:
NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C

NUR 4948L  Practice: Elective
Credits: 3
The Practice Elective is designed to strengthen student competency, self confidence, leadership, clinical judgment, and to facilitate their integration into the social system. Students integrate the power of caring, communication, critical thinking, health promotion, and cultural connectedness as they engage in complex practice situations. This course is highly individualized as students engage in praxis and pursue their own career goals.

Oceanography: General

OCE 1001C  Marine Systems
Credits: 3
This course provides an interdisciplinary introduction to the study of the world's oceans. Students become acquainted with basic scientific and oceanographic concepts through a hands-on exploration of the marine environments of Southwest Florida. Topics to be addressed include: the role of the oceans in determining weather and climate; environmental stress and marine mammals; building on moving beaches; and estuaries: nurseries of the sea. Lecture, laboratory and field experiences are fully integrated in this general education course designed primarily for students with a concentration other than in the natural sciences.

OCE 4008C  Oceanography
Credits: 3
A systems approach to the study of the world's oceans integrating elements of biological, chemical, geological and physical oceanography. This course focuses on the marine ecosystems of Southwest Florida to examine basic oceanographic principals and processes. A significant component of the course is field and laboratory-based, providing hands-on experience in investigating and understanding the marine environment. As part of this hands-on approach, students will work in teams to develop research projects exploring specific aspects of oceanography. The course is intended primarily for students with concentrations within the natural sciences. Permission of Instructor. Prerequisites:
PCB 326C with a passing grade

Personality

PPE 4004  Psychology of
Personality
Credits: 3
Methods and findings of personality theories and evaluation of constitutional, biosocial and determinants of personality.
Prerequisites:
PSY 2012 with a passing grade and
STA 2023 with a passing grade and
PSY 3044 with a passing grade and
PSY 3213 with a passing grade

Philosophy

PHI 3103 Critical Thinking
Credits: 3
The practical application of logical concepts.
Prerequisites:
ENC 1101 and ENC 1102

PHI 3106 Principles of Rhetoric & Argument
Credits: 3
This course will introduce the formal principles of argumentative discourse, both logical and rhetorical, and apply those principles to the tasks of critical reading and constructing sound arguments.
Prerequisites:
ENC 1101 and ENC 1102

PHI 3223 Philosophy Human Connections
Credits: 3
This course will be an examination of the philosophical foundations of thinking, speaking, and writing; the nature and structure of human knowing; the mediation of inter-subjective relations through spoken language; and the fixing of human experience in texts.
Prerequisites:
ENC 1101 and ENC 1102

Philosophy, History of

PHH 2000 Introduction to Philosophy
Credits: 3
This course introduces students to the various key philosophical orientations, thinkers, and topics which have evolved during the history of humankind. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites:
ENC 1101 with a minimum grade of C

Photography

PGY 2401C Photography I
Credits: 3
This course studies photography as a creative means of expression. It uses 35mm technology and introduces the students to fine black and white printmaking.
Prerequisites:
ART 1201C

PGY 4410C Photography II
Credits: 3
This course covers photography as fine art. The student develops a series of portfolio of images based on personal vision and understanding of the medium.
Prerequisites:
PGY 2401 with a passing grade

Physical Education Theory

PET 4035 Health, Safety, Nutrition & Mot Ski
Credits: 3
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.

Physical Therapy

PHT 3007 Topics in Physical Therapy I
Credits: 1
This course introduces the student to the profession of physical therapy. Topics include the examination of the history of physical therapy, the scope of physical therapy practice, professional physical therapy organizations, and professional responsibilities and behavior. Students participate in activities to enhance skills in management of time and personal stress, and increase awareness of the student's responsibility for academic integrity.

PHT 3106C Integrated Human Anatomy
Credits: 3
This first course in a three course sequence will lead students in an in-depth study of human anatomy, focusing on the musculoskeletal and neuromuscular systems. Anatomical histology, cytology, and embryology will be investigated. Laboratory experiences include surface anatomy, use of anatomical models and software, and observation of human dissection. Anatomical and neurophysiological changes through the lifespan and applications to physical therapy practice will be emphasized. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.

PHT 3156C Physio Dimensions Human Activity
Credits: 3
The course emphasizes the understanding and application of knowledge regarding human cardiopulmonary, neuromuscular and metabolic responses to exercise and adaptations as a result of chronic exercise training. Application of this knowledge includes the well population of all ages and client populations with health conditions which impact their physiologic response to exercise. Students will learn exercise assessment and intervention techniques and develop awareness of the possible effects of the client's psychological and social context on the outcome of therapeutic care. Laboratory experiences are provided to aid in the understanding of the basic principles underlying the responses of the body to various stimuli. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.

PHT 3901 Community-Based Health Care I
Credits: 1
This course, the first in a series of three, for the Physical Therapy student is an early guided community-based learning experience, allowing the student to observe a health care or human service professional(s) in his/her work setting. This early exposure is designed to provide an opportunity for the student to become immersed in an early learning experience, to increase the student's comfort level in community settings, and to begin the process of socializing the student to the role of the health care and human service professionals. The experience is based on individual student-identified learning objectives which are approved by a faculty advisor and community mentor. The student is responsible for contacting a community mentor and arranging the learning experience with the support and guidance of a faculty advisor. The experience and learning outcomes are documented through journaling and other assign-
ments.

PHT 3902 Comm-Based Exper Hlth Care II
Credits: 1
This course, the second in a series of three for the physical therapy student, is an early guided community-based learning experience, allowing the student to observe a health care or human service professional(s) in his/her work setting. This early exposure is designed to provide an opportunity for the student to become immersed in an early learning experience, to increase the student’s comfort level in community settings, and to continue the process of socializing the student to the role of health care and human service professionals. This experience is based on individual student-identified learning objectives and self-evaluation of experiences in Community-Based Experience in Health Care I (PHT 3901). The student identifies new learning objectives, building on experiences in PHT 3901 which are approved by a faculty advisor and community mentor. The student is responsible for contacting a community mentor and arranging the learning experience with the support and guidance of a faculty advisor. The experience and learning outcomes are documented through journaling and other assignments.
Prerequisites: PHT 3901

PHT 4008 Topics in Physical Therapy II
Credits: 1
This course provides an in-depth look at physical therapy regulations, physical therapy involvement in the legislative process, and the APTA Code of Ethics. Current issues which have a significant bearing on the delivery of physical therapy today and the future are explored. Physical therapy roles in the health care community and the local community are examined. Other topics are guided by course faculty and student participants, in response to current trends in physical therapy.
Prerequisites: PHT 3007

PHT 4107C Integrated Human Anat Neuro II
Credits: 5
This second course in a three course sequence will lead students in an in-depth study of the anatomy of the human upper and lower extremities, thorax, abdominal cavity, digestive system, respiratory system, heart and circulatory system, as well as the Autonomic Nervous system. The neural basis of movement will be explored, including cortical and brain stem control, spinal integration and the functions of the basal ganglia and cerebellum. Laboratory experiences include surface anatomy, use of anatomical models and software, and observation of human dissection. Anatomical and neurophysiological changes through the lifespan and applications to physical therapy practice will be emphasized. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.
Prerequisites: PHT 3106C

PHT 4108C Integrate Human Anat Neuro III
Credits: 3
This final course in a three course sequence will lead students in an in-depth study of human anatomy focusing on the anatomy of the head, face and neck. Sensation and perception will be explored in addition to cortical functions and neural plasticity. Laboratory experiences include surface anatomy, use of anatomical models and software, and observation of human dissection. Anatomical and neurophysiological changes through the lifespan and applications to physical therapy practice will be emphasized. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.
Prerequisites: PHT 4107C

PHT 4123C Biomech Dimensions Human Mvmnt
Credits: 3
During this course, students will study the mechanical and neuromuscular components of human motion. To prepare for physical therapy practice, students learn both normal movement and the effects of pathological conditions on movement. Lifespan developmental changes are studied. In laboratory sessions, students actively participate in the application of biomechanical principles in the musculoskeletal system. This web-based course will be enhanced by faculty interaction through a designated course list-serv, and face-to-face involvement during laboratories and field experiences.
Prerequisites: PHT 4123C and PHT 4108C

PHT 4146 Lifespan Develop Across Domain
Credits: 3
This course, designed primarily for the physical therapy and occupational therapy student, explores the dimensions of development across the lifespan. Development across domains for each age group is examined within the context of family and culture with attention paid to individual differences and variations in development. Special emphasis is placed on the development of children, with an in-depth focus on motor development. Typical developmental stages and transitions of adulthood are also discussed. The interrelated nature of development is examined throughout the course. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.

PHT 4262C Skills PT Exam & Intervention
Credits: 6
This course focuses on basic patient examination and intervention skills. Students learn examination skills and data collection necessary for patient evaluation and development of a plan of care. Basic intervention skills including physical agents, mechanical modalities, electrotherapeutic modalities, functional training, massage, range of motion, and introductory exercise prescription are included. The course requires extensive laboratory practice with demonstration of competency in each content area. Students possessing previously acquired intervention skills have the opportunity to demonstrate competency and receive credit for appropriate portions of the course.
Prerequisites: PHT 4123C and PHT 4108C

PHT 4903 Comm-Based Exper Hlth Care III
Credits: 1
This course, the third in a series of three for the physical therapy student, is an early guided community-based learning experience in which the student observes a health care or human service professional(s) in his/her work setting. This early exposure is designed to provide an opportunity for the student to become immersed in an early learning
experience, to increase the student’s comfort level in community settings, and to continue the process of socializing the student to the role of health care and human service professionals. The experience is based on individual student-identified learning objectives and self-evaluation of experiences in Community Based Experience in Health Care I and II (PHT3901/3902). The student identifies new learning objectives, building on experiences in PHT3901/3902, which are approved by a faculty advisor and community mentor. The student is responsible for contacting a community mentor and arranging the learning experience with the support and guidance of a faculty advisor. The experience and learning outcomes are documented through journaling and other assignments.

Prerequisites:
PHT 3902

PHT 5511 Professional Seminar I
Credits: 2
In this course, students have the opportunity to explore issues related to professional communication and behavior in preparation for the first full-time clinical experience. Included are written and oral communication with patients, families, and other health professionals, third-party payers, and the community at large. Issues and attitudes relating to cultural diversity and aesthetics will be addressed. Students will learn the roles and responsibilities of those involved in the clinical education portion of the curriculum, including professional liability. Included is the initial 160 hours of clinical experience.

Prerequisites:
PHT 5726C

PHT 5615 Foundations Independent Rsch
Credits: 1
This course for physical therapy students builds on the content in HSC 4732: Research Methods and Applications to Health Care Systems. Basic statistical and research terminology is discussed and expanded upon. An in-depth examination of different types of research occurs including the advantages, disadvantages, applicability for health care settings, and appropriate use of statistical analyses. Students become familiar with different types of measurement, coding data and building databases, critical analysis and interpretation of data, statistical significance and visual inspection of data, and critical review of physical therapy and related health care research literature. Students are introduced to the use of a computerized statistical package. Students explore their roles and responsibilities as participants in and contributors to the research process. On completion of the course, students reflect upon, choose, and support the decision to pursue either the thesis or independent study option.

Prerequisites:
HSC 4732

PHT 5726C Integrated Clinical Practice I
Credits: 6
This problem-based course, the first course of a four course sequence, explores areas of physical therapy screening, examination, diagnosis, and intervention that are less complex in nature. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework and through life experience. Clinical skills learned in Fundamental Skills of Physical Therapy Examination and Intervention are reviewed, applied and expanded. Community based laboratories provide students with an opportunity to observe and practice screening, examination, and intervention skills. Through patient demonstrations, students are given the opportunity for immediate application of therapy skills. Competency assessments and comprehensive practical examinations are central to student evaluation.

Prerequisites:
PHT 5727C Integrated Clinical Pract II
Credits: 7
This problem-based course, the second in a four course sequence, explores progressively more complex areas of physical therapy screening, examination, diagnosis and intervention. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework, Integrated Clinical Practice I, and through life experience. Clinical skills learned in Fundamental Skills of Physical Therapy Examination and Intervention are reviewed, applied and expanded. Community based laboratories provide students with an opportunity to observe and practice screening, examination, and intervention skills. Through patient demonstrations, students are given the opportunity for immediate application of therapy skills. Competency assessments and comprehensive practical examinations are central to student evaluation.

Prerequisites:
PHT 5726C

PHT 5906 Independent Study
Credits: 1
This course for the physical therapy student is the initial phase of an intensive, independent, focused area of study. Areas of study include but are not limited to: developing skills in clinical education; assisting in the development of and team teaching a community college or university course offering; attending a continuing education series of offerings; conducting a needs assessment followed by the development and presentation of a continuing education or professional development offering; creating and field testing a product relevant to physical therapy practice; developing knowledge and skills in a particular clinical area; developing interdisciplinary practice skills; developing, implementing, modifying, and evaluating a consultation practice; developing management and administration skills, and enrolling in additional, specialized coursework. In this initial phase, the student identifies an area for intensive focus and designs a faculty approved learning experience that meets the student’s needs(s). The student explores and identifies potential opportunities for the individualized learning experience, and gains approval of the identified sponsor, if applicable. The student in close consultation with his/her faculty advisor, develops a learning experience plan with goals, objectives, timeline, and methods of assessment clearly defined and agreed upon by all concerned.

Prerequisites:
PHT 5615 and PHT 5726C

PHT 5971 Thesis Research I
Credits: 1
This research course for the physical therapy student is the initial phase of the thesis process. The student is required, with his/her faculty advisor, to choose a Thesis Committee which guides him through the process of developing an introduction, rationale, and research question for investigation. Successful completion of this course results in an approved research question with supporting written documentation. Ongoing contact with the student’s faculty advisor is required.

Prerequisites:
PT 6512 Professional Seminar II
Credits: 2
This course emphasizes leadership and career development, including investigation of employment strategies, obtaining a professional license, clinical teaching opportunities, and developing and presenting professional and staff development programs. Components of administration of a physical therapy service are investigated. Current issues in physical therapy, with specific topics generated and investigated by students, are included. Students discuss experiences from PHT6823 Clinical Internship II. They participate in activities to prepare for PHT6824 Clinical Internship III and PHT6909 Clinical Internship IV.
Corequisites: PHT 6728C

PT 6728C Integrated Clinical Pract. III
Credits: 5
This problem-based course, the third in a four course sequence, explores progressively more complex areas of physical therapy screening, examination, diagnosis, and intervention. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework, integrated clinical practice II, and through experience. Clinical skills learned in Fundamental Skills of Physical Therapy Examination and Intervention are reviewed, applied, and expanded. Community-based laboratories provide students with an opportunity to observe and practice screening, examination, and intervention skills. Through patient demonstrations, students are given the opportunity for immediate application of therapy skills. Competency assessments and comprehensive practical examinations are central to student evaluation.
Prerequisites: PHT 6728C

PT 6823 Clinical Internship II
Credits: 1
This course is second in a four course sequence of clinical internships. The four week clinical experience emphasizes student use of physical therapy evaluation, treatment planning and intervention strategies in a physical therapy setting. Students work under the direct supervision of a clinical instructor who is a licensed physical therapist. Faculty advisors monitor student progress.
Prerequisites: PHT 6728C

PT 6824 Clinical Internship III
Credits: 4
This course is third in a four course sequence of clinical internships. The eight week experience in a physical therapy setting requires students to synthesize previously learned concepts and apply them to management of patients/clients in a continuum of care. Students must demonstrate appropriate peer teaching skills. Students work under the direct supervision of a clinical instructor who is a licensed physical therapist. Faculty advisors monitor student progress.
Prerequisites: PHT 6823 and PHT 6729C

PT 6825 Clinical Internship IV
Credits: 4
This is the final course sequence of clinical internships. The eight week experience is designed to facilitate the student's practice with increasing independence in the physical therapy setting. Within the clinical setting, students demonstrate teaching skills to peers and patients/clients, take on the role of supervisor of physical therapist assistants, and participate in outcomes assessment. Students work under the direct supervision of a clinical instructor who is a licensed physical therapist. Faculty advisors monitor student progress.
Prerequisites: PHT 6824 and PHT 6729C

PT 6907 Independent Study II
Credits: 2
This course for the physical therapy student is the second and applied portion of the intensive, independent, focused process of study begun in Independent Study I. The student is responsible for implementing the previously defined learning experience plan developed in Independent Study I. Ongoing contact with the student faculty advisor is required. Completion of this portion of the individual learning process requires a successful portfolio review by the faculty advisor and community mentor.
Prerequisites: PHT 5727C and PHT 5906

PT 6908 Independent Study III
Credits: 2
This course for the physical therapy student is the third portion and the continuation of the applied portion of the intensive, independent, focused process of study begun in Independent Study I and Independent Study II. The student is responsible for continuing to implement the previously defined learning experience plan developed in PHT5906 Independent Study I and begun in PHT6907 Independent Study II. Ongoing contact with the student's faculty advisor is required. Completion of this portion of the individual learning process requires a successful portfolio review by the faculty advisor and community mentor.
Prerequisites: PHT 6728C and PHT 6907

PT 6909 Independent Study IV
Credits: 1
This course for the physical therapy student is the fourth and final portion of the independent, focused study begun in Independent Study I, II, and III. The student is responsible for evaluating the process through mutually agreed upon measurement strategies. The four course series of study culminates in a scholarly, reflective paper and portfolio.
that examine the process and outcomes. The student is required to present an
oral summary of his/her work. Ongoing
contact with the student’s faculty advisor
is required.
Prerequisites:
PHT 6729C and PHT 6808

PHT 6972 Thesis Research II
Credits: 2
This research course for the physical
therapy student is the second phase of
the thesis process. With approval of the
Thesis Committee, the student conducts
a review of the literature, develops the
methods section of the project, and if
appropriate, begins the data collection
phase of the project. At the end of this
phase, the student has developed and
completed a written literature review
section of the research paper, designed
an approved method of collection of
data for the project, and begun the
process of data collection, if appropriate.
Ongoing contact with the student’s faculty
advisor is required.
Prerequisites:
PHT 5971 and PHT 5727C

PHT 6973 Thesis Research III
Credits: 2
This research course for the physical
therapy student is the collection and
analysis phase of the thesis process.
With approval of the Thesis Committee,
the student completes collection of
research data for the project and
employs appropriate analyses. At the
end of this phase, the student has com-
pleted the data collection phase and
appropriately analyzed the research
data. Ongoing contact with the stu-
dent’s faculty advisor is required.
Prerequisites:
PHT 6728C and PHT 6972

PHT 6974 Thesis Research IV
Credits: 1
This research course for the physical
therapy student is the final phase of
the thesis project. With the approval of
the Thesis Committee, the student develops
and completes the conclusion and dis-
cussion sections of the project and satis-
factorily passes the oral defense phase.
This project culminates in the final,
deposited research paper. Ongoing
contact with the student’s faculty advisor
is required.
Prerequisites:
PHT 6729C and PHT 6973

Physics

PHY 2048C Gen'l Physics w/Lab I
Credits: 4
This course is the first semester of a cal-
culus-based two semester sequence of
general physics (mechanics, wave
motion, sound, thermodynamics, geo-
metrical and physical optics, electricity
and magnetism) and laboratory for sci-
ence, mathematics, and engineering stu-
dents.
Prerequisites:
MAC 2421 with a passing grade or MAC
2311 with a passing grade

PHY 2049C Gen'l Physics w/Lab II
Credits: 4
This course is the second semester of a
calculus-based two semester sequence of
general physics (mechanics, wave
motion, sound, thermodynamics, geo-
metrical and physical optics, electricity
and magnetism) and laboratory for sci-
ence, mathematics, and engineering stu-
dents.
Prerequisites:
MAC 2422 with a passing grade or MAC
2312 with a passing grade

PHY 2053C College Physics w/Lab
I
Credits: 4
Students study the nature of the physi-
cal 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 strate-
gies.
Prerequisites:
MAC 1104 with a passing grade

PHY 2054C College Physics w/Lab
II
Credits: 4
Students continue their study of the
nature of the physical world in this
course. Principles of electricity and
magnetism, light and modern physic will
be investigated. The curriculum is
inquiry based and fully integrated with
laboratory and/or field experiences
which emphasize active learning strate-
gies.
Prerequisites:
PHY 2053C with a passing grade

PHY 3221 Intermediate
Mechanics I
Credits: 4
Classical Mechanics, Laws of Newton,
Particles, LaGrangian, and Hamiltonian
formalisms. First of a two semester
sequence.
Prerequisites:
PHY 2049

PHY 2102 Problem Solving I
Credits: 1
Additional problems in mechanics.
Designed to allow investigation of prob-
lems not covered in the general physics
course.
Corequisites:
PHY 2048C

PHY 2103 Problem Solving II
Credits: 1
Additional problems general physics with
calculus.
Corequisites:
PHY 2049C

Political Science

POS 2041 American Nat'I
Government
Credits: 3
This course analyzes the basic princi-
pies and procedures of the American
government with emphasis on current
issues and trends. It helps the students
to gain an understanding of the U.S.
American political processes.

POS 2112 State & Local Govt
& Politics
Credits: 3
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.

Process Biology

PCB 3033C Concepts of Ecology
Credits: 2
Basic concepts of ecology at population,
community, ecosystem and landscape
levels will be studied in integrated lec-
tures, laboratory and field exercises.
This course will be integrated with
Teaching Methods in the Secondary
Sciences.
Prerequisites:
ISC 1002C with a minimum grade of C
Corequisites:
SCE 4330

PCB 3043C General Ecology
Credits: 3
Basic concepts of ecology at population,
community, ecosystem, and landscape
levels will be studied in integrated lec-
tures, laboratory, and field exercises.

**PCB 3063C**  Genetics  
Credits: 3  
A study of the principles and theories of heredity including the gene concept, Mendelian and non-Mendelian inheritance. Basic concepts include: the nature, organization, transmission, expression, recombination and function of genetic materials. Principles are derived for genetically characterizing populations. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. 
Prerequisites:  
ISC 1005C with a minimum grade of C or BIO 1010C with a minimum grade of C and CHM 2045C with a minimum grade of C

**PCB 3134C**  Cell Biology  
Credits: 3  
Students will investigate cellular biochemistry and physiology. An in-depth study of prokaryotic and eukaryotic cellular organelles including their morphology and function will be carried out. Cellular mobility, growth, energetics, division, communication and regulation will be studied. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. 
Prerequisites:  
ISC 1005C with a minimum grade of C or BSC 1011C with a minimum grade of C or BSC 1010C with a minimum grade of C and CHM 2045C with a minimum grade of C

**PCB 3253C**  Developmental Biology  
Credits: 3  
An in-depth study of vertebrate development including: modes of reproduction, early embryonic development, organogenesis, differentiation, morphogenesis, human embryology, regeneration, aging and death. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies and collaboration. 
Prerequisites:  
BSC 2030C with a minimum grade of C or BSC 1066C with a minimum grade of C

**PCB 3324C**  Soil Ecology  
Credits: 3  
This course integrates the study of the physical and chemical dynamics that affect these communities. The emphasis will be on soil structures and communities found in Southwest Florida.

**PCB 3354C**  Physiological Ecology  
Credits: 3  
Key physiological and behavioral adaptations of animals and plants to temperate and tropical environment will be explored in integrated lectures, discussions, laboratory, and field exercises. A variety of topics will be considered including: the physiology of locomotion, adaptations to maximize photosynthesis and respiration, the influence of life’s fluid media (water and air) on physiology and behavior, removal of metabolic wastes, the acquisition of food, social behavior among animals, and reproductive strategies.

**PCB 3414C**  Behavioral Ecology  
Credits: 3  
Key behavioral adaptations of invertebrates and vertebrates to their environment 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.

**PCB 3422C**  Population Ecology  
Credits: 3  
This course involves the study of ecological principles as applied to populations and how they adjust and adapt to different abiotic and biotic factors. Topics include: population genetics, factors influencing population distributions, population regulation, intraspecies interactions, interspecies interactions, community structure, and managing populations. This course is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies.

**PCB 3460C**  Ecosystem Monit & Resea Method  
Credits: 3  
Overview of ecological concepts and basic methods of inventorying, monitoring, and conducting research on terrestrial, freshwater, and marine ecosystems will be studied in this course in a series of integrated laboratory and field exercises, emphasizing hands-on experiences. Methods will include those used in describing climatic, chemical, and physical features as well as biotic features including field identification. The field emphasis will be on Southwest Florida ecosystems. 
Prerequisites:  
PCB 3324C with a minimum grade of C

**PCB 3462C**  Freshwat Ecos Mon & Res Method  
Credits: 3  
Basic ecological concepts and methods of inventorying, monitoring, and conducting research on freshwater and marine ecosystems will be studied in this course in a series of integrated laboratory and field exercises, emphasizing hands-on experiences. Methods will include those used in describing climatic, chemical, and physical features as well as biotic features including field identification. The field emphasis will be on Southwest Florida ecosystems. 
Prerequisites:  
PCB 4303C with a minimum grade of C

**PCB 3463C**  Marine Ecos Mon & Res Method  
Credits: 3  
Basic methods of inventorying, monitoring, and conducting research on marine ecosystems will be studied in this course in a series of integrated laboratory and field exercises, emphasizing hands-on experiences. Methods will include those used in describing climatic, chemical, and physical features as well as biotic features. The field emphasis will be on Southwest Florida ecosystems. 
Prerequisites:  
OCB 4044C with a passing grade

**PCB 3703C**  Human Physiology  
Credits: 3  
Students will study the organs and organ system of the human body as they operate individually and integrate together. Special attention is devoted to
cardiovascular, respiratory, neuromuscular, endocrine, renal and reproductive physiology. The curriculum is inquiry based and fully integrated with activities which emphasize active learning strategies and collaboration.

**Prerequisites:**
PHY 2054C with a minimum grade of C and CHM 2211C with a minimum grade of C and ZOO 2713 with a minimum grade of C or BSC 1011C with a minimum grade of C

**PCB 4233C Immunology**
Credits: 3
Fundamentals of immunology will be studied encompassing antigen-antibody formation, structure, and reactivity. Immunopathology and immunological aspects of cancer biology will be considered, as well. The curriculum is inquiry based and fully integrated with laboratory activities which emphasize active learning strategies and collaboration.

**Prerequisites:**
CHM 2211C with a minimum grade of C and PCB 3134C with a minimum grade of C

**PCB 4303C Limnology**
Credits: 3
An interdisciplinary approach to the examination of inland waters including lakes, streams, marshes, and swamps. Emphasis will be placed on the biotic, chemical and geological components of these aquatic ecosystems using Florida wetlands as models. The course is intended for students with interests in biology, environmental studies, and/or interdisciplinary natural sciences. Permission of instructor.

**Prerequisites:**
PCB 3326C with a minimum grade of C

**PCB 4330C Global Ecology**
Credits: 3
Major bioregions of the world and the abiotic factors differentiating them will be studied, along with their unique geological and biological heritages. Global issues impacting and showing relationships between these bioregions will be investigated.

**PCB 4441C Landscape & Ecosystems Ecology**
Credits: 3
Species are not distributed at random but instead occur in living communities of co-evolved populations adapted to specific physical and chemical environments. These living communities and their abiotic environments constitute ecosystems. Ecosystem structure, function, and processes will be studied in this course along with broader landscape and watershed features that influence the distribution of ecosystems in a series of integrated lectures, laboratory, and field exercises.

**PCB 4523C Molecular Genetics**
Credits: 3
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

**PCB 4783C Cell Membrane Physiology**
Credits: 3
Chemical and physical properties of the plasma membrane are studied in this course. Plasma membrane biosynthesis and functions in transport and signal transduction will be investigated. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

**Prerequisites:**
BCH 3023C with a minimum grade of C and PCB 3134C with a minimum grade of C

**Psychobiology**

**PSB 4013 Physiological Psychology**
Credits: 3
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 passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade

**Psychology**

**PSY 2012 General Psychology**
Credits: 3
A broad survey of psychology with an emphasis on cognition, sensory and perceptual, social, personality, abnormal, psychobiology, historical systems motivation, learning and development is provided in this course.

**PSY 3044 Experimental Psychology**
Credits: 3
Designed as an in-depth examination of the basic principles of psychological evidence; coverage given to areas of learning, perception, physiological, social and cognition.

**Prerequisites:**
PSY 2012 with a passing grade and STA 2023 with a passing grade

**PSY 3213 Research Methods in Psych**
Credits: 3
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 passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade

**PSY 4205 Experimental Design & Analysis**
Credits: 3
Detailed coverage of those research designs and statistical techniques having the greatest utility for psychological research. Emphasis on topics from analysis of variance, correlation, and regression.

**Prerequisites:**
PSY 2012 with a passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a minimum grade of C

**PSY 4604 History & Systems in Psych**
Credits: 3
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 passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade

**PSY 4911 Directed Individual Study**
Credits: 3
Senior standing with permission of instructor. Applied practicum in commu-
nity service agencies.  
Prerequisites:  
PSY 2012 with a passing grade and  
STA 2023 with a passing grade and  
PSY 3044 with a passing grade and  
STA 2122 with a passing grade and  
PSY 3213 with a passing grade and  
CLP 4143 with a passing grade

PSY 4913 Directed Study  
Credits: 3  
Student plans and conducts an individ-ual research project or program of directed readings under the supervision of a faculty member.  
Prerequisites:  
PSY 2012 with a passing grade and  
STA 2023 with a passing grade and  
PSY 3044 with a passing grade and  
STA 2122 with a passing grade and  
PSY 3213 with a passing grade

Public Administration
PAD 5041 Administrative Ethics  
Credits: 3  
This is a graduate seminar and elective course in the MPA program. This course examines ethical problems in public administration. It familiarizes students with methods through which administrators can reconcile the demands made on them as professionals employed within bureaucracies and the ambiguous and oftentimes competing demands made on them as individuals, family and community members and citizens. Students will develop their abilities both individually and collaboratively in this regard by analyzing and discussing case studies in administrative ethics, writing position papers, delivering oral presentations, and writing final project reports.

PAD 5352 Emerging Issues Enviro Policy  
Credits: 3  
This is a graduate level environmental policy course and an elective course in the MPA program. Students will be exposed to a range of current environmental trends such as global environmental issues and challenges, conservation and sustainability, environmental economics, energy policy, land use policy (legal and ethical dimensions), and environmental justice. During the semester students will examine and analyze environmental policies from the legal, administrative, economic, and legislative perspective.

PAD 5605 Administrative Law  
Credits: 3  
This is a graduate seminar and elective course in the MPA program. The course will focus on an overview of the legal environment of public administration. The development, implementation, and adjudication of the regulatory infrastructure at the national and subnational levels of the regulatory infrastructure at the national and subnational levels of government is discussed in detail. The course explores the application of the Administrative Procedures Act, the use and abuse of discretionary authority, and the structure and operation of a variety of regulatory agencies. The course also provides an overview of personnel law in the realm of public employment.

PAD 5620 Environmental Law  
Credits: 3  
This is a graduate seminar and elective course in the MPA program. The course will introduce students to the legal background to selected major pieces of federal environmental legislation. The course will cover the history of environmental legislation and the role of the courts and administrative agencies in interpreting and implementing environmental legislation. The impacts of the environmental regulatory decision making process will also be explored.

PAD 5933 Grant Writing & Admin  
Credits: 3  
This is a graduate seminar course and an elective course in MPA program. The course is designed to provide students with a set of experiences which will enhance their ability to design, review and manage grants and/or research proposals in the public and social service sector. The primary goal of this class is to give students a basic understanding of program evaluation and grant writing methods and management, and a set of skills to assist in program management and project assessment. Special emphasis will be placed on obtaining funding from private foundations and federal government agencies.

PAD 6060 Introduction to Public Admin  
Credits: 3  
This graduate seminar is a core course and serves as a foundation for many other courses in the MPA program. It encompasses the theory and practice of public administration with special attention to the development of analytical and problem solving skills. Topics include an overview of the development of public administration as an academic discipline; the structure, theory, and behavior of public organizations; leadership, decision-making, and accountability roles of public managers; and public administration skills such as human resources management, financing, and budgeting.

PAD 6101 Organizational Thry & Behavior  
Credits: 3  
This is a graduate seminar and core course in the MPA program. Students develop and understand the dynamics of complex organizations. The role of bureaucracy and the use of alternative organizational models are discussed. Various theories of organizations are presented and applied in a public sector setting. Human interaction, theories of leadership, and organizational communication patterns are explored.

PAD 6207 Public Budgeting  
Credits: 3  
This is a graduate seminar and core course in the MPA program. The course surveys the history of budget reform in the United States and discusses the various attempts at redefining the budget process. Students are introduced to applications software to provide them with hands-on experience in “doing” budgets. Participants also learn how to develop fiscal plans and to forecast and track revenues and expenditures. Taxation models and tax structures are also presented. The development and implementation of budget policy is framed within the context of the American political system.

PAD 6312 Seminar in Pgm Pln & Research  
Credits: 3  
This is a graduate seminar and elective course in the MPA program. This is a capstone research course which addresses the meaning and methods of program evaluation and the role evaluation plays in public policy and administration with emphasis on utilization. The course will help prepare students for their professional roles as administrators, planners, and change agents in public and social service organizations through the design of an actual evaluation plan.  
Prerequisites:  
PAD 6708 and PAD 6060 and PAD 6701
PAD 6327  Sem in Program Plan & Evaluat
Credits: 3
This is an elective course in the MPA program. The course examines the vari-
ous schools of thought in public sector planning and program evaluation.
Students are introduced to various methodological approaches to the design of planning and program evaluation
models. Special topics in local govern-
ment service delivery are discussed in detail.

PAD 6365  Public Policy
Credits: 3
This is a graduate seminar and core course in the MPA program. The course
examines the analysis, evaluation and politics of public policy. It investigates
not only the appropriate steps for analy-
sis—problem definition and agenda set-
ing, policy formulation, policy legitimiza-
tion, policy implementation, and policy eval-
uation—but also the politics and cult-
ure of public policy. Once the issues
are surveyed in a general introductory fashion, the course explores specific public policy areas such as defense pol-
icy, social policy, environmental policy, education policy and so forth. The pol-
icy areas are adjusted depending upon faculty area of expertise and currency of
the issues.

Prerequisites:
PAD 6060

PAD 6417  Public Personnel Admin
Credits: 3
This is a graduate seminar and core course in the MPA program. The course is
designed to provide an overview of public personnel systems at both the national and subnational levels of gov-
ernment. The course examines the his-
torical evolution of public personnel and how the sub-field has attempted to adapt to the changing environment of public employment. Specific content areas include position descriptions, class-
ification, and pay systems; performance management; merit and patron-
age systems; training and professional development; women’s issues in manage-
ment; workforce diversity; and personnel law.

Prerequisites:
PAD 6060

PAD 6427  LaborMgmt Relations-PublicSect
Credits: 3
This is an elective course in the MPA
program. The course investigates the political, social, legal, and economic fac-
tors that affect public sector labor man-
agement relations. The role of public sector unions and the collective bargain-
ing process are discussed. Particular emphasis is placed on LMR at the local govern-
ment level.

PAD 6605  Administrative Law
Credits: 3
This is a graduate seminar and elective course in the MPA program. The course will focus on an overview of the legal environment of public administration. The development, implementation, and adjudication of the regulatory infrastruc-
ture at the national and sub-national lev-
els of government are discussed in detail. The course explores the applica-
tion of the Administrative Procedures Act, the use and abuse of discretionary authority, and the structure and opera-
tion of a variety of regulatory agencies. The course also provides an overview of personnel law in the realm of public employment.

PAD 6701  AppTechniques Public Policy
Credits: 2
This is a graduate seminar and core course in the MPA program. The course is designed for MPA students and others interested in public administration statis-
tical methodologies. Upon completion of this course, the student should be famil-
lar with the technical tools used in applied social science research and have the capability of producing an empirical data-based research docu-
ment using both primary and secondary data sources.

PAD 6708  Research Apps in Public Admin
Credits: 3
This is a graduate seminar and core course in the MPA program. The course introduces the student to the methods and techniques used to conduct public policy research and to evaluate public programs from an empirically sound foundation. The course also provides an in-depth treatment of the application and interpretation of quantitative research tools. Specific content areas include research design, data collection, and data analysis.

Prerequisites:
PAD 6701

PAD 6807  Urban Politics & Admin
Credits: 3

This is an elective course in the MPA program. The course provides an overview of the context, functioning, and policies of America’s metropolitan areas. It examines the social and economic environment of the city and explores the dimensions of the "urban crisis." The course also examines the formal and informal sources of power in urban communities and how citizen input affects policy outcomes.

PAD 6812  State & Local Govmnt. Admin.
Credits: 3
This is an elective course in the MPA program. The course explores the con-
temporary structural and policy problems of state and local governments. An in-
depth analysis is conducted of the shared responsibilities and powers of various levels of government as defined in the Constitution and case law. The fiscal and policy implications of federal, state, and local reform initiatives are dis-
cussed.

PAD 6826  Intergovernmental Relations
Credits: 3
This is a graduate seminar and core course in the MPA program. The course will focus on the structures, func-
tions, policy processes, and administra-
tion of the Federal, state, and local gov-
ernment(s). The emphasis will be on the history, current developments, and management issues in the Federal, state and local government(s).

PAD 6836  Comparative Public Admin
Credits: 3
This is an elective course in the MPA program. The course surveys political and administrative systems in other countries and compares these systems with public administration models in the United States. A major emphasis will be placed on the cultural and socio-economic factors that shape political and administrative institutions in other parts of the world.

PAD 6907  DirStudy:Prof Research Project
Credits: 2
This is a core course in the MPA pro-
gram. The student must complete 30 hours of course work prior to enrolling in the professional research project. The student will complete a professional pro-
ject under the direction of a faculty advi-
sor. Examples might include a research
project, a grant or some kind of community program assessment. assessment.

**PAD 6908** Independent Study
Credits: 1 to 3
This is a directed study of a current concept, selected problem or issue pertaining to public administration and/or the student's area of concentration. The topic covered varies according to recent developments in public administration. The course may be repeated for different topical areas.

**PAD 6934** Spec Topics in Public Adminis
Credits: 3
This is a graduate seminar and elective course in the MPA program. The course introduces the student to the world of public policy and provides a brief overview of how policies are formulated, implemented, and evaluated. The course then focuses on special topics in public policy that are currently within the realm of public debate. Examples might include environmental policy, social policy, health policy, trade policy, foreign policy, administrative ethics, and other contemporary policy issues. Students will study one or more of these policy topics in an in-depth manner.

**PAD 6940** Internship
Credits: 3
This is a graduate field seminar in the MPA program. Internships will be established with public and nonprofit agencies to provide those students with little or no public sector work experience an opportunity to apply concepts learned in graduate seminars in a real world environment.

**PAD 6961** Capstone Project
Credits: 1
This is a graduate capstone experience and a core course in the MPA program. The capstone project is an applied experience that integrates the principles, theories, and concepts of the core courses in the MPA program and the student's career concentration. The student will examine current problems or issues existing in the public and social service field, with a special emphasis on the student's career concentration area. Prerequisite: Completion of all course work.

**Quant. Methods in Business**

**QMB 3200** Economic & Business Stats II
Credits: 3
This course studies statistical methods for the analysis 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.

**QMB 3600** Intro to Management Science
Credits: 3
This course studies fundamental methods of management science, including decision analysis, forecasting, networking, queuing, inventory and linear programming models. The focus is on application of these models to production and operations management problems. Students use a computer software package to assist in case problem analysis.

**QMB 4703** Simulation & Modeling Tech
Credits: 3
A study of computer simulation techniques and their application to complex managerial problems. Topics include the process of simulation, the art of modeling, model formulation and validation, strategic and tactical planning, and experimentation and sensitivity analysis.

**QMB 6305** Statistical Methods for Mgt
Credits: 3
This course develops the basic statistical tools used in quantitative analysis in business. Topics include descriptive statistics, interval estimation, hypothesis tests, correlation and regression analysis, analysis of variance and analysis of qualitative data. Emphasis is on applications, concepts and interpretation of results, rather than theory and calculations. Students use a computer software package for data analysis.

**QMB 6603** Quantitative Methods in Bus
Credits: 3
This course is an introduction to basic quantitative tools for the analysis of problems arising in the management of 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

**Reading Education**

**RED 4310** Early Literacy Learning
Credits: 3
This course prepares preservice teachers to understand the foundations of literacy and the learning principles and instructional strategies necessary to provide literacy instruction to emergent, novice, and transitional readers and writers.

**RED 4511** Lit in Intermed & Mid Grades
Credits: 3
This course prepares preservice teachers to facilitate literacy learning for students who are beyond the primary grades. Students will develop an understanding of instructional strategies and materials appropriate for remedial, multicultural, and mainstream students, develop ways to promote literacy development across the curriculum, and theories of reading disabilities.

**RED 6116** CurrTrends in Elem Read Instr
Credits: 3
Approaches, materials, and procedures in Elementary Reading Instruction, with emphasis on pertinent research.

**Prerequisites:**
RED 4310 with a minimum grade of C

**RED 6516** Corrective Reading in Classrm
Credits: 3
Use of diagnostic and prescriptive procedures with individual and group reading instruction.

**Prerequisites:**
RED 4310 with a minimum grade of C or RED 6116 with a minimum grade of B

**RED 6540** Classrm Diagnosis-Reading Prob
Credits: 3
Multiple factors related to reading problems and sources of information for assessing reading performance. Use of informal diagnostic instruments in the
Religion
REL 2306 Contemporary World Religions
Credits: 3
Students will explore the unity and diversity of religious traditions in a global context in order to understand the mutual interactions between religions and cultures. The emphasis will be on the role of religion in shaping human values which can either create or resolve conflicts, and the impact these values can have on issues of race, ethnicity, and religious diversity. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites:
ENC 1101 with a minimum grade of C

Risk Mgmt. & Insurance
RMI 3011 Risk Management Insurance
Credits: 3
Identification of various types of risks; principles underlying selection of appropriate means of handling risks; introduction to life, health, property, liability and other areas of insurance; analysis of insurance as a principal means of managing risk for individuals and commercial entities; organization operation of insurance companies.
Prerequisites:
FIN 3240 with a minimum grade of C

Science Education
SCE 4305 Comm Skills in Science Classroom
Credits: 2
Reading and communication skills important in understanding scientific literature and communicating findings to others.

SCE 4310 Teach. Elem. School Science
Credits: 3
Techniques and materials for teaching science in the elementary school.

SCE 4320 Teach Methods Mid Grades Sci
Credits: 3
Survey techniques and materials unique to science, grades 5-9. Not designed for high school certification purposes.

SCE 4330 Teach Methods in Secondary Sci
Credits: 3
Techniques and materials of instruction in secondary school sciences.

SCE 4940 Internship: Science Education
Credits: 9
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 semesters hours. (S/U only)

SCE 5937 Special Topics in Science Ed
Credits: 1 to 4
Special topics which can be repeated when topics are not duplicated.

Social Organization
SYO 3120 The Family
Credits: 3
An analysis of the changing structure of the American family and an examination of its relationship to other institutions. Studies the impact of wider societal changes on the historical development of the family, also explores alternative family patterns as well as the future of the family.

SYO 3200 Sociology of Religion
Credits: 3
This course focuses on the types, sources, and functions of religious behavior. Religious behavior in relation to other aspects of personality and culture.
Prerequisites:
SYG 2000 with a passing grade

SYO 3250 Sociology of Education
Credits: 3
This course is the study of sociology of education with an emphasis on aspects that are relevant to an understanding of
the issues and problems of American education.

**SYO 3400 Medical Sociology**  
Credits: 3  
This course provides an examination of illness, behavior, biomedical and traditional healing systems from a comparative perspective. By analyzing illness cross-culturally, anthropologists and health care providers can better understand the interrelatedness of technology, ecology, and health in larger populations.

**Prerequisites:**  
SYG 2000 with a passing grade

**SYO 3530 Social Stratification**  
Credits: 3  
This course examines the formal and informal structures which place individuals and groups of people on various levels in the social structure and the implications on social behavior, life changes, and social mobility.

**Prerequisites:**  
SYG 2000 with a passing grade

**SYO 4130 Comparative Family Systems**  
Credits: 3  
This course analyzes the family institution from both an historical and a cross-cultural perspective. It includes an examination of the stages of the family life cycle and of issues in the areas of family dysfunction and dissolution.

**SYO 4551 Comp. Sociology-World Problems**  
Credits: 3  
This course studies the application of sociological concepts and principles to the description and analysis of social issues of the contemporary societies.

**Social Processes**

**SYO 4640 Sociology of Leisure**  
Credits: 3  
The student is provided with a sociological analysis of leisure and leisure lifestyles. Various forms of sports and recreation as leisure are explored.

**Prerequisites:**  
SYG 2000 with a passing grade

**SYO 4731 Aging, Self and Society**  
Credits: 3  
The course examines the relationship between the aging, self and communal subcultures. Consideration of the place of images of aging and the life course in self definition, intergenerational contact, and institutionalization are some of the topics examined.

**Prerequisites:**  
SYG 2000 with a passing grade

**SYP 4741 Soc. Org. of Death & Dying**  
Credits: 3  
This course is designed to examine current metropolitan issues from an interdisciplinary perspective. Topic selection will be within the broad framework of technological change, economic conditions, political ideologies and their impact on changing social patterns.

**Prerequisites:**  
SYG 2000 with a passing grade

**Social Psychology**

**SOP 3742 Psychology of Women**  
Credits: 3  
Current psychological research and historical perspectives on gender differences. Topics include cognitive abilities, socialization, sexuality, psychology of reproduction.

**Prerequisites:**  
PSY 2012 with a passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade

**SOP 4004 Social Psychology**  
Credits: 3  
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 passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and PSY 3213 with a passing grade

**SOP 4714C Environmental Psychology**  
Credits: 3  
Explores the influences of environment on behavior. Topics considered include crowding, privacy, territorial behavior, environmental design, and pollution effects.

**Prerequisites:**  
PSY 2012 with a passing grade and STA 2023 with a passing grade and PSY 3044 with a passing grade and STA 2122 with a passing grade and PSY 3213 with a passing grade

**Social Studies Education**

**SSE 4313 Teach. Elem. School Soc. Stud.**  
Credits: 3  
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.**  
Credits: 3  
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 preadolescents. School-based practicum is required in this course. Includes strategies for working with lower-level readers.

**SSE 4334 Sec. S.S. Educ. Teaching Meth.**  
Credits: 3  
Methods of teaching senior high school social sciences. Emphasis on selecting materials, techniques, methods, assessment strategies for high school students. School-based practicum is a requirement of this course. Includes strategies for working with lower-level readers.

**SSE 4640 Comm Skills in Social Studies**  
Credits: 2  
Reading and communication skills important to understanding social science literature and the teaching of social science. Will include strategies for enhancing students' reading skills, determining materials readability, and generating strategies for non-readers.

**SSE 4936 Senior Seminar: Soc. Science**  
Credits: 2 or 3  
Synthesis of teacher candidate's courses and preparation for the professional interview and application process.

**SSE 4940 Internship in Soc. Science Ed**  
Credits: 9 or 10  
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)
SSE 6617 Trends in Soc Studies Instruc
Credits: 3
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 passing grade

Social Work

SOW 5245 Public Policy and Aging
Credits: 3
The major federal and state legislation affecting older adults is reviewed and analyzed within this course. The course focuses on the Older Americans Act, American’s with Disability’s Act, housing Act of 1959 and the Social Security Act.

SOW 5644 Bereavement Counseling
Credits: 3
This course is designed to familiarize students with the process of loss and bereavement. Students will develop a theoretical foundation regarding issues of grief and loss and will be provided an opportunity to develop a clinical perspective to counseling. Course will focus on a broad range of responses to loss ranging from losses associated with physical relocation, loss of relationships, divorce and separation, loss of function, job loss, to losses associated with death and illness to name but a few.

SOW 5647 Elder Abuse and Neglect
Credits: 3
This course is designed to provide an overview of elder abuse and neglect within the society. The course strives to differentiate among the various forms of elder abuse (emotional, physical, financial and institutional) and clarify how elder abuse differs from neglect. In so doing, the course contextualizes elder abuse and neglect within the larger family violence literature and suggest approaches for prevention and intervention.

SOW 5648 Death & Dying
Credits: 3
This course focuses on death and dying from a psychological, medical, legal, economic, cultural, historical and spiritual perspective. Advanced medical directives, including history, living wills, and durable power of attorney for health care are also discussed.

SOW 5948 Experience in Human Services
Credits: 3 to 9
500 hours of supervised field educator in an agency involved in aging or community services. FGCU/CPS approved supervisor in an FGCU/CPS approved agency. Learning contract developed in conjunction with the field education coordinator. Learning of skills relevant to aging or human service practice.

SOW 6105 Foundations in Human Behav
Credits: 3
Introduces a systems perspective on understanding the relationships inherent in human growth and development. Special emphasis is placed on issues involving minorities, women, the disabled, various family forms, and sexual preference.

SOW 6114 Indiv Growth & Development
Credits: 2
This course presents various theoretical perspectives in individual growth and development commonly used in clinical practice with individuals, families, and groups. Ethnic, cultural, and lifestyle differences in normative development will be addressed, as will the influence of poverty, resource deprivation, sexual stereotyping, and illness/disability on social functioning.

SOW 6124 Theor Persp on Ment Dysfuncin
Credits: 3
Addresses the spectrum of psychosocial responses to environmental, social, and psychological stress. Identifies major forms of psychopathology with focus on etiology, typical response patterns, and treatment implications. Alternative diagnostic classification systems will be compared.

SOW 6126 Theoretic Persp on Physic Dysf
Credits: 2
This course examines illness and the family. Included are the roles of the caregivers; the effects of acute, chronic, and terminal illnesses on the patients and those around them. Situations and quality of life for the physically challenged are explored.
Prerequisites:
SOW 6114 with a passing grade and

SOW 6105 with a passing grade

SOW 6235 Found of Social Welfare Policy
Credits: 3
Examines historical antecedents of social welfare as an institution and current state of social welfare programs in America. Emphasis is placed on understanding social, economic, and political forces that shape policies and programs.

SOW 6236 Analy & Design SocWelf Policy
Credits: 3
This course presents various methods of policy analysis with emphasis on distinctions among legislative, administrative, and judicial policy. Examines roles and responsibilities of the professional social worker in the policy process.
Prerequisites:
SOW 6235 with a passing grade

SOW 6305 Fundamentals-Soc Work Practice
Credits: 3
Content describes the full range of social work interventions, from micro to macro. The historical development of practice methods will be examined and current techniques will be surveyed. Environmental influences, such as managed care, on treatment trends will be discussed.

SOW 6342 Individual,Fam & Gp Treat I
Credits: 3
Application of clinical practice to work with individuals. Psycho social model is emphasized. Professional laboratory develops skills in practice.
Prerequisites:
SOW 6124 with a passing grade and
SOW 6126 with a passing grade and
SOW 6114 with a passing grade

SOW 6348 Theories of Clinical Practice
Credits: 2
Theories for clinical practice, with emphasis on the psychosocial model. Explores basic skills for clinical practice.

SOW 6362 Individual, Fam & Gp Treat III
Credits: 3
Emphasizes selection of techniques in the psychosocial model of treatment. Primary focus on family, couple, and parent-child problems.
Prerequisites:
SOW 6124 with a passing grade and
SOW 6126 with a passing grade and
SOW 6114 with a passing grade

SOW 6366 Systems Theory & Social Work
Credits: 3
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.
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
Credits: 3
Focus on psycho social model of group treatment. Comparison with individual and family modality.
Prerequisites:
SOW 6124 with a passing grade and
SOW 6126 with a passing grade and
SOW 6114 with a passing grade

SOW 6375 Macro Practice Seminar
Credits: 3
This course studies facets of organizational environment in which clinical practice takes place, develops skills in various macro practice functions of the agency, such as supervision, program operations, and interagency relations.
Prerequisites:
SOW 6426 with a passing grade and
SOW 6368 with a passing grade

SOW 6405 Found of Soc Work Res & Stats
Credits: 3
This is the first of four research methods courses intended to introduce students to the various methods, designs, measurements, and statistical techniques in social work research.

SOW 6425 Clinical Research
Credits: 2
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.
Prerequisites:
SOW 6405 with a passing grade

SOW 6426 Field Research I
Credits: 1
This is the third in a series of four research courses. It provides the structure for supervision of graduate research projects.

Prerequisites:
SOW 6405 with a passing grade and
SOW 6425 with a passing grade

SOW 6427 Field Research II
Credits: 1
This is the fourth and final research course. It provides the structure for supervision of the graduate research project.
Prerequisites:
SOW 6405 with a passing grade and
SOW 6425 with a passing grade and
SOW 6426 with a passing grade

SOW 6534 Field Instruction I
Credits: 4
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
Credits: 6
This is second 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 6536 Field Instruction III
Credits: 3
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 6553 Field Inst Seqen IA-
Part-time
Credits: 1
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 6554 Field Inst Seqen IB-
Part-time
Credits: 2
This is second 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 6555 Field Inst Seqen IIA-Part-time
Credits: 2
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 6556 Field Inst Seqen IIB-Part-time
Credits: 2
This is fourth 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 6557 Field Inst Seqen IIC-Part-time
Credits: 2
This is fourth 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
This is fifth 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 6558**  
Field Inst Seqn IIIA-Part-time
Credits: 2

This is sixth 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 6559**  
Field Inst Seqn IIIB-Part-time
Credits: 2

This is seventh 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 6931**  
SpecTopics:Adv Clinical Issues
Credits: 3

This course examines advanced topics in social work practice and theory. The specific topic varies to meet the needs of current students and practitioners.

**Socio. of Demo. & Area Studies**

**SYD 2231**  
Intro. to African Studies
Credits: 3

This course provides an overview of African-American social structure and factors which support or impede social change, collaboration and cultural maintenance. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

**SYD 2331**  
Intro African-American Studies
Credits: 3

This course provides an overview of African-American social structure and factors which support or impede social change, collaboration and cultural maintenance. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

**SYD 2610**  
Intro to SW Florida
Credits: 3

This course is designed to examine current metropolitan issues from an interdisciplinary perspective. Topic selection will be within the broad framework of technological changes, economic conditions, political ideologies, and their impact on changing social patterns. This course will require at least 5000 words of written work and will thus satisfy a portion of the Gordon Rule.

**SYD 3410**  
Urban Sociology
Credits: 3

This course focuses on the nature and development of urban societies, the distribution of populations and the growth of urban institutions. The processes of urban life include social change, population influences, law enforcement, health, and socio-cultural, economic and political evolution. Implicit in this course is an interdisciplinary approach to the study of rural communities and societies.

**Prerequisites:**
- SYG 2000 with a minimum grade of C

**SYD 3440**  
Rural Sociology
Credits: 3

The socio-cultural, political, historical and economic dynamics of rural communities and societies throughout the world are examined. In depth cross-cultural analyses of select countries will be made. Implicit in this course is an interdisciplinary approach to the study of rural communities and societies.

**SYD 3600**  
Sociology of Community
Credits: 3

This course studies communities as social forms. Included in the course is an analysis of various theoretical models, past and present community models, social institutions, power structures, intergroup relations, social stratification, and decision-making.

**SYD 3625**  
So Fla Sociocultural Systems
Credits: 3

This course provides an interdisciplinary analysis of South Florida, focusing upon social, economic, political and cultural factors which impact the sociocultural systems. Knowledge and tools for analysis are drawn from demography, cultural ecology, intergroup relations, and conflict resolution.

**SYD 3630**  
Latin Amer Social Structures
Credits: 3

This course provides an overview of Latin American social structure and factors which support or impede social change, collaboration and cultural maintenance. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

**Prerequisites:**
- SYG 2000 with a minimum grade of C

**SYD 3631**  
Caribbean Social Structures
Credits: 3

This course provides an overview of Latin American social structure and factors which support or impede social change, collaboration and cultural maintenance. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

**SYD 3700**  
Ethnic & Minority Relations
Credits: 3

A comparative study of interracial relations, social tensions, attitudes, and modes of adjustment in various areas of the world are examined in this course.

**Prerequisites:**
- SYG 2000 with a minimum grade of C

**SYD 3704**  
Ethnicity
Credits: 3

This course examines the dynamics of the development and maintenance of ethnic identity. It discusses the sociopsychological and cultural factors involved in ethnic identity, as well as the impediments and supports which can or do exist as peoples attempt to maintain their unique identities. It also discusses the interrelationship among various ethnic groups and factors (e.g., socio-political, religious) which improve and impede peaceful coexistence.
SYD 3730 The African-American Experience
Credits: 3
Historical and social factors which have and continue to impact African-Americans are examined. African-Americans are inclusive of all peoples of African descent in the Americas. Among the topics discussed are the sociological impacts upon African-Americans and their responses to racial subjugation in their realms of life. Special attention is paid to the social, economic, and political consequences of that subjugation. Also included are discussions of the commonalities of experience among the peoples of African descent in the Americas.

SYD 3770 Race & Culture
Credits: 3
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 ethnic groups which are reinforced by legal sanctions, and societal theories which attempt to explain such phenomena.

SYD 3800 Sociology Sex Roles & Gender
Credits: 3
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
Credits: 3
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
Credits: 3
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 the Male Experience
Credits: 3
This course studies the male experience with an emphasis on men in families of various classes, races, and ethnic groups in the world today. Prerequisites: SYG 2000 with a minimum grade of C

SYD 4020 Global Population
Credits: 3
This course focuses on sociological determinants of fertility, mortality and migration; theories of population change are also discussed. Prerequisites: SYG 2000 with a passing grade

SYD 4603 Community Development
Credits: 3
This course presents the theories, principles and techniques of community development. Included in this course are evaluations of the applicability of the theories and strategies in rural and urban areas and strategies for sustainable development. Prerequisites: SYG 2000 with a passing grade

SYD 4910 Directed Independent Study
Credits: 3
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

Sociological Analysis

SYA 3010 Sociological Theory
Credits: 3
As a survey course, the course sociological theory from its beginning in the 19th century to the contemporary period. It examines the various schools of thought and major theorists of each of those schools of thought. The works of selected theorists are examined in detail.

SYA 3015 Contemporary

Sociological Theory
Credits: 3
This course examines the major theoretical perspectives in Sociology which approach the study of society from the perspective of the student.

SYA 3300 Social Research Methods
Credits: 3
Introduction to Social Research gives a general introduction to research methodologies in the social sciences and provides students with the basic tools and skills necessary for social research. Special attention is paid to research design, data collection, data analysis, processing data analyses and writing reports.

SYA 3310 Qualitative Research Methods
Credits: 3
Students will be introduced to the techniques of planning and conducting qualitative research. Components of the course will include analyzing and interpreting qualitative data and field research. Prerequisites: SYG 2000 with a minimum grade of C

SYA 3910 Directed Independent Study
Credits: 3
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

SYA 4150 Theories of Social Conflict
Credits: 3
In this course, students gain a general understanding of the dynamics in social conflict resolution. They examine the theoretical frameworks of key conflict resolution issues and needs. Prerequisites: SYG 2000 with a passing grade

SYA 4430 Use of Computers in Sociology
Credits: 3
This course is one of the series research methods courses. It introduces the student to computers as a tool in research. The course includes,
among other topics, the application of SPSS to data modification, index and scale construction, descriptive statistics and hypothesis testing.

Prerequisites:
SYG 2000 with a minimum grade of C and SYA 2300 with a minimum grade of C

SYA 4503 Sociology through Film
Credits: 3
Through the use of film, presentations of sociological phenomena explored. Included in the course are discussions of implicit and explicit messaging, potential positive and negative effects of film on various aspects of social and cultural behavior. Field work and photography related projects may also be included.

SYA 4654 Program Development
Credits: 3
This course surveys current issues in program evaluation. Among the areas covered in the course are the qualitative and quantitative techniques used to design, monitor, and evaluate public and private social programs. Components of this course include field experience and case study analyses.

Prerequisites:
SYG 2000 with a minimum grade of C

SYA 4949 Sociology Practicum
Credits: 3
The practicum provides students with an opportunity for practical application of knowledge and skills acquired in the classroom in supervised field settings. Hours may vary and are based upon the nature of the practicum.

SYA 4950 Sociology & the Arts
Credits: 3
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 analyses with a firm grounding in Sociology is required in this class.

Prerequisites:
SYG 2000 with a passing grade

Sociology, General

SYG 2000 Intro to Sociology
Credits: 3
As the introductory course in Sociology, a general overview of the discipline is provided. Major sociological concepts, theories and schools of thought, key theorists and the tools of the discipline are discussed. This is the basic course which serves as a prerequisite to the Sociology concentration and other programs of study in the integrated Social Sciences.

SYG 2010 Social Problems
Credits: 3
A general introduction to the sociological study of problems is the emphasis of this course. Topics usually include the nature of a social problem, poverty and inequality, racism, sexism, substance abuse, crime and violence, urban and environmental problems. Interdisciplinary strategies which have been utilized to reduce or solve the problems are examined.

SYG 2012 Comp Sociology-Global Issues
Credits: 3
This course studies the application of sociological concepts and principles to the description and analysis of social issues of contemporary societies.

SYG 2220 Introduction to Gender Studies
Credits: 3
A cross-cultural introduction to the role of women in society. Analysis 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 2250 Multicultural Issues
Credits: 3
This course presents a survey of many of the cultural groups throughout the world. It examines the inter-ethnic collaborations and conflicts, cultural conflict and self rejection experiences by people around the world. It facilitates understanding among peoples of different parts of the world with diverse cultural backgrounds. Special attention is paid to those cultural groups represented in the Americas. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

SYG 2310 Intro to Human Relations
Credits: 3
This course is an introduction to Human Relations which examines the dynamics involved in human interactions, the impediments to positive interactions and effective strategies for achieving positive human relations. A component of this course concentrates on the increased self awareness of the students.

SYG 3325 Social Issues in Society
Credits: 3
This course examines historical and contemporary social issues and focuses upon the interconnectedness of many of the issues. Illustrated in the course will be examples of interdisciplinary strategies to address the issues. Each semester the course is offered, certain issues will be highlighted. The issues will vary per semester.

SYG 3930 Special Topics
Credits: 3
Course centers around topics of current interest or of special interest to students and instructors. Topics of focus may vary from semester to semester.

SYG 4900 Directed Reading
Credits: 3
Under the guidance and supervision of an instructor, students develop a program of reading and possibly research which fits their individual interest, needs, or topic.

Prerequisites:
SYG 2000 with a passing grade

Spanish Language

SPN 1120 Beginning Spanish I
Credits: 3
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
Credits: 1
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
Credits: 3
This is the second course in the first-year Spanish sequence and continues to introduce students to the Spanish language. The topics included in the course are Spanish grammar, syntax, and vocabulary. Through the application of the grammar and vocabulary, students are introduced to some of the cultures and peoples of Spanish heritage. Not open to native or near-native speakers of Spanish.
Prerequisites:
SPN 1120 with a passing grade and
SPN 1120L with a passing grade
Corequisites:
SPN 1121L

SPN 1121L  Beginning Spanish Lab II
Credits: 1
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 1130  Acc Span for NN Speaker & Oths
Credits: 1 to 6
This is the entire first year of Spanish condensed into one semester consisting of two sessions of six weeks of class. The course offers intensive exposure with emphasis on communicational Spanish and lab work, covering the same content as SPN 1120 and SPN 1121. It can be taken as a six-credit block, or the first part SPN 1130 alone (the second part can be satisfied with SPN 1121 in a regular semester). Highly recommended for Spanish majors.

SPN 2200  Intermediate Spanish I
Credits: 3
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
Credits: 1
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 2240  Conversation
Credits: 3
This course offers development of basic conversational skills. The class is not open to native or near-native speakers of Spanish.

SPN 2241  Conversation II
Credits: 3
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 2240 with a minimum grade of C

SPN 3013  Span for Professional Pers
Credits: 3
The course is geared to linguistic needs of professional groups and beginning language study with specific emphasis to meet interests and needs of the class, such as medical, business, technical.

SPN 3013L  Span for Professional Pers Lab
Credits: 1
The course is a laboratory geared to linguistic needs of professional groups and beginning language study with specific emphasis to meet interests and needs of the class, such as medical, business, technical.
Corequisites:
SPN 3013

SPN 3022  Spanish for Teachers I
Credits: 3
This course focuses on the linguistic needs of those in education working with Spanish speakers.
Corequisites:
SPN 3013L

SPN 3023  Spanish for Teachers II
Credits: 3
This course focuses on the linguistic needs of those in education working with Spanish speakers.
Prerequisites:
SPN 3022 with a passing grade
Corequisites:
SPN 3013L

SPN 3030  Span for Health Professions I
Credits: 3
This course emphasizes on the practical application of Spanish to communicational situations relative to patients and personnel.
Corequisites:
SPN 3013L

SPN 3031  Span for Health Professions II
Credits: 3
This course emphasizes on the practical application of Spanish to communicational situations relative to patients and personnel.
Prerequisites:
SPN 3030 with a passing grade
Corequisites:
SPN 3013L

SPN 3040  Span for Crim Just Pers I
Credits: 3
This course focuses on the linguistic needs of those in criminal justice working with Spanish speakers.
Corequisites:
SPN 3013L

SPN 3041  Span for Crim Just Pers II
Credits: 3
This course focuses on the linguistic needs of those in criminal justice working with Spanish speakers. It is a continuation of SPN 3040.
Prerequisites:
SPN 3040 with a passing grade
Corequisites:
SPN 3013L

SPN 3043  Spanish for Human Services I
Credits: 3
This course focuses on the linguistic
needs of those in Human Services working with Spanish speakers.
Prerequisites:
SPN 3013L

SPN 3044 Spanish for Human Services II
Credits: 3
This course focuses on the linguistic needs of those in Human Services working with Spanish speakers.
Prerequisites:
SPN 3043 with a passing grade
Corequisites:
SPN 3013L

SPN 3270 Study Abroad
Credits: 1 to 6
An intensive study-travel program in a Spanish-speaking country is the focus of this course.
Prerequisites:
SPN 1121 with a passing grade

SPN 3300 Composition
Credits: 3
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.
Prerequisites: Placement Test.
Prerequisites:
SPN 2200 with a passing grade
SPN 2201 with a passing grade

SPN 3314 Span Gram & Comp for Native Sp
Credits: 3
This course emphasizes those aspects of Spanish grammar, syntax, and phonetics which are problematic for the native speaker living in non-Spanish-speaking countries.
Prerequisites: Instructor’s Authorization.

SPN 3340 Spanish for Native Speakers
Credits: 3
This course offers intensive Spanish grammar, syntax, and phonetics for native speakers who have had little or no formal training in the language.
Prerequisites: Instructor’s Authorization.

SPN 3400 Conversation & Composition I
Credits: 3
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.
Prerequisites: Placement Test, or Instructor’s Authorization.

Prerequisites:
SPN 2201 with a passing grade

SPN 3401 Conversation & Composition II
Credits: 3
This course is a continuation of practice in understanding, speaking, reading, and writing. It includes reading texts, collateral reading, reports, discussions of written compositions.
Prerequisites:
SPN 2200 with a passing grade

SPN 3411 Advanced Oral Expression
Credits: 3
This course concentrates on oral skills, using literary text from Spain and Latin America as sources of discussions, oral reports, speeches, and conversation. It includes dictation 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

SPN 3440 Spanish for Global Econ Market I
Credits: 3
This course is an introduction to basic Spanish for persons with commercial interests; emphasis on conversational and business language with limited grammatical structure pertaining to reading and writing in business Spanish.
Corequisites:
SPN 3013L

SPN 3441 Spanish for Global Econ Market II
Credits: 3
This course is an introduction to basic Spanish for persons with commercial interests; emphasis on conversational and business language with limited grammatical structure pertaining to reading and writing in business Spanish.
Prerequisites:
SPN 3040 with a passing grade
Corequisites:
SPN 3013L

SPN 3500 Survey of Span Cult & Civil I
Credits: 3
Introduction to the people, institutions, and culture of Spain, from its origins to the aftermath of Spain’s Golden Age and world influence. For third and fourth year Spanish majors, and non-majors. Lectures as well as assigned reports and papers are in Spanish.
Prerequisites: Instructor’s Authorization.
Prerequisites:
SPN 3000 with a minimum grade of C
SPN 3411 with a minimum grade of C

SPN 3501 Survey of Span Cult & Civil II
Credits: 3
The course is a continuation of SPN 3500. In this course emphasis lies on the ideological, political, economic, and cultural transformations begun with the Renaissance that formed the background of contemporary culture.
Prerequisites:
SPN 3500 with a passing grade

SPN 3520 Latin Amer Cult & Civil I
Credits: 3
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 3000 with a minimum grade of C
SPN 3411 with a minimum grade of C

SPN 3521 Latin Amer Cult & Civil II
Credits: 3
The course is a continuation of SPN 3520 Latin American Cultures and Civilizations I. In this course the emphasis lies on the ideological, political, economic, and cultural transformations triggered by the modern European Enlightenment that set Latin America on a course of independence from Spain, nationalism, and modernization. For third and fourth year majors and non-majors. Lectures as well as assigned reports and papers are in Spanish.
Prerequisites: Instructor’s Authorization.
Prerequisites:
SPN 3520 with a minimum grade of C

SPN 3710 The Spanish Language
Credits: 3
This course applies the principles of linguistics to the design of professional and pedagogical material, and to the study and teaching of Spanish. Recommended for advanced majors, education majors, or teachers planning to teach Spanish.
Prerequisites: Instructor’s Authorization.
Prerequisites:
SPN 2240 with a passing grade

SPN 4410 Advanced Conversation
Credits: 3
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: Instructors Authorization.
Prerequisites:
SPN 3411 with a minimum grade of C

SPN 4537 Spec Top in Afro-Hispanic Cult
Credits: 3
The course closely examines various topics related to the culture of African Diaspora groups in the Hispanic World. Lectures are in Spanish; materials may be available in Spanish and English; reports and research papers are accepted in both languages. Open to fourth year majors, and non-majors. The course may be cross-referenced with African Diaspora Studies (see prefix in AFA), or with Latin American Studies (see prefix LAS). Prerequisite: Instructor's authorization for majors.
Prerequisites:
SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C

SPN 4538 Cult Exp of Indig People in LA
Credits: 3
This course examines the various cultural expressions of indigenous peoples of Latin America. Topics include theater, literature, arts and social structures. Lectures are in Spanish; materials may be available in Spanish and English; assigned reports 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

SPN 4910 Directed Independent Research
Credits: 3
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 4411 with a minimum grade of C and SPN 4537 with a minimum grade of C and SPN 4538 with a minimum grade of C

SPN 4920 Spanish Symposium
Credits: 3
The course offers special sessions centering around a specific topic that are designed to enhance specific professional skills, including professional portfolio preparation. The topics may vary and are selected on the basis of what is new or currently relevant in the field. The hours and levels may vary. Only for senior Spanish majors. Prerequisite: Instructor's Authorization.

SPN 4940 Intern Practicum
Credits: 3
Practicum application in professional settings of knowledge is offered in this course. The hours may vary and levels vary within an institution. Internship/Practicum/Clincial Practice hours are not automatically transferable. Prerequisites:
SPN 4410 with a passing grade

Spanish Lit. (Writings)

SPW 3030 Intro to Span & Latin Amer Lit
Credits: 3
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 4271 20th Century Spanish Novel
Credits: 3
This course is an analysis of the masterpieces of Spanish fiction, beginning with the generation of 1898, Civil War, and the post-Franco, postmodern trends. Recommended for majors in their fourth year. Lectures in English.

SPW 4304 Latin America Theater
Credits: 3
This course covers readings in the Latin American Theater.

SPW 4900 Directed Study
Credits: 1 to 3
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting. For majors in their senior year. Prerequisite: Instructor's Authorization.

SPW 4930 Selected Topics
Credits: 1 to 3
This course is 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.

Spanish Lit. in Translation

SPT 3100 Masterpieces
Credits: 3
Selected readings in English translations of major works of Spanish literature is offered in this course. The class is designed for students with no knowledge of Spanish. Lectures in English.

SPT 3130 Latin-American Literature
Credits: 3
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 3510 U.S. Latino/Hispanic Cultures
Credits: 3
This course examines major cultural productions and trends of U.S. Latino/Hispanic communities in the 19th and 20th centuries. Lectures in English. May be cross-referenced with English (Cultural Studies). Highly recommended for Spanish majors.

SPT 3524 Women Writers of Latin America
Credits: 3
This course reviews literary works by Latin-American women from the 17th through the 20th century. Topics related
to gender, race and ethnicity, values and ethics, social, economic, and political issues are discussed. Readings will include different genres and periods. Highly recommended for Spanish majors. Lectures in English.

**SPT 4800 Translation Skills I**

Credits: 3
This course is 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**

Credits: 3
This course covers techniques and resources for professional translation. Prerequisite: Instructor's Authorization.

**SPT 4806 Oral Skills for Interpreters**

Credits: 3
This course offers voice production in sight translation, consecutive and simultaneous interpretation, vocal projection, enunciation, and phonetics. Theory, practice, extensive exercises in vocal control and use of sound equipment are also covered. Prerequisite: Instructor's authorization.

**SPT 4810 Simultaneous Translation**

Credits: 3
Students are provided training in translation through oral and non-structured writing exercises. Prerequisite: Instructor's authorization, placement test.

**SPT 4812 Intro to Oral Translation**

Credits: 3
This course provides an introduction to oral translation, public speaking techniques and written texts. Included in Introduction to Oral Translation are theory, concepts, definition and relation to other techniques. Public speaking techniques include voice projection, poise, enunciation, intonation and ways to develop and control while engaging in complicated mental translations. Prerequisite: Instructor's authorization, placement test.

**SPT 4814 Conference Interpreting**

Credits: 3
Students learn techniques and gain practical experience in interpreting for international conferences and for diplomacy. Intensive practice in simultaneous interpretation is provided. Prerequisite: Instructor's authorization, placement test.

**SPC 2023 Public Speaking**

Credits: 3
Students receive instruction and practice to prepare them to speak effectively in public settings. This includes practical experience in speech composition, delivery, and critique. Opportunity for individual assistance in developing speaking skills is provided.

**SPC 3210 Theories of Human Communication**

Credits: 3
This course examines human communication theories in a variety of areas including: interpersonal, nonverbal, information processing, verbal, intrapersonal, message production, group and public communication.

**Speech Path. & Audiology**

**SPA 3380 Basic American Sign Language**

Credits: 3
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 3380L

**SPA 3380L Basic American Sign Lang. Lab**

Credits: 1
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 3380

**SPA 4000**

**Commun Disorders in Pub Schls**

Credits: 3
An examination of the speech, language and hearing problems affecting school age children and the classroom teacher's role in the detection, prevention and amelioration of communication disorders.

**SPA 4382 Interme American Sign Language**

Credits: 3
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.

**Corequisites:**

SPA 3380 with a passing grade and SPA 3380L with a passing grade

**SPA 4382L Interim American Sign Lang Lab**

Credits: 1
A laboratory designed to offer additional practice in sign language by means of videotapes. Concurrent enrollment in SPA 4382 of sign language. May be repeated up to two credit hours.

**Corequisites:**

SPA 3380 with a passing grade and SPA 3380L with a passing grade

**Statistics**

**STA 2023 Statistical Methods**

Credits: 3
Basic concepts of probability, data collection, organization, and presentation, descriptive statistics, parameter estimation for normally distributed r.v., confi-
dence intervals, hypothesis testing (t and chi-square tests) are discussed in this course. The course will use SPSS for numerical calculation. Emphasis will be on developing conceptual understanding, model selection, and interpretation skills.

Prerequisites:
MAT 1033 with a minimum grade of C

STA 2037 Statistics with Calculus
Credits: 3
Calculus-based introduction to statistics. Basic concepts of probability, data collection, organization and presentation, descriptive statistics, random variables and their distributions, parameter estimation, confidence intervals, hypothesis testing (t and chi-square tests). Course will use SPSS for numerical calculation. Emphasis will be on developing conceptual understanding, model selection, and interpretation skills.

Prerequisites:
MAC 2311 with a minimum grade of C

STA 2122 Social Science Statistics
Credits: 3
Intermediate course covering theoretical issues in statistical analysis including analysis of variance, probability theory, correlation, non-parametric, and regression methods.

Prerequisites:
PSY 2012 with a minimum grade of C and STA 2023 with a minimum grade of C

STA 4234 Intro. to Regression Analysis
Credits: 3
STA 4234 is the study of theory and applications of regression analysis. Topics include: general linear model, parameter estimation, residual analysis, polynomial and logarithmic regression, model identification, applications to biological and social sciences.

Prerequisites:
MAP 3162 with a minimum grade of C

STA 4442 Introduction to Probability
Credits: 3
Introduction to probability theory using calculus. Basic ideas of probability and random variables, discrete probability functions, continuous probability densities including normal, gamma, x(Greek letter Chi), and Weibull, and transformations of random variables.

Student Develop. Services
SDS 6820 Intern. in School Counseling
Credits: 6
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

Taxation

TAX 3012 Taxation of Bus Income & Prop
Credits: 4
This course introduces students to the tax system and discusses the measurement of taxable income from business operations and the tax treatment of gains and losses from property transactions. Topics covered include the definition and timing of gross income, 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
Credits: 3
This course examines the determination of taxable income for individual taxpayers. Topics covered include filing status, dependency exemptions, income inclusion or exclusion rules, standard deductions, itemized deductions, tax credits, and employment taxes.

Prerequisites:
ACG 2071 with a minimum grade of C and CGS 1100 with a minimum grade of C

TAX 5015 Entity Tax Issues
Credits: 3
This course provides in-depth coverage of tax issues associated with corporations, partnerships, LLCs, and S corporations. Topics covered include gains recognized (or deferred) when a business is formed, basis determination, reporting requirements, compensation and benefits for employee-owners, distribution to owners, and reporting requirements for family-owned business.

Prerequisites:
TAX 3012 or TAX 4001

TAX 6045 Tax Research & Planning
Credits: 3
This course will examine the sources of tax authority which include its primary sources (legislative, judicial, and administrative), as well as secondary sources. This course will develop procedures for identifying the applicable tax issues, locating appropriate tax authority, and communicating the results of tax research.

Prerequisites:
TAX 3012 or TAX 4001

TAX 6525 International Tax Issues
Credits: 3
This course examines the structure and income measurement rules of the United States and various foreign tax systems. Topics covered include the different approaches to defining the tax base, deduction allocation rules, transfer pricing issues, foreign tax credits, and the implications of different organizational forms.

Prerequisites:
TAX 4001 or TAX 3012

TAX 6877 Special Topics in Taxation
Credits: 3
Topics in this course will vary from year to year. Possible topics to be taught under this course number include wealth transfer taxes, income taxation of estates and trusts, and state tax issues.

Teaching Eng. as Second Lang.

TSL 5371 Methods of Teaching ESOL
Credits: 3
Methods of teaching ESOL is a component of the ESOL endorsement series in the state of Florida. This course will: a) provide an overview of the theoretical foundations and applications of language instruction approaches, methods, and techniques effective in ESL classrooms, and b) explore appropriate teaching strategies for diverse learners. Emphasis will be given to making connections between research/theory/principles and best teaching practices and developing a philosophy on effective methods to use when working with English language learners.
TSL 5525 Cross Cult Comm
Issues in ESL
Credits: 3
Course on cultural issues in teaching English as a second language. This course, a component of the ESOL endorsement series of the state of Florida, provides an in depth discussion of the concept of culture and helps teachers/students recognize its influence on learning, communication, belief systems and values orientations, and patterns of thinking and behaving. The focus is on providing information contributing to cultural competence including applying cross cultural understanding to planning instructional settings involving culturally and linguistically diverse students. Emphasis of this course will include honoring diversity and caution to the dangers of stereotyping and overgeneralizing to the diverse populations.

Theatre

THE 6720 Drama in the Elementary School
Credits: 3
Methods of using theatre and drama activities in elementary school, including use of drama and theatre for interdisciplinary, majors; no extra laboratory sections.

Women's Studies

WST 3010 Intro. to Women's Studies
Credits: 3
A cross-cultural introduction to the role of women in society. Analysis 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. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

WST 3275 Women in the Developing World
Credits: 3
The students in this course survey the status of women in Asia, Africa, Latin and Caribbean America, compared to that in the United States, Canada, West Europe, Marxist-Leninist countries.

WST 4262 Lit. of Women of Color in U.S.
Credits: 3
This course is an introduction to contemporary women writers of color in the United States: Native Americans, African-Americans, Asian-Americans, and Chicanas/Puerto Rican-Americans. Readings will include literature and contextual articles on historical and cultural issues. This course is cross-listed under AML 4274.

World History

WOH 1023 World Civilization 1500-1815
Credits: 3
This course emphasizes on the social, cultural, intellectual, political, and economic aspects of world civilizations from 1500 to 1815. Emphasis is given to understanding the impact of cross-cultural exchanges and impacts on global history. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation (state DOE rule 6A-10.030).

WOH 1030 World Civilization since 1815
Credits: 3
This course will emphasize the social, cultural, intellectual, political and economic aspects of world civilizations from 1815 to present. Emphasis is given to understanding the impact of cross-cultural exchanges and impacts on global history. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation (state DOE rule 6A-10.030).

Zoology

ZOO 2713C Vertebrate Form and Function
Credits: 3
Major anatomical and physiological adaptations of vertebrate from evolutionary and ecological perspectives will be studied in this course using integrated lecture and laboratory exercises. The course will include the use of dissection and physiological laboratory techniques to study vertebrate form and function.

ZOO 4743C Neuroscience
Credits: 3
An in-depth study of the human nervous system is undertaken. Dissection and demonstration of the various parts of the human brain will be the central focus of the course. The curriculum is inquiry based and fully integrated with activities which emphasize active learning strategies and collaboration.

Prerequisites:
BSC 1086C with a minimum grade of C or ZOO 2713C with a minimum grade of C and BSC 3703C with a minimum grade of C

ZOO 4753C Histology
Credits: 3
A microscopic study of animal tissue covering epithelium muscle, nervous and connective tissues with an emphasis on the morphological differences of normal as well as diseased tissues. Organs are compared for their differences in tissue organization both for structural and functional purposes. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies and collaboration.

Prerequisites:
ZOO 2713C with a minimum grade of C or BSC 1086C with a minimum grade of C
FGCU Faculty

Name
College/Division/Dept.
Current Title
Most Advanced Degree & Discipline/Where earned

Andersen, Stacy L.
College of Arts & Sciences
Visiting Assistant Professor
PhD Cognitive/Experimental Psychology
University of Georgia

Arteaga, Carmen P.
College of Arts & Sciences
Associate Professor
PhD Statistics/University of Iowa

Bandi, Rajendra K.
College of Business
Assistant Professor
ABD Business Administration,
Georgia State

Barnett-Queen, Timothy
College of Professional Studies
Assistant Professor
PhD Educational Psychology
University of South Carolina

Barringer, Tony
College of Professional Studies
Visiting Assistant Professor
EdD Adult Education Criminology
Northern Illinois University

Beckett, Edward
College of Professional Studies
Counselor Advisor Instructor
MA Counseling,
West Virginia University

Bennett, Charlene G.
College of Professional Studies
Assistant Professor
MSW,
Ohio State University

Bevins, Sharon
College of Health Professions
Assistant Professor
PhD Education
Univ. of Illinois

Bevins, Thomas
College of Health Professions
Assistant Professor
MS Biostatistics
Univ. of Vermont

Bhatt, Anjana H.
Library Services
Assistant University Librarian
MS Information Resources Management
Syracuse University, NY

Boggs, Roy
College of Business
Associate Professor
PhD Germanic Linguistics
Univ. of Texas at Austin

Bonvillian, Gary
College of Business
Associate Dean & Associate Prof.
PhD Social Foundations
SUNY Buffalo

Borgia, Daniel J.
College of Business
Assistant Professor
PhD Finance
Kent State University

Bowman, H. Brian
College of Arts & Sciences
Assistant Professor
PhD Physics
Universiy of California San Diego

Bradley, Peggy
College of Professional Studies
Assistant Professor
MEd Education Reading Specialist
Univ. of Miami

Brown, Deborah Ann
College of Health Professions
Assistant in Clinical Lab Science
BA, Biology
Luther College

Burgess, Deanna O.
College of Business
Assistant Professor
PhD Accounting, University of Central Florida CPA
Burkett, Paul A.
College of Health Professions
Assistant In Interdisciplinary Studies
MS Exercise Physiology & Cardiac Rehabilitation
Virginia Polytechnic Institute & State Univ.
Blacksburg, VA

Burnette, Carolyn M.
College of Business
Coordinator
MBA
University of South Florida

Campanile, Loredana
College of Health Professions
Chair, Occupational Therapy and Assistant Professor
MS Rehabilitation
McGill University, Quebec

Carter, Cecil F.
College of Professional Studies
Associate Professor
EdD Administration
Univ. of Virginia

Chambers, James
College of Professional Studies
Assistant Professor
PhD Urban & Public Affairs
Portland State University

Colley, C. Sanford
Planning & Evaluation
Assistant Dean Instructor
EdD Counseling
Univ. of Alabama

Colucci, Raymond
College of Health Professions
Visiting Instructor
MSN Adult Health
University of Alabama

Cooksey, Tawna
College of Health Professions
Instructor
ABD Nursing
Miami University

Corcoran, Peter Blaze
College of Arts & Sciences
Professor
EdD Science & Environmental Education
University of Maine

Coughlin, Richard
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<th>Institution</th>
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<td>Spillman, Carolyn</td>
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<td>Rutgers Univ.</td>
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<td>Strahorn, Eric</td>
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