# Academic Calendar for 2000-2001

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Dear Students:

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

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

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

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

Sincerely,

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

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

Baccalaureate Degrees
BA Bachelor of Arts
BS Bachelor of Science

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

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

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

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

College of Business
Baccalaureate Degree Programs
Accounting, BS
Computer Information Systems, BS
Finance, BS
   Investments
   Real Estate
   Small Business and Corporate Finance
Management, BS (concentrations are optional)
   Entrepreneurship
   Human Resource Management
Marketing, BS (concentrations are optional)
   Advertising
   E-Commerce
   Hospitality and Service

Master's Degree Programs
Accounting and Taxation, MS
Business Administration, MBA
   Entrepreneurship
   Finance
   General Management
   Health Administration
   Human Resource Management
   Interdisciplinary
   Marketing
Computer Information Systems, MS
Executive MBA

Minors for Non-Business Majors
Computer Information Systems
Management
Marketing

The College of Business offers the following post-baccalaureate certificate:
Accounting Fifth-Year
College of Education

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

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

College of Health Professions

Baccalaureate Degree Programs
Clinical Laboratory Science, BS
  Clinical Laboratory Technology
  Articulated Clinical Laboratory Technology
  Biotechnology/Pre-Professional/Pre-Physical Therapy
Health Science, BS
  Health Professions Education
  Health Professions Practice
  Health Services Administration
Nursing, BS
  Occupational Therapy, BS

Master's Degree Programs
Health Science, MS
  Gerontology
  Health Professions Education
  Health Professions Practice
  Health Services Administration
Physical Therapy, MS

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

School of Public and Social Services

Baccalaureate Degree Programs
Criminal Justice, BS
Human Services, BS

Master's Degree Programs
Public Administration, MPA
  General Public Administration
  Management
  Environmental Policy
  Criminal Justice
Social Work, MS
General Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The first FGCU student, Mariana Coto, was admitted in January 1997; and she participated in the historic ribbon cutting on the university’s August 25, 1997 opening day. The Southern Association of Colleges and Schools awarded FGCU accreditation candidacy later that year, and a comprehensive self-study was launched. The first commencement was held in May 1998, with 81 FGCU graduates. In August 1998, the first phase of student housing opened. In September, Founding President McTarnaghan announced his intention to step down on May 1, 1999. An academic building was named in memory of W. Thomas Howard, who had lobbied tirelessly for a state university to be located in Southwest Florida. This building naming followed an earlier one in which Ben Hill Griffin III also was honored with the naming of an academic building.

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

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

Vision, Purpose, and Commitment

Vision

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

Institutional Purpose

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

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

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

Institutional Commitment

Florida Gulf Coast University promotes an institutional culture that:

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

Diversity Statement

Florida Gulf Coast University is committed to building and maintaining a diverse, accessible, civil, and supportive learning community. It fosters respect and understanding among all cultures and all individuals who work, study, live, and teach within this community. Bigotry, expressions of hatred or prejudice, behaviors that infringe upon the freedom and respect that every individual deserves, and harassment of any kind transgress the university's purposes and values. Just as learning benefits from the interplay of teaching and scholarship in a variety of disciplines, so does the university community learn and profit from diverse cultures and perspectives.

Ombudsman

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

Once a problem is reported, the ombudsman works with the client to identify alternative responses for systematically addressing the matter. A plan is developed which seeks to minimize negative consequences for all parties and the university, while focusing on achieving a mutually satisfactory solution. The office is firmly committed to maintaining the confidentiality of those who use the services. To the extent possible, the discussions, issues, concerns, or problems presented to the ombudsman remain in strict confidence.

For more information contact Dr. Charles W. McKinney, university ombudsman, Library Building #228, phone (941) 590-1022, fax (941) 590-1059, e-mail cmck@fgcu.edu. In Dr. McKinney's absence, contact Ms. Linda Summers in Community Learning and Special Programs, Griffin Hall #150, phone (941) 590-7016, fax (941) 590-7024, e-mail lsummers@fgcu.edu.

Student Learning Outcomes
(Undergraduate)

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

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

Goal 2: Culturally diverse perspective. Know and understand the diversity of the local and global communities, including cultural, social, political and economic differences. Analyze, evaluate, and assess the impact of differences in ethnicity, gender, socioeconomic status, native language, sexual orientation and intellectual/disciplinary approaches. Participate in collaborative projects requiring productive interaction with culturally diverse people, ideas and values.
Goal 3: Ecological perspective. Know the issues related to economic, social and ecological sustainability. Analyze and evaluate ecological issues locally and globally. Participate in collaborative projects requiring awareness and/or analysis of ecological and environmental issues.

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

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

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

Goal 7: Problem-solving abilities. Understand the multidisciplinary and interdisciplinary nature of knowledge. Apply critical, analytical, creative and systems thinking in order to recognize and solve problems. Work individually and collaboratively to recognize and solve problems.

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

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

Student Learning Outcomes (Graduate)

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

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

Center for Leadership and Innovation

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

The CLI is home to Florida Gulf Coast University’s Executive MBA degree (EMBA), a specially designed program for middle and senior level professionals. The EMBA Program allows students to complete the degree within two years, while continuing to maintain their professional commitments full-time.

The CLI also houses the following centers and institutes:

• Small Business Development Center (SBDC) is a federally funded program of the Small Business Administration. The SBDC provides counseling and program support to small businesses throughout the region.
• The Center for Technical Education (CTE) focuses on computer software and hardware training. The CTE offers programs in Microsoft Certified Systems Engineer (MCSE), Certified Novell Engineer (CNE) and A+ Certification. Additional training programs are under development.
• Center for Economic Education provides economic education in Florida schools. It is part of a national network that provides workshops and conferences in economics and free enterprise for K-12 teachers. Free materials are available to teachers.
• Institute for Entrepreneurship stimulates New Venture Initiation and enhances the viability and success of entrepreneurial firms. The Institute currently hosts the Entrepreneurs Forum, which provides workshops and peer sessions for CEOs of growth-oriented small to mid-size firms.
• Institute for Conflict Resolution (CRI) is a partnership with the Florida Conflict Resolution Consortium at Florida State University. The CRI focuses on providing conflict resolution resources to serve organizations and institutions in Southwest Florida. CRI programs and resources include faculty expertise, training seminars, and academic program relationships with the College of Business.
• Other institutes recently developed include the Institute for Technological Innovation, Institute for Sustainability, Institute for Advances in Human Re-
sources, and the Institute for Innovative Practices in Education.

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

Florida Institute of Government

The Institute of Government, located in the FGCU School of Public and Social Services, is part of a statewide network of affiliates with the overall mission of increasing the effectiveness and quality of government in Florida. This affiliate works closely with state agencies, local government officials, non-profits, and educational institutions to plan and implement a unique selection of programs within this region. Program types include:

- Management training and leadership development workshops.
- Seminars, conferences, and forums that focus on public policy issues and governmental concerns with local and statewide impact.
- In-house training programs specifically tailored to the needs of state and local governmental officials, agencies, and employees.
- Comprehensive technical assistance services for organizations that can benefit from outside experience and perspective.
- Professional certificate programs such as Supervisory Skills, Code Enforcement, Certified Public Manager, Elected Municipal Officials, and Office Support Skills.
- Community and organizational visioning, facilitation, and consensus building processes.

International Programs and Education

The mission of the Office of International Programs and Education (IPE) is to facilitate the creation and maintenance of an environment with an international focus within the university. An international environment encourages an understanding of global interdependence, an understanding of the importance of international affairs, and the recognition of the value of cross-cultural sensitivity and understanding. The International Programs and Education Advisory Board, which includes representation from every major unit in the university, advises the office on international issues.

The IPE office provides overall leadership in international activities and initiatives by:

- Providing coordination of university international activities and initiatives throughout the university.
- Serving as the official point of contact and liaison to international constituencies.
- Providing leadership in the negotiations and development of international agreements and linkages, as well as ensuring that the university maintains membership in key international organizations.
- Functioning as a clearinghouse for information dissemination about international activities at the university and international opportunities available to the FGCU community.
- Providing technical assistance to units throughout the university interested in developing programs/activities or contributing to the internationalization of FGCU.
- Engaging in international activities on campus and collaborating with other internationally oriented groups in the broader communities.
- Initiating projects, including international exchanges and study abroad opportunities.
- Developing policies and procedures relating to international programs, international education, international linkages, and exchanges of all types.

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

Friends of International Programs. The “Friends” is a loosely structured group of individuals who serve as resources for the IPE office and international visitors. Membership is drawn from FGCU and surrounding communities in Charlotte, Collier, Glades, Hendry, and Lee counties.

Speakers Bureau. Speakers are available to speak to community groups and classes, and at formal and informal gatherings and international events.

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

- Mexico: The FGCU-Campeche linkage resulted in collaborations between FGCU faculty and the business communities in Mexico and Southwest Florida. There are also linkages with the University of the Yucatan in Yucatan and Metropolitan Autonomous University in Cuernavaca.
- China: An agreement between Tsinghua University of China and FGCU lead to the development of a regularly scheduled study abroad course and the increased student interest in having Chinese Area Studies offered at FGCU.
- Germany: Three agreements have been signed with Pforzheim University of Applied Sciences, in Pforzheim, FHHarz University in Wernigerode, and The Evangelische Fachhochschule Rheinland-Westfalen-
Lippe (EFH) in Bochum. A fourth relationship exists with the University of Würzburg and distance education courses are taught that link Würzburg and FGCU students in the same class. There are also regional agreements between Magdeburg, FGCU and the Southwest Florida business community. Academic and professional exchanges and collaborative relationships in research, business development, and curricula development are major components of these agreements.

- Students in the College of Arts and Sciences participate in study abroad language immersion programs in Spain and Latin America and study tours to Latin America and Europe.
- The College of Business is on the cutting edge for partnering and pedagogical approaches that link the FGCU student to the world and the world to FGCU. The College of Business has created a paradigm that is being recognized throughout the U.S. Known as the “second circle model,” the business and academic communities collaborate in the process of knowledge acquisition and dissemination and in community development.
- The College of Education promotes international studies by providing a variety of educational workshops, classes, and seminars for area teachers. It also conducts workshops and summer institutes for teachers from Switzerland and other countries with a focus on instructional technology, English language instruction, and innovative teaching strategies.
- Students and faculty from the College of Health Professions engage in international public service and volunteerism work in the Caribbean by providing health services in Haiti.
- The School of Public and Social Services works closely with higher education institutions in China and Germany and has hosted students from Germany. Faculty regularly take students to China on study tours.

**International visitors and cultural activities.** The university has hosted a variety of international visitors including a visiting professor from Australia, a Chinese ambassador to the U.S., a Haitian ambassador to the United Nations, a high ranking U.S. diplomat to South Africa, German dignitaries including a college president and regional Chamber of Commerce leaders, Mexican business and university officials, a film director from Peru, and two exiled Cuban artists—a film director and a poet novelist. Cultural activities have included displays of art from Belize and Africa, a visit from Mexican Mariachi band, roundtables, panels, class visitations, town hall meetings, and small group meetings.

**Southern Regional Electronic Campus**

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

**Technology and Distance Learning**

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

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 web site (www.fgcu.edu). (See also Technology Support Services and individual undergraduate and graduate programs of study.)

**WGCU-TV and WGCU-FM**

FGCU is home to WGCU-TV and WGCU-FM public television and public radio stations. The stations broadcast from a state-of-the-art campus facility. The television station broadcasts on channel 30/cable 3 and provides PBS, educational, and self-improvement programming for Southwest Florida. The radio station can be received at 90.1 FM, from a 100,000-watt stereo signal. The format includes classical music, jazz, National Public Radio (NPR), and Public Radio International (PRI) news, as well as opera, entertainment and programming that covers financial news, business, and Florida legislative issues. WGCU-FM operates 24 hours a day. Programming is also transmitted on WKMO-FM 91.7 FM, which reaches the most southern part of Collier County and Marco Island.
Through their annual schedule of programming and services, both stations:

- Address the educational and curriculum priorities of K-12 and higher education in the Southwest Florida region.
- Serve as programming, production, and dissemination resources for distance education.
- Represent and clarify issues pertinent to the public affairs of the region, the nation, and the globe.
- Support and extend the cultural interests of the public by providing a diverse schedule of high quality music, drama, dance, and visual arts programming.

**Campus Services**

**Eagle Cafe**

The Eagle Cafe, located 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 goodies, donuts, and bagels. The lunch and dinner menu features two entries, more than 30 made-to-order grill items, homemade pizza, subs, deli sandwiches, and salads. Fresh-baked cookies, snacks, and an assortment of beverages complete the offerings. A coffee bar, featuring Seattle’s Best coffees and cappuccino, is available Monday through Friday and for special events.

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

**Family Resource Center**

Students with children often find it difficult to attend classes, to participate in internships or community projects, or simply to study, because of the lack of child care. The university is committed to supporting student parents through the Family Resource Center, which provides an early care and education program and other family resources.

The early years are crucial for children’s intellectual and emotional development. Families, communities, and society share responsibility for protecting, nurturing, and educating our generations. Florida Gulf Coast University’s Family Resource Center is a model of intergenerational care which supports student achievement, models best practices of care and education, and affirms the university’s mission to respond to the needs of the Southwest Florida community and to build for the future.

The student is involved in the “heart” of higher education, that is, his or her course of study. The university will provide the “hands” that will support the student’s need to care for and nurture his or her own family. To this end, the Family Resource Center enrolls children from six weeks to five years of age. The program offers developmentally appropriate, comprehensive services for children, including an educational program lasting approximately six hours. The program emphasizes partnerships with families and provides access to family resources through staff at the center, and faculty and graduate students in education, social work, counselor education, psychology, sociology, and health professions. The center provides opportunities for research re-
lated to the development and care of young children and for supervised internships, practicum projects, service learning, and paid student assistant positions including work study.

There is a one-time application fee of $25 that includes $15 at the time a family places their child on the waiting list. FGCU students have first priority for enrolling their children, then FGCU faculty and staff, and then families within the community-at-large. Additional information and application materials are available on the web (http://family.fgcu.edu/) or by telephone (941) 590-7855.

Weekly Tuition Rates for Full-Time Care
(Effective August 23, 1999)

Infant Room (6 weeks to approximately 18 mos.)*
Student ........................................ $68.50
Faculty/Staff (below $50,000 household) ... $87.50
Faculty/Staff (above $50,000 household) ... $107.50
Low-income community ........................ $78.50
Community-at-large ............................ $123.50

Toddler Room (approximately 18 mos. to 3 yrs.)*
Student ........................................ $83.50
Faculty/Staff (below $50,000 household) ... $102.50
Faculty/Staff (above $50,000 household) ... $122.50
Low-income community ........................ $93.50
Community-at-large ............................ $138.50

Preschool Room (3 to 5 years)*
Student ........................................ $77.50
Faculty/Staff (below $50,000 household) ... $97.50
Faculty/Staff (above $50,000 household) ... $109.50
Low-income community ........................ $88.50
Community-at-large ............................ $121.50

*Rates include tuition, breakfast, lunch, snacks, milk, and materials fees. Rates are subject to change.

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

Payment options. Personal checks may be written for the amount of purchase. A significant penalty is assessed on all returned checks. MasterCard, VISA, Discover, and American Express are accepted.

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

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.

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

Vehicle registration and parking. By rule 6C10-8, the university requires all students, faculty, and staff to register their vehicles if they operate or park a motor vehicle on property owned by or in control of the university. This rule is in effect 24 hours a day for each day of the year. (See section on Tuition, Fees, and Refunds for additional information.)

University Bookstore
The university bookstore provides a wide variety of new and used textbooks, study guides and other course supplies, cards, gifts, and FGCU sportswear and memorabilia.

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

The mission of Library Services is to create for Southwest Florida a thriving dynamic organization to serve as a model for the state and nation in collecting, conserving, and communicating information by utilizing the latest information technologies. Integrated into the main fabric of the university's educational delivery process, the library enhances and supports the importance of the physical university campus in a world dominated by electronic technology. Libraries put the human face on cyberspace. The library is one of the few places where you can get help from an expert—the librarian—in finding the precise information you need whether online or in some other form. Technology is an exciting new tool but it has not replaced other avenues for discovery and learning such as videos, audiocassettes, and, yes, books.

General Information

The library maintains the following regularly scheduled hours:

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

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

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

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

The library web site (http://library.fgcu.edu) is a primary access point for all library services and resources. The web site accesses the catalogs of the State University System of Florida libraries, FGCU course reserve materials, electronic databases, document delivery services, interlibrary loan, research assistance, and links to other useful sites. A library staff directory, several request forms, and the latest information about library hours, services, and workshops are available on the web site.

Access for persons with disabilities. Library staff will provide reasonable assistance to persons with disabilities on request. Please ask for assistance at the circulation desk. Patrons with disabilities may expect assistance on demand whenever practicable with services and resources including retrieval of library materials, interlibrary loan requests, access to course reserve materials, and using the open computer lab. Special arrangements may be needed for access to some services and resources, especially during evening and weekend hours. Services requiring special arrangements may include extensive reference assistance, copying of library materials (copying costs are paid by the patron), or retrieval of microform materials. Please call the circulation desk (941) 590-7610 or TTY (941) 590-7618 to arrange for these services.

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

Library Collections

The library collections at FGCU acquired a substantial foundation to build upon through an inherited collection from the University of South Florida in Fort Myers and the purchase of major retrospective collections in print and nonprint media. The library staff has integrated these rich retrospective collections with new books, current journal subscriptions, media, and an extensive collection of electronic resources to serve the university and the community.

In June 1999, the combined print and non-print library holdings reached 188,937 volumes. Electronic access to current information beyond the physical limitations of the library is available in the library and from off-campus locations. In the web-based knowledge environment, digital resources are increasingly critical for providing timely access to scholarly research and for providing access to library resources for distant learners.

Circulation and Course Reserve

Students, staff, faculty, and community patrons may borrow library materials in the General Collection. Borrowing periods vary. Ask the library staff at the circulation desk for assistance in determining the borrowing period for a specific item. Most materials may be renewed for an additional loan period at the circulation desk unless another patron has requested them. Online renewal is also available through the State University System gateway, WebLUIS.
Course reserve materials are made available to students on or off-campus through the library web site whenever practicable. Materials that are not suitable for distribution via the web site are available in the library at the circulation desk.

**Interlibrary Loan**

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

**Reference and Research Assistance**

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

**Support for Distance Learners**

Electronic course reserves, databases, indexing, and abstracting services, and many full-text journals are accessible by computer from off-campus locations. Distance learners may use the library web site to request books or photocopies of journal articles. Materials are mailed to distance learners at no charge. Students are responsible for return postage for books.

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

**Student Services and Activities**

The mission of the Division of Student Services is to provide student support services designed to meet the needs of the university community. The division seeks excellence in developing programs and offering services that promote the student. Student services units assist in the empowerment of students through collaboration in learning, governance, operations, and planning. Students are provided support in understanding university policies and procedures and are encouraged to become responsibly involved.

In addition, the Division of Student Services provides opportunities that enhance the social and cultural environment through student activities and programs; serves as an institutional resource on information concerning students; supports an environment appreciative of ethnic, religious, cultural, and intellectual diversity; encourages a public spirit among students; and promotes a civil and sustainable society that works toward the common good of the university, the state, and the world community.

**Counseling Services**

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

**Emergency on-call.** Professional counselors are available 24 hours a day for mental health emergencies that arise within the university community. The on-call counselor is contacted through the university police dispatcher at (941) 590-1911.

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

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

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

Academic Support and Tutoring

Individualized tutoring, course specific study groups and supplemental instruction sessions are provided for students in many subject areas. Assistance with study skills such as time management and testing strategies are also available on request. The Peer Mentoring Program is offered to students throughout the semester. Tutoring is especially helpful to students with disabilities who seek assistance from the Office of Multi Access Services.

Information about current programs is available by checking the Student Services web page (http://condor.fgcu.edu/SL/CSH/Tutor/index.html). From our web site, distance students can receive professional writing and multi-level math assistance. This site is supportive of CLAST Review workshops and a source of study skill resources for instructors as well as students. Students may obtain more detailed information about tutoring and other learning assistance through the Tutoring Services office in the Student Services building, Room 223.

Students who are on probation take part in a survey and assessment to highlight areas of concern. Tutoring, mentoring, and other support services are available to assist students in achieving a 2.00 cumulative grade point average.

Career Development Services

The Career Development Center offers career counseling, planning, and employment services. The center is located on the second floor of the Student Services Building. Appointments are available by phone (941) 590-7946 or 590-7958 or e-mail: hhughes@fgcu.edu.

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

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

Employment services. Students have access to part-time, full-time, seasonal, internship, and on-campus job opportunities through a web-based system and phone system. Job fairs and other special events provide students with direct connections to local and regional employers. In addition, the State of Florida Department of Labor sponsors a volunteer who is dedicated to assisting FGCU students in locating jobs through the state system.

Student Health Services

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

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

Health insurance. The university offers all enrolled students the opportunity to purchase health insurance. Health insurance coverage is strongly recommended for all students whether offered through the university or from another source. Students interested in health insurance may get applications in Student Life or apply for the insurance online (http://www.sid.com/fgcu/).

Recreation and Leisure Services

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

Hundreds of students are involved in recreation at FGCU. Whether spending afternoons sailing on North Lake, improving their physiques and self esteem in the Wellness Center, or playing intramural sports with their friends, FGCU students are physically active. This physical activity helps relieve stress, loosens up tense muscles, clears the brain-fog caused by extensive studying, and offers great opportunities for meeting people, making friends, and having fun. A complete listing of activities and events may be found in the RLS office located in the Wellness Center or by visiting our web site (http://condor.fgcu.edu/SL/RLS/index.html).

Multi Access Services

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

Multicultural and Diversity Programs

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

Student Disability Services

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

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

Student Government Association

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

Student Clubs and Organizations

FGCU has approximately 40 active registered or recognized clubs or organizations on campus. These organizations range in scope from ethnic to education to honorary. Clubs and organizations offer students opportunities to develop leadership skills in areas related to their personal interests. Clubs and organizations may hold one of three organizational statuses: (a) a registered club may utilize university facilities, but may not apply to receive budgetary money in the form of A&S fees from the SGA, nor may it utilize the university’s name as a part of the club’s name; (b) a recognized club may utilize university facilities, apply for budgetary funds from SGA, and utilize the university’s name as part of its own; (c) a sanctioned club performs special functions that serve all facets of the university community and is eligible for the benefits of recognized status. Currently, three organizations hold sanctioned status: the Student Government Association, the Eagle newspaper, and the Crest.

Technology Support Services

The ever-changing nature of technology continuously alters and frequently improves the ways we live, work, and communicate. The university believes that technology, when properly used, can enhance the quality of our lives.

The Office of Instructional Technology and Broadcast Services manages two student computing labs, six computer classrooms, two interactive video classrooms, an executive video conferencing room, 47 multimedia classroom systems, and a network of academic web servers. In addition, faculty, staff, and students may checkout portable equipment for special purposes.

Student Computer Labs

Technology support staff are located in the student computer labs (which are open approximately 90 hours a week) and can provide one-on-one assistance. Students also may schedule an appointment for software training and register for workshops that are offered periodically through the computer labs. Students can use computers in the open labs to:

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

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

Connecting Electronically from Home

A home computer with a modem, an Internet service account, and the software necessary to use the Internet to communicate and access information resources are fundamental to home access of FGCU electronic resources.

If you do not have your own computer but you can count on using one with Internet access from your place of employment, a public or community college library, or some other source that is convenient, you might still be able to participate effectively.

Recommended Minimum Hardware Configurations

If you now own a computer and want to use it to access FGCU electronic resources or participate in a distance learn-
ing course, we recommend that it have the following minimum configuration:

- Windows95/98 or Mac OS7.X
- 32 MB RAM
- 33.6 KB Modem
- Netscape 4.5 or Internet Explorer 5.0 web browser
- Color Monitor

Conduct a browser test on your computer:
http://www.fgcu.edu/support/browser/

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

- Megabytes of Random Access Memory - MB of RAM
- Size of disk drive - MB of disk space
- Speed of modem - (56k is now standard)
- Size of monitor
- Availability of telephone help

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

Software
Microsoft Office is the standard software used in conjunction with all FGCU courses. The bookstore carries the version currently being used and can offer you educational discounts. Special software may be required for a course, so check the Online Course Syllabus for each of the courses to see what textbook, software, or other materials may be required (http://studentweb.fgcu.edu/OWA_FGPO/owa/hzsrtcsc.getterms).

Student E-Mail/Network Accounts
Each student at FGCU will be given an account for accessing computing resources. These resources include Gulfline, e-mail, network access, personal web site and access to secure online resources and databases provided by the FGCU library. It is very important that students activate this account in order to access these computing resources.

Students can activate their accounts online in one easy step by accessing the Student Services web site located at http://condor.fgcu.edu and clicking on the student accounts link. This site will provide links on activating an account, changing an account password, forwarding email to another account, and looking up account information in case students forget their password. To activate their account students will need their PIN provided by the Office of Registration and Records and must be a registered for a class on or before the date located on the account activation web page.

Students will also need to purchase a student ID to access some web resources and to check out books from the FGCU Library. To receive a student ID students must pay for their ID at the Cashier’s Office and bring their receipt to the Office of Registration and Records to have their picture taken and their ID printed. Students must also be registered for a class at least one day prior to getting their student ID.

Web sites for additional student account and/or e-mail information:
http://condor.fgcu.edu/eagle/guide.htm
http://condor.fgcu.edu/eagle/StudentAccounts.html

User Skills and Support
It is expected that each student will take some personal responsibility for developing the skills necessary to use basic computing applications.

The first step is to “know yourself.” Whether you are a “newbie” or a “cybernaut” you will want to assess your FGCU survival skills and be certain that you have mastered those tasks that are needed in your role as a student. A self-assessment survey is available on the web (http://condor.fgcu.edu/it/techskills/). The survey will help you determine those areas where you need to get help and tell you where help is available. After you submit your survey, you will receive a score for each section and suggestions to help you master the skills necessary to succeed. This self-assessment survey takes three to five minutes to complete and is the perfect place to start your journey toward electronic independence.

Student lab assistants are available at each of the university’s three public computing labs to answer questions. Call (941) 590-7100 to make an appointment for personalized training. A tutorial site for student support is also available (http://www.fgcu.edu/support). This site includes self-assessment surveys, information you will need to activate your FGCU account, and tutorials for e-mail, web skills, library technology, and Microsoft Office products.

Definitions
Gulfline – Students receive access to FGCU's web-based product, which is used for registration and grades. For additional information in using Gulfline contact the Office of Registration and Records or access the web (http://studentweb.fgcu.edu).

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

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

**Adding or Dropping a Course**

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

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

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

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

**Auditing a Course**

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

Florida residents 60 years of age or older who plan to use senior citizen tuition waivers must register on a space-available, audit basis according to the calendar published in the *Schedule of Classes*. 

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

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

*Username* – Used to retrieve student email, log on to campus computers and access library resources. It is the first part of a student's email address.
Change of Major
A student wishing to change his or her major must submit a completed Change of Major form, signed by the current advisor as well as the advisor for the new program, to the Office of Registration and Records. A student wishing to change his or her major to a limited access program or an undergraduate student wishing to enter a graduate program must formally apply to the relevant program. Students may not use the Change of Major form to change from degree to non-degree status.

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

If students cannot meet all of the graduation requirements specified in the catalog of choice due to changes by the university in matters of policy or course offerings, appropriate substitutions will be determined by the program manager to preclude penalizing the student. Due to program accreditation requirements, students in certain majors may not have this option.

Class Attendance
Regular and punctual attendance and participation are expected. Although students are graded on intellectual effort and performance rather than attendance, absences may lower the student’s grade when the instructor deems class attendance and class participation as essential. In those classes where attendance is considered part of the grade, the instructor must inform students at the beginning of the term in the syllabus. Any instructor who informs students in writing about the necessity of class attendance may request the Office of Registration and Records to drop a student from the class. A grade of W will be posted to the student’s record prior to the deadline for withdrawal without academic penalty. After that date, the instructor may assign a punitive letter grade for any student who does not abide by attendance requirements. Colleges have the authority to establish college-wide, program-wide, or course-wide policies on attendance in accordance with the above guidelines.

Authorized absence. An authorized absence is an absence due to participation in a sponsored activity that has been approved in advance by the program director and the appropriate student affairs officer. Such an absence permits the student to make up the work missed when practical or to be given special allowance so that he/she is not penalized for the absence.

Excused absence. An excused absence is an absence due to other causes, such as illness, family emergency, death in the family, or religious holiday. A student seeking an excused absence should obtain documentation such as a physician’s statement, accident report, or obituary and contact all instructors or the Office of the Dean of Student Services.

Common Course Numbering
Courses in this catalog are identified by prefixes and numbers that were assigned by Florida’s Statewide Course Numbering System. This common numbering system is used by all public postsecondary institutions in Florida and by 17 participating non-public institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions.

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

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

Example of course identifier:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Level Code</th>
<th>Century Digit</th>
<th>Decade Digit</th>
<th>Unit Digit</th>
<th>Lab Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>SYG</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>


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

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

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

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

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

Authority for acceptance of equivalent courses. State Board of Education Rule 6A-10.024(19), Florida Administrative Code, reads:

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

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

- Courses in the 900-999 series (e.g., ART 2905).
- Internships, practica, clinical experiences, and study abroad courses.
- Performance or studio courses in Art, Dance, Theater, and Music.
- Skills courses in Criminal Justice.
- Graduate courses.

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

Questions about the Statewide Course Numbering System and appeals regarding course credit transfer decisions should be directed to Joseph L. Ravelli, Dean, Office of Planning and Evaluation (941) 590-7040 or the Florida Department of Education, Office of Postsecondary Education Coordination, 401 Turlington Building, Tallahassee, Florida 32399-0400. Special reports and technical information may be requested by calling telephone number (850) 488-6402 or SunCom 278-6402.

Common Prerequisites

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

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

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

Course Load

Undergraduate. A full-time undergraduate student is enrolled in 12 or more credit hours per semester. A part-time undergraduate student is enrolled in fewer than 12 credit hours per semester. The typical full-time undergraduate course load is 12 to 18 credit hours each semester. Students should take between 30 and 33 hours annually to graduate in four years.

In the fall and spring semesters, the maximum number of credit hours in which an undergraduate may enroll is 18. During the summer semester, the maximum number of credit hours allowed during a six-week term is 9, and the maximum number of credit hours allowed during a 12-week term is 15. Semester overload permission from the undergraduate student’s academic advisor is required to enroll for more than the maximum allowable hours.

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

Directory Information

The following has been designated by FGCU as directory information:

- Full name
- Address
- Telephone listing
- Date and place of birth
- Major field of study
- Participation in officially recognized activities & sports
- Intramural events
- Dates of attendance
- Degrees and awards received
- Most recent educational institution attended before FGCU

Enrolled students have the right to withhold directory information from the public (any non-university individual, agency, etc.). Students may file a request for privacy with the Office of Registration and Records. Requesting privacy may adversely affect how the university provides information to prospective employers and agencies. The university is not responsible for negative action taken by such agencies as a result of maintaining a student’s privacy. The request for privacy is considered a serious action. Please contact the university registrar with questions or concerns.

A parent or guardian may NOT have access to non-directory student information unless the student 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. The student may also complete an Authorization to Release Educational Information to a Third Party Form available in the Office of Registration and Records. Faculty and staff may access and use student directory and non-directory information to conduct official university business.

Enrollment Certification

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

Students requesting loan deferment should contact their lender and request a deferment form. This form can be submitted to the Office of Registration and Records during the semester needing deferment. However, forms received prior to the beginning of the term of deferment will be held until the first day of the new term before verification will be sent to the lender. Any change in enrollment status will be reported to the lender through the Department of Education in Washington, DC.
Students should contact their lender for deferment criteria and procedures. It is the student’s responsibility to submit the loan deferment form to the Office of Registration and Records when such service is necessary.

Grade Forgiveness
Contact the Office of Registration and Records or an academic advisor for information regarding the university’s grade forgiveness policy.

Immunization Requirement
As a prerequisite to registration as a degree-seeking or non degree-seeking student, the State University System of Florida requires all students born after December 31, 1956, to present documented proof of immunity to measles (Rubella) and Rubella. Prior to registration, each student must submit a completed FGCU Immunization History Form to the Office of Registration and Records. Additional immunization or medical tests may be required for students in certain majors.

The following are acceptable proofs of immunization:

- Proof of two vaccinations (doses) of measles received at least 30 days apart and one vaccination of rubella, after 12 months of age. Measles vaccinations must have been received in 1968 or later and Rubella vaccination in 1969 or later; or
- Proof of immunity by way of a blood test result (titer); or
- A written, dated statement signed by a qualified health care provider on office letterhead that specifies the date seen and states that the student has had an illness for three days or more with a rash, fever of 101 degrees or greater, cough and conjunctivitis, and is considered to have had the Rubella (measles) disease.

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

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

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

Repeat Course Surcharge
Board of Regents Rule 6C-7.001 states that each student enrolled in the same undergraduate course more than twice, shall be assessed an additional fee per credit hour for each repeated course. For example, if a course is repeated twice a student will be assessed the surcharge for the third and subsequent attempt. The fee will be published in the Schedule of Classes for each semester and assessed at the time of registration. Only courses repeated at FGCU will count in attempts. Transfer coursework will not count in the repeat calculation. Grades of W and WF earned at FGCU will count when figuring attempts.

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

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

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

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

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

Semester System
Florida Gulf Coast University operates a semester system. Each semester hour represents the equivalent of one instructional period of 50 minutes in length. The fall and spring semesters are 16 weeks in length (including one week of final exams). The fall semester begins in August and ends in December and the spring semester begins in January and ends in April. The summer semester typically has three terms: Term A is a 6-week term that begins in May and ends in June; Term B is a 6-week term that begins in June and ends in August; and Term C is a 12-week term.
that begins in May and ends in August. Additional mini-
terms of varying weeks of length may be held in any se-

**Senior Citizen Tuition Waivers**

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

**State Employee Tuition Waivers**

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

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

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

**Distance and distributed learning.** Tuition waivers will
be accepted for all distance and distributed learning courses
that produce fundable credit hours, subject to space avail-
ability based on student to faculty ratio. In accordance with
rule 6C-7.003(29)-(30) FAC, students may use the waiver
but are responsible for paying any special fee assessments
levied to offset costs associated with delivery at a distance
or remote location.

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

supporting basis.

In accordance with rule 6C-7.008(1) FAC, employees cannot apply waivers in courses offered as part of a sponsored

**Student Classifications**

**Undergraduate** (freshman, sophomore, junior, and senior) students are classified on the basis of semester hours satisfac-
torily earned.

**Freshman** — 0 through 29 semester hours.

**Sophomore** — 30 through 59 semester hours.

**Junior** — 60 through 89 semester hours.

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

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

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

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

**Student Records**

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

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

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

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

A transcript request must include the student’s full name, student identification number, and signature along with the names and complete addresses of transcript recipients. If grades or degree statement for the current semester are needed, the student should indicate that the transcript request is to be held until the final semester grades and/or degrees are posted. To reflect a complete academic record for undergraduate and graduate students, the university will issue only complete transcripts. At the end of each term of enrollment, students are responsible for requesting transcripts for reimbursement purposes.

A $5 fee is charged for each official transcript requested. There is no charge for unofficial transcripts. Transcript request forms may be printed from the web (http://condor.fgcu.edu/ES/ARR/lg_forms.htm).

Veterans’ Educational Benefits
Florida Gulf Coast University is approved for the education of veterans, eligible dependents, members of the selected reserve, and active-duty personnel who are eligible for benefits under public laws now in effect. All degree programs currently offered at FGCU are approved by the State of Florida, Bureau of State Approving for Veterans’ Training.

Under the current Veterans Educational Assistance Programs, which affect most veterans, the veteran receives an allowance directly from the government. The veteran is responsible for paying tuition and fees directly to the university and meeting payment deadlines applicable to all students. The Veterans Administration (VA) will make full payment only when the student carries a full academic load. To facilitate the prompt and accurate reporting of the student’s status and course load, the veteran must inform the Office of Registration and Records of his or her enrollment intent prior to the beginning of each semester. Changes in enrollment status made after the last day to add courses must be reported immediately.

To be eligible for full-time VA benefits, degree-seeking undergraduates must enroll for 12 or more semester hours, and degree-seeking graduate students must enroll for nine or more semester hours each academic semester. VA regulations require that students take only courses that are applicable towards their degree program or other approved program and they must make satisfactory progress towards their degree. VA benefits will be terminated for students who are dismissed for academic or disciplinary reasons and can only be reinstated after academic counseling.

It is the student’s responsibility to remain in good standing with the VA and to respond to notification of changes in regulation. The VA toll-free telephone number is 1-888-442-4551.

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

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

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

Students are assessed tuition and fees based on rates and policies established by the Board of Regents and the Florida Legislature. Tuition, fees, and the terms and conditions relating to the payment of tuition and fees, including cancellation of classes and requests for refunds, are subject to change without notice.

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

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

The following fees and charges are based on proposed rates; however, since the catalog must be published in advance of its effective date, it is not always possible to anticipate changes and the fee schedule may be revised. Every effort will be made to publicize changes in advance of the registration date for that semester.

Tuition and Fee Schedule

Tuition

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

<table>
<thead>
<tr>
<th>Per Credit Hour Fees</th>
<th>Florida Resident</th>
<th>Non-Florida Resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$66.36</td>
<td>$299.32</td>
</tr>
<tr>
<td>Graduate</td>
<td>$139.17</td>
<td>$499.91</td>
</tr>
</tbody>
</table>

| Per Semester Fee      | $17.50 per term  |

Rates for 1999-2000 academic year are shown. Fees for 2000-2001 had not been confirmed at the time of publication.

Special Fees, Fines, and Penalties

Application Fee (initial): $20.00 for each application; not refundable.

Student Identification Card Fee: $10.00.

Late Registration Fee: $50.00. This fee will be automatically assessed when the student registers after the established deadline for registration (see Schedule of Classes).

Late Payment Fee: $50.00. This fee will be automatically assessed when fees are paid after the established deadline for payments (see Schedule of Classes). If applicable, this fee will be assessed in addition to the late registration fee described above.

Official Transcripts: $5.00 per transcript. No charge for unofficial transcripts.

Repeat Course Surcharge: $171.36 per credit hour for each such course. Board of Regents Rule 6C-7.001 states that each student enrolled in the same undergraduate course more than twice, shall be assessed an additional per credit hour fee. (See Repeat Course Surcharge in the Registration and Records section for additional information.)

Returned Check Fee: $25.00. State law requires that a service fee be assessed on a check returned unpaid by the bank for any reason. Only cash, cashier’s check, or money order can redeem checks returned by the bank. A personal check will not be accepted to replace a dishonored check. A $50 late fee is assessed for all returned registration checks.

Vehicle Registration Fee: $50.00 annually or $20 per term for automobiles, and $25.00 annually for motorcycles. No fee for registering bicycles. All motor vehicles must be registered with the University Police and Safety Department. State vehicle registration and license plate number must be shown at the time of registration. Parking registration must be paid at the Cashier’s Office prior to receiving a hang tag or decal. Parking spaces are limited and on a first-come, first-served basis.

Library Fees and Fines

Regular loans, overdue: $0.25 per day.
Reserve loans, overdue: $0.25 per hour.
Replacement cost: $51.15 plus overdue fines.
Report lost library items immediately. For overdue items that have been lost, reporting the loss and making arrangements to pay for the replacement will stop further accumulation of overdue charges. Students who owe fines or replacement fees will not be permitted to register for classes or secure transcripts.
Estimated Costs of Attendance

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

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

Account and Fee Payment

Fee payment deadlines are published in the Schedule of Classes. Fees may be paid at the Cashier’s Office in person or by mail. Fees paid by mail must be received by the Cashier’s Office on or before the published due date. The university is not responsible for cash left in the night depository or sent through the mail.

Personal checks are accepted for amounts due the university. Checks for cash or above the amount due are not accepted. The university will not accept a check on any student’s account that has had two previous dishonored checks. Make checks payable to Florida Gulf Coast University and include the student’s social security number.

Payments may be mailed to Florida Gulf Coast University, ATTN: Cashier’s Office, 10501 FGCU Blvd. South, Fort Myers, FL 33965-6565. The university is not authorized at this time to accept credit cards.

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

Other fees, including but not limited to university housing rental, library fines, emergency loan fee, and health immunization charges, may be assessed on a student’s account and may be paid at the Cashier’s Office in person or by mail. Charges against students for loss or breakage of university equipment, books, fines and other related charges are due immediately. University policy prohibits registration or release of transcript or diploma for any student whose account with the university is delinquent. The university reserves the right to assign any past due accounts to an outside agency for collection. When an account has been assigned, the collection agency fee will be added to the university charges for collection at the current contract rate.

Cancellation for Non-Payment

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

Residency for Tuition Purposes

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

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

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

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

Submit the following documentation (or in the case of a dependent student, the parent must submit documentation) prior to the last day of the drop/add period for the term in which resident status is sought; along with a residence affidavit with the Office of Admissions:
1) Documentation establishing legal residence in Florida (this document must be dated at least one year prior to the last day of the drop/add period of the term in which resident status is sought). The following documents will be considered in determining legal residence:
   a) Declaration of Domicile.
   b) Proof of purchase of a home in Florida in which a student resides (permanent primary Florida home).
   c) Proof that the student has maintained residence in the state for the preceding year.
2) Documentation establishing bona fide domicile in Florida which is not temporary or merely incidental to enrollment in a Florida institution of higher education. The following documents will be considered evidence of domicile even though no one of these criteria, if taken alone, will be considered as conclusive evidence of domicile:
   a) Declaration of Domicile.
   b) Florida voter registration.
   c) Florida vehicle registration.
   d) Florida driver’s license.
   e) Proof of real estate ownership in Florida (i.e., deed, tax receipts).
   f) A letter on company letterhead from an employer verifying permanent employment in Florida for 12 consecutive months before the term in which resident status is sought.
   g) Proof of membership in or affiliation with community or state organizations or significant connections to the state.
   h) Proof of former domicile in Florida and maintenance of significant connections while absent.
   i) Proof of reliance upon Florida sources of support.
   j) Proof of admissions to a licensed practicing profession in Florida.
   k) Any other factors peculiar to the individual which tend to establish the necessary intent to make Florida a permanent home and that the individual is a bona fide Florida resident, including the age and general circumstances of the individual.
3) No contrary evidence establishing residence elsewhere.
4) Documentation of dependent/independent status (notarized copy of most recent IRS tax return). Federal Income tax returns filed by resident(s) of a state other than Florida disqualify the student for in-state tuition, unless:
   a) The student’s parents are divorced, separated or otherwise living apart and either parent is a legal resident of Florida, or
   b) The student becomes a legal resident and is married to a person who has been a legal resident for the required 12 month period, or
   c) The student is a member of the Armed Forces on active duty stationed in Florida, or a spouse or dependent, or
   d) The student is a member of the full-time instructional or administrative staff of a state public school, community college or university in Florida, or a spouse or dependent, or
   e) The student is a dependent and has lived five years with an adult relative who has established legal residence in Florida.

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

Reclassification. All requests for change in residency for tuition purposes with supporting hard copy documentation should be submitted to the Office of Admissions. Requests will be reviewed and approved if documentation meets the requirements listed above. If the reclassification request is denied, the student may file an appeal to the residency officer in the Office of Admissions.

Florida Prepaid Tuition Plan
A student planning to register under the Florida Prepaid Tuition Plan (FPTP) must present the FPTP identification card to the Cashier’s Office before the published last day to pay fees. The portion of the student fees not covered by the plan, which include local fees and applicable lab fees, must be paid by the student when the FPTP identification card is presented to the Cashier’s Office prior to the published last day to pay fees to avoid cancellation of courses.

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

- 100% of registration fees and tuition will be refunded if notice of complete withdrawal or course withdrawal from the university is approved prior to the end of drop/add period.
- 25% of registration fees and tuition will be refunded if notice of withdrawal from ALL courses from the University is approved prior to the end of the fourth week of classes, with written documentation from the student.
Return of Title IV Funds

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

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

Tuition Fee Appeals

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

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

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

Reinstatement of Classes

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

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

Tuition Waivers

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

Veterans and Third Party Deferments

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

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

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

Anti-Drug Abuse Act

Students convicted of drug felonies may lose their eligibility for federal financial aid programs. The Omnibus Drug Initiative Act of 1988 gives courts the authority to suspend eligibility for federal student aid when sentencing an individual convicted of possession or distribution of a controlled substance. For a drug possession conviction, eligibility is suspended for one year for the first offense, two years for the second offense, and indefinitely for the third offense. For a drug sale conviction, eligibility is suspended two years for the first offense, and indefinitely for the second offense.

Drug-Free Campus Policy

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

Sexual Harassment Policy

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

Florida Gulf Coast University's sexual harassment policy and procedures seek to ensure an environment that is free from sexual harassment. Such conduct is costly in human terms and seriously undermines the atmosphere of trust and respect that is essential to work and study for all members of the academic community. All employees, students, and vendors must comply with both the spirit and the intent of federal and state laws and regulations that relate to sexual harassment. The coverage of this policy extends to persons visiting the campus.

When resolution is not achieved within the local unit, university procedure is available. It should be clearly understood that the university will take action to prevent sexual harassment, including, if necessary, disciplining those individuals whose behavior violate university policy. Discipline may include, but is not limited to, oral or written reprimand, transfer, suspension, or dismissal. It is expected that the deans, chairs, department heads, team leaders, directors, and other supervisors will monitor and take corrective action whenever instances of sexual harassment are either observed or reported to them. While the decision regarding resolution normally remains within the unit, all allegations of sexual harassment are to be immediately reported to the Office of Equal Opportunity Programs, which will monitor, provide advice, and take appropriate action as required by federal and state laws.

To the extent possible, the confidentiality of the complainant, alleged offender, and all those officially involved in the proceedings and/or investigation shall be preserved. The information shall remain confidential during the investigation and hearing process. For information and informal advice pertaining to sexual harassment, contact the Office of the Dean of Student Services, Building #5, First Floor, 590-7900; the Office of the Associate Vice President for Academic Affairs, Library, Second Floor, 590-7011; or the Director of Human Resources, Howard Hall 228, 590-1400. Formal complaints are filed with the Director of Equal Opportunity Programs, Library, Second Floor, 590-1022.

Student Right to Know/Campus Security

The Student Right to Know and Campus Security Act (1990) mandates that all postsecondary institutions are required to prepare, publish, and distribute certain information regarding campus crime and policies related to security. In addition to crime statistics for the past three years, the national legislation requires universities to make policies related to security issues public.

Annual Report of Crime Statistics

(Number of offenses reported by year.)

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<thead>
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<th>Offense</th>
<th>1997</th>
<th>1998</th>
<th>1999</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homicide Offenses</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Non-Forcible Sex Offenses, Rape</td>
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</tr>
<tr>
<td>Robbery</td>
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<td>0</td>
<td>0</td>
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<tr>
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<td>0</td>
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<tr>
<td>Burglary/Breaking &amp; Entering</td>
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<td>0</td>
</tr>
<tr>
<td>Larceny/Theft Offenses</td>
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<td>14</td>
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<tr>
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<td>Number of Arrests (select offenses)</td>
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<tr>
<td>Liquor Law Violations</td>
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<tr>
<td>Weapons Law Violations</td>
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<td>Referrals to Student Code of Conduct (select offenses)</td>
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<td>3</td>
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<tr>
<td>Weapons Law Violations</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Admissions
Academic Policies and Procedures
Financial Assistance
EaglesConnect-Service Learning
Honors Program
University Colloquium and Senior Seminar
General Education
Gordon Rule
Academic Programs
   College of Arts and Sciences
   College of Business
   College of Education
   College of Health Professions
   School of Public and Social Services
Courses Descriptions

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

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

Campus tours. Student-guided campus tours are available to all interested individuals. Tours leave from the Office of Admissions, in the Student Services Building, last about an hour. Reservations must be made at least 48 hours in advance. Group tours or special requests can be accommodated. Call toll free 1-888-889-1095 or (941) 590-7874 to schedule a guided campus tour.

Applying for Admission

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

Applications should be submitted as early as possible and are accepted as early as 12 months prior to the requested entry date. If an application is received close to the enrollment date for a term, it may be suggested that the student attend the term on a non degree-seeking basis. This will allow time for application documents to be received and evaluated.

There is a non-refundable $20 application fee for all new students. The application will not be processed until the application fee is received. If the applicant has previously paid the fee for a non degree-seeking application and has been continuously enrolled, the application fee for the degree-seeking application will be waived.

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

Early Admission (Full-Time)

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

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

Applicants must submit an application for admission, a non-refundable $20 application fee, official high school transcript, official ACT or SAT test score, a personal letter outlining reasons for seeking early admission, and two letters of recommendation. One of the letters of recommendation must be from the principal or the representative of the principal. Eligibility criteria are established by written agreement between each school district and the university and are subject to revision. Contact the Office of Admissions for additional information about early admission.

Dual Enrollment

Dual enrollment is a program in which academically talented students receive permission from the high school to take one or more college courses while taking the majority of coursework at the high school. Minimum eligibility criteria include an R-SAT score of 1100 or an E-ACT score of 23 with a recalculated GPA of 3.3 (using academic courses). Eligibility criteria are established by written agreement between each school district and the university and are subject to revision. Contact the Office of Admissions for additional information about dual enrollment.

First-Time-in-College

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

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

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

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

<table>
<thead>
<tr>
<th>GPA</th>
<th>SAT I*</th>
<th>SAT</th>
<th>E-ACT</th>
<th>E-ACT**</th>
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<tbody>
<tr>
<td>2.0</td>
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</tr>
<tr>
<td>2.9</td>
<td>970</td>
<td>860</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

*Re-centered SAT I
**Effective summer 2001

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

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

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

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

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

Lower Division Transfer

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

Transfer with AA Degree

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

Upper Division Transfer

Students with at least 60 hours of transferable credit (as determined by the Office of Admissions) are not required to submit test scores for admission to the university but test scores may be required for admission to a specific limited access program. If the student’s grade point average is at least 2.0 on previous coursework and the applicant is in good standing at the last institution attended, the applicant is admissible to FGCU. Transfer students must submit the application to the university as well as an official transcript from every postsecondary institution attended.

Academic Amnesty

An undergraduate student may petition the Admissions Appeals Committee to declare academic amnesty. Under this policy, all college-level work that is at least five calendar years old will be disregarded for admission decisions to the university. When filing for academic amnesty, students follow the regular transfer admission procedures. The application must include a written request for academic amnesty, a statement detailing why amnesty is requested,
and documentation supporting the request. Students may not petition for academic amnesty after being accepted to the university.

If academic amnesty is approved for a former FGCU student, that student’s grade point average will be re-calculated based solely on coursework taken after amnesty is granted. Former FGCU students should note that all previous coursework, completed at FGCU or accepted as transfer credit by FGCU before amnesty is granted, will appear on a student’s official academic transcript.

Transfer students who have been granted amnesty should note that FGCU will retain a permanent record of all previous college-level work. However, the information will not be entered on the official transcript, will not be used in calculating the grade point average, and will not be considered when certifying completion of degree requirements.

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

Former Student Returning (FSR)
A former student returning is any former FGCU degree-seeking undergraduate student who has not earned a degree, who has not been enrolled at FGCU in any of the last three terms, and who wishes to re-enroll. The former student submits a new admission application by the appropriate application deadline. A new application fee is not required. To be re-admitted, a student must (a) be in good standing and eligible to return to the last institution attended, including FGCU; and (b) have achieved a grade point average of at least 2.0 on a 4.0 scale on all college-level academic courses attempted.

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

- Josef Silny & Associates, Incorporated or World Education Services must evaluate credit from institutions outside the U.S. A course-by-course evaluation is required. The applicant pays for this service and contacts the evaluating agency directly.
- Applicants must demonstrate English proficiency in accordance with university policy, and will be required to submit acceptable TOEFL (Test of English as a Foreign Language) scores unless the country of origin uses English as the official language. A minimum score of 213 is required on the computerized TOEFL or 550 on the written TOEFL. Some programs, including the MS in Health Science, require a TOEFL score greater than the minimum (see program requirements). With the approval of the director of admissions and the appropriate dean, applicants may furnish satisfactory evidence of English competency in lieu of the TOEFL. Examples of satisfactory evidence include, but are not limited to, completion of ENC 1101 and ENC 1102 (or equivalent) with a grade of C or higher; and/or a minimum of 60 credits satisfactorily completed at an institution of higher education where all courses are taught in English. For information on the TOEFL, contact TOEFL, Educational Testing Service, Princeton, NJ 08541, USA. The university’s institutional code for the transmittal of the TOEFL is #5125.
- The applicant must file a Confidential Financial Statement confirming availability of specific funds to finance the first year of study before the university issues the appropriate immigration papers.

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

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

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

Foreign Language Admission Requirement

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

First-time-in-college students and lower level transfer students must complete 8 to 10 semester hours of the same foreign language or American Sign Language at the collegiate level or complete two sequential units of the same foreign language in high school. Lower level students, except those exempt from the foreign language requirement, must satisfy the foreign language requirement prior to admission to the upper division.

Upper division transfer students, including AA degree holders from Florida public community colleges or SUS institutions who do not have 8 to 10 semester hours of the same foreign language or American Sign Language at the collegiate level or who have not completed two sequential units of the same foreign language in high school must satisfy the foreign language requirement prior to graduation from FGCU, unless exempt from the requirement. Some limited access programs require that the foreign language admission criteria be met before admission to the program is secured. See program descriptions for this specific information.

Exemption criteria. A student may be exempt from the state university foreign language requirement if one of the following criteria is met:

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

Students with Disabilities

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

Appealing Admission Decisions

Undergraduate applications from individuals who do not fully meet minimum admission requirements are reviewed by the Admissions Appeals Committee, which considers admission based on other evidence of ability to do successful academic work. Applicants who do not meet the minimum admission standards or who have been denied admission may submit an appeal along with the admission application or make an appeal within 30 days of receiving an admission denial in the mail. Applicants should send letters of recommendation, additional test scores, personal statements, or responses to the optional essay question on the State University System application. These documents will be helpful to the Admissions Appeals Committee as exceptions to admission criteria are considered. If an applicant is a Florida resident and was denied admission to an undergraduate program only because the minimum high school grade point average requirement was not met, he/she may request that his/her weighted high school grade point average be recalculated using up to three credits of advanced fine arts courses. If students are admitted to the university yet denied admission to a limited access program, an appeal should be made to the specific program appeals committee.

Deferring Admission

Students who do not enroll the semester they have been admitted may defer admission to a future semester by writing to the Office of Admissions. Admission in the new term is not automatic, and an applicant requesting a new entry date must meet the admission requirements in effect for the new term. Entry dates for some programs are limited to specified terms. If a student attends another collegiate institution in the interim, an official transcript of all work attempted is required. A new application and application fee are required when deferring admission to a term beginning more than 12 months after the original admission date.
Non Degree-Seeking Status

Non degree-seeking enrollment is on a space-available basis and has been established for those individuals who would like to enroll, but are not seeking a degree from FGCU. A non-refundable application fee of $20 will be applied for first-time applicants. An individual seeking admission may enroll as a non degree-seeking student during the period in which his or her application is in process.

Non degree-seeking students are subject to the same academic policies as degree-seeking students and must adhere to deadline dates published in the university’s Schedule of Classes. A non degree-seeking student who has been dismissed from FGCU is not eligible for admission as a degree-seeking student. Conversely, an applicant denied admission as a degree-seeking student may not attend as a non degree-seeking student. Non degree-seeking students are not eligible to receive university honors or to receive financial aid. Non degree-seeking students must have proof of immunization (see immunization requirement).

Undergraduate enrollment limitations. A non degree-seeking student is limited to 15 credit hours of undergraduate coursework. Performance in courses taken as a non degree-seeking student will not qualify an applicant for admission as a degree-seeking student.

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

Teacher Certification Status

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

Transient Student Status

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

Transfer of Coursework

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

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

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

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

Degree Acceleration Programs

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

**Advanced Placement Program (AP).** Students must submit an official Advanced Placement transcript from The College Board as evidence of completion of a college-level course taken in high school. If the examination results meet the requirements listed in the table that follows, the student may be given university credit. The courses listed indicate the FGCU course equivalency that will appear on the student’s FGCU transcript. AP equivalence will count toward Gordon Rule requirements if the equivalent course fulfills the Gordon Rule requirement. AP credit will appear on the student’s permanent record. See the table on page 44.

**College Level Examination Program (CLEP):** Students must submit an official transcript from The College Board for scores to be considered for credit. CLEP examination scores must meet the minimum standards established by the State University System and FGCU. CLEP credit will appear on the student’s permanent record. CLEP credit will not count toward Gordon Rule requirements. The requirements for receiving credit by CLEP examination are listed in the table on page 45.

**International Baccalaureate Program (IB).** Students with an IB diploma will be awarded up to 30 semester hours of credit in FGCU courses for scores of four (4) or higher on IB exams, in accordance with the equivalency table below. In awarding credit for IB diploma holders, higher-level exams will be given priority in awarding credit. Students without an IB diploma will be awarded credit only for higher-level exams on which a score of five (5) or higher is obtained. (FAC 6A-10.024(8)) An IB equivalence will count toward Gordon Rule requirements if the equivalent course fulfills the Gordon Rule requirement. See the table on page 47.

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

**Credit by examination.** FGCU colleges and departments may offer examinations for academic credit to undergraduate students upon request. Interested students should consult with the colleges or departments concerning the availability of examinations.

**Florida AA Graduates**

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

- At least 60 semester hours of academic work exclusive of occupational courses and basic required physical education courses.
- An approved general education program of at least 36 semester hours.
- A grade point average of at least 2.0 on a 4.0 system for all college-level academic courses attempted.
- One year of college instruction in a single foreign language. (This requirement applies to those students without the required two units of foreign language in high school.) Students who receive an associate of arts degree from a Florida public community college or university but have not met the foreign language requirement and do not qualify for exemption as defined below* may be admitted to the university on a provisional basis.

*Students who received an associate of arts degree from a Florida public community college prior to September 1, 1989.

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

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

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

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

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

**International Transfer Credits**

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

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

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

CLEP Subject Examination

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course/area for which credit can be assigned at FGCU (credit awarded is in parenthesis)</th>
<th>Qualifying score</th>
<th>Maximum credit awarded at FGCU</th>
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</thead>
<tbody>
<tr>
<td>Composition and Literature</td>
<td>AML 2010(3), 2020(3)</td>
<td>50</td>
<td>6</td>
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<tr>
<td>Analysis and Interpretation of Literature</td>
<td>none</td>
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<tr>
<td>English Literature</td>
<td>ENL 2012(3), 2022(3)</td>
<td>49</td>
<td>6</td>
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<tr>
<td>Freshman College Composition</td>
<td>ENC 1101(3), 1102(3)</td>
<td>50</td>
<td>6</td>
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<tr>
<td>Discontinued Examinations*</td>
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<tr>
<td>College Composition</td>
<td>ENC 1101(3), 1102(3)</td>
<td>50</td>
<td>6</td>
</tr>
<tr>
<td>English, Freshman</td>
<td>ENC 1101(3), 1102(3)</td>
<td>51</td>
<td>6</td>
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<tr>
<td>Foreign Languages</td>
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<td></td>
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<tr>
<td>College French</td>
<td>FRE 1120(4)</td>
<td>42</td>
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<td></td>
<td>FRE 1120(4), 1121(4)</td>
<td>46</td>
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<td>FRE 1120(4), 1121(4), 2200(4)</td>
<td>50</td>
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<tr>
<td>College German</td>
<td>GER 1120(4)</td>
<td>43</td>
<td>4</td>
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<td>GER 1120(4), 1121(4)</td>
<td>52</td>
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<td>GER 1120(4), 1121(4), 2200(4)</td>
<td>55</td>
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<td>College Spanish</td>
<td>SPN 1120(4)</td>
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<tr>
<td></td>
<td>SPN 1120(4), 1121(4), 2200(4)</td>
<td>55</td>
<td>12</td>
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<tr>
<td>History and Social Sciences</td>
<td></td>
<td></td>
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<tr>
<td>American Government</td>
<td>POS 2041(3)</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>American History I: Early Colonization to 1877</td>
<td>AMH 2010(3)</td>
<td>49</td>
<td>3</td>
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<tr>
<td>American History II: 1865 to Present</td>
<td>AMH 2020(3)</td>
<td>49</td>
<td>3</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>DEP 2004(3)</td>
<td>51</td>
<td>3</td>
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<tr>
<td>Introduction to Educational Psychology</td>
<td>none</td>
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<tr>
<td>Principles of Macroeconomics</td>
<td>ECO 2013(3)</td>
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<tr>
<td>Principles of Microeconomics</td>
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<td>Introductory Psychology</td>
<td>PSY 2012(3)</td>
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<tr>
<td>Introductory Sociology</td>
<td>SYG 2000(3)</td>
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Continued on next page
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<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>EUH 1000(3)</td>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>50</td>
<td>3</td>
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<tr>
<td>EUH 1001(3)</td>
<td>Western Civilization II: 1648 to the Present</td>
<td>48</td>
<td>3</td>
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</tbody>
</table>

**Discontinued examinations**

- American History* | AMH 2010(3), 2020(3) | 49      | 6     |
- Afro-American History* | AMH 3571(3) | 50      | 3     |
- Educational Psychology* | none | 50      | 3     |
- General Psychology* | PSY 2012 | 50      | 3     |
- History of American Education* | none | 48      | 6     |
- Introductory Economics* | ECO 2013, 2023 | 50      | 3     |
- Introductory MACRO Economics* | ECO 2013 | 50      | 3     |
- Introductory MICRO Economics* | ECO 2023 | 50      | 3     |
- Introductory MACRO & MICRO Economics* | none | 49      | 6     |

**Science and Mathematics**

- Calculus with Elementary Functions | MAC 2233(3) | 49      | 6     |
- College Algebra | MAC 1105(3) | 47      | 3     |
- Trigonometry | none | 30      | 1     |
- College Algebra- Trigonometry | MAC 1147(4) | 50      | 4     |
- General Biology | BSC 1010C(4) | 49      | 6     |
- General Chemistry | CHM 1045(3), 1046(3) | 50      | 6     |

**Discontinued examinations**

- Calculus with Analytical Geometry* | MAC 2311(4) | 49      | 6     |
- Clinical Chemistry* | none | 49      | 6     |
- Geology* | GLY 1010C(4) | 49      | 6     |
- Hematology* | none | 49      | 6     |
- Immunohematology* | none | 49      | 6     |
- Introductory Calculus* | MAC 2311(4) | 49      | 6     |
- Microbiology* | MCB 2010(3) | 49      | 6     |
- Statistics* | none | 49      | 6     |
- Tests & Measurements* | none | 49      | 6     |

**Business**

- Information Systems and Computer Applications | CGS 1100(3) | 49      | 6     |
- Principles of Management | MAN 3025(3) | 49      | 6     |
- Introductory Accounting | ACG 2021(3), 2071(3) | 50      | 6     |
- Introductory Business Law | BUL 3130(3) | 51      | 6     |
- Principles of Marketing | MAR 3023(3) | 50      | 3     |

**Discontinued examinations**

- Computers and Data Processing* | CGS 1100(3) | 49      | 3     |
- Elementary Computer | none | 51      | 3     |
- Programming-FORTRAN IV* | none | 49      | 3     |
- Introduction to Management* | MAN 3025(3) | 50      | 3     |
- Introductory Marketing* | MAR 3023(3) | 49      | 3     |
- Money and Banking* | none | 49      | 3     |

*Test discontinued/scores still accepted
<table>
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<tr>
<th>IB Course</th>
<th>4</th>
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<td>Art/Design</td>
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<td>Envir. Studies*</td>
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</table>

* Courses offered at Standard Level only, so these equivalencies only apply to IB diploma holders.

¹ Students with a score of 4 or higher in any language B exam are considered to have completed the foreign language requirement. Students may qualify for additional placement into higher-level language courses than are indicated here; consult the program leader for details. FGCU plans to offer German courses beginning in Fall 2000; German B scores will be equated to the appropriate FGCU courses at that time.

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

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

Freshmen and first-time-in-college students. Admitted students who have fewer than 12 transferable credit hours will meet with their assigned lower division academic advisors at Freshman Orientation. This initial advising session will introduce students to university, State University System, and Department of Education requirements for graduation. A general education plan will be developed for each student, taking into consideration credits earned through accelerated mechanisms (IB, AP, CLEP, etc.). Students may contact a lower division advisor through Central Advising Services.

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

Transfer students. Transfer students with 12 or more credit hours will meet college advisors at Transfer Orientation. Articulation of credit will be completed prior to orientation and evaluation of accepted credits will be provided at the orientation. Students who have an associate of arts degree from a Florida public community college or university will meet with college advisors. Students who have not satisfied general education requirements, or who have not declared a major, will be asked to see an advisor in Central Advising Services. Regular advising sessions throughout the student's experience will ensure completion of the academic goal.

Undeclared majors. Students who have not declared a major will be assigned to an advisor in Central Advising Services who will coordinate with the Office of Career Development Services to provide guidance in selecting a career path.

Academic Grievance Policy

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

Academic Standards of Behavior

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

Academic Standing/Academic Progress

FGCU has established minimum academic standards to which all students must adhere. Academic actions, such as probation, first suspension, and indefinite suspension are applied to students who fail to meet these academic standards. All actions taken to enforce FGCU standards shall be reflected by notation on the student's academic record; some of these notations can be permanent. Officially changing a course grade does not necessarily reverse these academic actions. An exception can be made when an error is committed and is stated on a Change of Instructor's Grade form completed by the professor of a course.

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

Good standing. A student is in good standing if he or she is eligible to continue or to re-enroll at the university, even if on academic probation.

Academic probation. A student is placed on academic probation when his/her cumulative grade point average (GPA) drops below 2.0. A student placed on academic probation must earn a minimum semester GPA of 2.25 for each semester after being placed on academic probation, until his/her cumulative GPA reaches 2.00 or higher.

FGCU is dedicated to assisting students on probation achieve academic success. Students placed on academic probation will be restricted from registration until they have met with university advisors and counselors. For additional information concerning academic probation, please contact Central Advising Services or the Office of Registration and Records.

First academic suspension. A student on academic probation who fails to earn a semester GPA of 2.25 will sus-
pended. The first academic suspension will last for one semester; re-admission is not automatic. A student must submit a petition for re-admission, a letter indicating the reason for the academic difficulties, and must meet with his/her academic advisor to develop a plan for achieving a cumulative GPA of 2.0 or higher. The petition should be addressed to the Office of Admissions. The Admissions Appeal Committee will review a student’s entire academic history when deciding upon re-admission. Academic suspensions are noted on the student’s official academic transcript.

Indefinite suspension/academic dismissal. A student who has been re-admitted following the first academic suspension and who fails to achieve a semester GPA of 2.25 will be suspended indefinitely from the university. Re-admission will not be considered for a minimum of one year for any student who has been put on indefinite suspension. Indefinite suspension will be noted on the student’s official academic transcript.

Readmission after indefinite suspension. A student may petition the Office of Admissions for re-admission during the third semester of his or her indefinite suspension. Any petition for re-admission must be filed at least eight weeks prior to the beginning of the semester in which the student wishes to re-enroll. The student’s re-admission petition file will be compiled by the Office of Admissions and must contain:

- A letter of petition for re-admission from the student.
- A copy of the student’s academic record obtained from the Office of Registration and Records.
- Letters of recommendation for re-admission from:
  - The student’s academic advisor,
  - Program faculty who have taught the student and/or program leadership,
  - The dean from the appropriate college/school, and
  - Any other letter(s) of support the student wishes to submit.

The student must request that these individuals send letters on his or her behalf to the Office of Admissions, Florida Gulf Coast University, 10501 FGCU Boulevard South, Fort Myers, FL 33965-6565.

The student’s re-admission petition file will be forwarded to the University Admissions Appeal Committee for review. This committee will recommend approval or disapproval to the vice president for academic affairs. The decision made on the student’s re-admission will be final.

Earning credit while suspended. A FGCU freshman or sophomore student who receives a first or indefinite suspension and who subsequently receives an AA degree from a Florida public community college or SUS institution may be re-admitted to the university. Students who attend other colleges or universities following first or indefinite suspension and re-apply for admission to FGCU will be classified as transfer students and re-admission will be based on total educational records.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Quality Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A grade indicates superior work</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>Grade slightly below A</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Grade slightly above A</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Grade on the average</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>Grade slightly below B</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Grade slightly above C</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>Grade on the average</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>Grade slightly below C</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Grade slightly above D</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>Grade on the average</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>Grade slightly below D</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported by instructor</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0.0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without academic penalty</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal with academic penalty</td>
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<tr>
<td>X</td>
<td>Audit (no academic credit)</td>
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</tr>
<tr>
<td>Z</td>
<td>Thesis/Dissertation Continuation</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

A minimum grade of C is required for some prerequisites and for some program and area requirements. A grade of C- does not satisfy the requirement of a minimum grade of C.

The grades of D+, D, and D-, while considered passing for undergraduate students, may not be acceptable for some courses (see degree program requirements).

Credit hours are not earned in courses with grades of F, I, U, W, WF, X, and Z (see definitions). A grade of NR will be posted for grades not reported by the instructor. A NR grade will be converted to an F at the end of the following semester.

Incomplete (I) grade. A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of I. A grade of I is not computed in a student’s GPA.

An incomplete (I) grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of F in the course.
To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the instructor. Should a professor decide to assign the grade, both the student and the professor must complete an Incomplete Grade Agreement Form. A copy of this form must be on file in the Office of Registration and Records and should be submitted by the instructor with the final grade roster.

The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of I will be changed to an F if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade.

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

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

Change of grade. A request for a change of grade will be considered only during the term immediately following the term in which the grade was assigned. Grades assigned during the spring semester may be changed during the following summer or fall terms. The dean (or his/her designee) of the college offering the course must approve grade changes. Grades will not be changed after a degree has been conferred.

Grade point average (GPA). The GPA is the average number of grade points per semester hours attempted and is computed by dividing the total number of grade points by the total number of semester hours attempted, less W, X, I, S, U, NR, and Z grades. Grades received at other institutions are NOT averaged with grades received at FGCU for the purpose of meeting university GPA requirements. Other agencies and honorary societies will compute averages in accordance with their own standards and policies. The semester GPA is calculated based on one semester or summer term coursework taken at FGCU. The cumulative GPA is calculated on all coursework attempted at FGCU. The required minimum grade point average for graduation is 2.00.

Dean’s List. Undergraduate students completing at least 12 credit hours of regularly graded coursework (excluding S/U graded courses) completed at FGCU during a term with a grade point average of 3.5 to 3.99, will be eligible for Dean’s List recognition. Students will be notified in writing of this recognition by the appropriate academic dean.

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

- Candidates with a GPA of 3.50-3.70 shall receive a diploma designation of cum laude (with honors).
- Candidates with a GPA of 3.71-3.89 shall receive a diploma designation of magna cum laude (with higher honors).
- Candidates with a GPA of 3.90 or above shall receive a diploma designation of summa cum laude (with highest honors).

Each dean has the option of selecting on the basis of exceptional achievement, students to be graduated with distinction.

Graduation Requirements

Associate of Arts Degree

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

- Earn a minimum of 60 semester hours with a cumulative GPA of 2.0 in all coursework attempted at FGCU.
- Satisfy general education requirements (36 hours of required and elective coursework in prescribed areas; see General Education section).
- Satisfy Gordon Rule requirements (see Gordon Rule section).
- Complete 15 of the last 30 credit hours at FGCU.
- Satisfactorily complete the CLAST or an approved alternative to CLAST (as designated by the State Board of Education).
- Apply for the AA degree within two semesters of completing the requirements.

Baccalaureate Degree

The following are minimum requirements for awarding the baccalaureate degree:

- Apply for graduation by the deadline indicated in the university calendar.
- Recommendation by appropriate college advisor.
- Earn a minimum of 120 semester hours (certain majors may require more than 120 hours) with a cumulative GPA of 2.0 in all coursework attempted at FGCU. Colleges and departments may have requirements that exceed these minimums.
• Satisfy general education requirements (36 hours of required and elective coursework in prescribed areas; see General Education section).
• Satisfy Gordon Rule requirements (see Gordon Rule section).
• Satisfactorily complete the CLAST or an approved alternative to CLAST (as designated by the State Board of Education) and the writing and computation course requirements. (Successful completion of the CLAST is an admission requirement for undergraduate programs in the College of Education. Education majors cannot receive an exemption from the CLAST.)
• Earn a minimum of 48 hours of upper division coursework (courses numbered 3000 and above).
• Complete all program requirements.
• Complete 30 of the last 60 semester hours at FGCU.
• Complete the university service learning requirements.
• Complete the University Colloquium.
• All students entering FGCU with fewer than 60 semester hours of credit are required to earn at least 9 semester hours of credit prior to graduation by attendance during one or more summer terms. The university may waive the application of this rule in cases of unusual hardship (see Summer Enrollment Requirement).
• Satisfy State of Florida foreign language admission requirement.

Earning Two Baccalaureate Degrees
Students desiring to obtain two baccalaureate degrees from FGCU must meet the requirements for both degrees, earn a minimum of 150 credit hours, and work with the advisor of each degree program. The graduation application must indicate both degrees.

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

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

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

It is the student’s responsibility to clear all incomplete (I) grades and to provide official transcripts of all transferred coursework needed for graduation prior to the application deadline. Grade changes and transfer work received after the degree statement has been posted to the transcript will not be incorporated into the degree.

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

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

CLAST Requirement
The College Level Academic Skills Test (CLAST) is required of all Florida public community college and university students who have completed at least 18 credit hours of college-level coursework and have completed English Composition I and II as well as two math courses algebra or higher (see the Testing Office for computations options).

Students are required to successfully complete the CLAST (either by testing or exemption) prior to reaching a total of 60 credit hours. A CLAST hold will be placed on a student’s record prior to completion of the CLAST, mandating registration for the CLAST each semester until the requirement has been met. CLAST exemptions are based on:
• Student’s grade point average (2.5 or higher) in specified English and math courses; or
• Minimum ACT or SAT scores. (ACT scores: reading, 22 or higher; English, 21 or higher; math, 21 or higher) (SAT scores: verbal, 500 or higher; math, 500 or higher).
The State Department of Education and the FGCU College of Education require that all education majors take and pass all sections of the CLAST as part of the requirements for teacher certification. Education majors must pass and cannot be exempt from the CLAST.

For questions regarding testing or assessment, please contact the testing and assessment coordinator at (941) 590-7955, or email: Jullman@fgcu.edu.

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

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

The university may waive the application of this rule in cases of unusual hardship. A student who wishes to have the rule waived must complete an Undergraduate Appeal Form available in the Office of Registration and Records. The form must be submitted to the student’s college dean for a decision. The college will send written notification to the student and Office of Registration and Records of the action taken.

Undergraduate Financial Assistance

The university offers a comprehensive program of financial assistance for both traditional and non-traditional students pursuing undergraduate or graduate degrees. The Financial Aid and Scholarships Office is responsible for helping students secure the necessary funds to pursue their educational goals. The office is proactive in offering information to enrolled and prospective students about the availability of financial assistance.

The Financial Aid and Scholarship Office administers grants, scholarships, loans, and student employment programs to assist students in paying educational expenses.

A financial aid award will not be processed until a student has been admitted to a degree program or eligible certificate program. Non degree-seeking students are not eligible for financial aid.

Confidentiality of Student Information
The university ensures the confidentiality of student records in accordance with State University System rules, state statutes, and the Family Education Rights and Privacy Act of 1974, known as the Buckley Amendment. Family financial information and the type and amount of aid are held in confidence. Written consent from the student is required for release of information to a third party.

Need-Based Financial Aid
Need-based financial aid is awarded to students who demonstrate their need for financial assistance to pursue higher education. Financial need is defined as the difference between the estimated cost of attendance and the amount the student and his or her family can reasonably be expected to contribute toward educational expenses. The evaluation process is based on a federal formula and considers the income, assets of the student and family (excluding primary residence), number of persons in the household and number in college, taxes paid, and other relevant factors. Students applying for aid by the priority deadline of April 1 will maximize aid consideration, although it is advisable to apply as soon after January 1 as possible. There are three kinds of need-based aid:

Grants are gift aid, and they do not need to be repaid. Grants include:

- Federal Pell Grants for eligible students pursuing first baccalaureate degrees. Award amount depends on program funding. The maximum award for 2000-2001 is $3,300.
• Federal Supplemental Opportunity Grants (FSEOG) for students with greatest need. Pell Grant recipients receive priority consideration. Awards can range from $200 to $4,000.

• Florida Student Assistance Grants for eligible Florida residents pursuing first baccalaureate degrees and who are enrolled full-time. The Florida Department of Education, Office of Student Financial Assistance, determines eligibility. Awards based on financial need range from $200 to $1,500 or as specified in the General Appropriations Act. Application deadline is May 15.

• Florida Gulf Coast University Grants for eligible students who are enrolled at least half-time and who are pursuing first baccalaureate degrees. Award amounts are based on need and enrollment status. Priority consideration deadline is April 1.

Loans are funds borrowed from lending institutions. Students defer repayment until they graduate, withdraw, or drop below half-time status.

• Federal Subsidized Stafford Loans are available to undergraduate and graduate students enrolled at least half time. Loans are offered by lending institutions and are insured by a guarantee agency. Yearly loan limits are: freshmen, $2,625; sophomores, $3,500; juniors/seniors, $5,500; and graduate students, $8,500. Yearly interest rates are variable and have a cap for the life of the loan. Interest does not accrue on a subsidized loan until the student enters repayment status. Students begin repayment six (6) months after they graduate or drop below half-time status.

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

• Federal Work Study employment provides part-time jobs to eligible students who are enrolled and pursuing a degree. Graduate students and students pursuing a second undergraduate degree may also qualify for Federal Work Study. Students may work up to 20 hours per week while classes are in session and 40 hours per week during school breaks. Limited funding requires application by the priority deadline of April 1.

Eligibility Criteria for Need-Based Aid

To qualify for financial assistance, the student must meet the following basic eligibility requirements:

• Be a U.S. citizen or eligible non-citizen;
• Be registered with Selective Service, if required;
• Not be in default on a loan, or owe a repayment of Title IV aid received at any institution;
• Be enrolled as a regular student in an eligible program of study; and
• Maintain satisfactory academic progress.

Applying for Need-Based Aid

Free Application for Federal Student Aid (FAFSA). All first-time applicants for financial aid must complete the FAFSA, which collects basic financial information about the student and family to determine eligibility for federal, state, and institutional need-based aid programs. The FAFSA must be completed and returned to the Federal Processor in the envelope provided inside the application booklet, or may be done on-line at the Internet address (www.fafsa.ed.gov). The paper FAFSA form is available through any financial aid office or can be downloaded from the Internet at (www.ed.gov/offices/ope/express.html).

Renewal FAFSA Application. A student who completed a FAFSA for the previous year may receive a preprinted Renewal Application from the U.S. Department of Education. Upon receipt, the student applies for federal aid by updating the information on the renewal form. A student who does not receive or misplaces the Renewal Application files a regular FAFSA. The student should not complete both forms, however, since only one can be processed. Renewal applications may also be done on-line at the web site (www.fafsa.ed.gov). A student wishing to use Renewal FAFSA on the web will need an a pin number (PIN) which may be secured by following the link from the above web address to “Request a PIN.”

Non Need-Based Financial Aid

Federal Unsubsidized Stafford Loans may be available to graduate and undergraduate students who are enrolled at least half time but do not demonstrate financial need. Loan limits for dependent students: freshmen, $2,625; sophomores, $3,500; juniors/seniors, $5,500. Independent and graduate students are eligible for an additional loan amount of $4,000 for the first two years of undergraduate study, $5,000 for the remainder of undergraduate study and $10,000 for graduate study. Yearly interest rates are variable and have a cap of 8.25 percent for the life of the loan. Students are responsible for interest payments while enrolled in their degree program. Students begin repayment six months after graduating or dropping below half-time status. Students may receive less than the yearly maximum amounts, depending on the cost of the program and other financial aid received.

Federal Parent Loans for Undergraduate Students (PLUS) are available to parents of dependent undergraduate students enrolled at least half-time. The yearly loan maximum is equal to the cost of education less any financial aid received by the student for the academic year. A variable interest rate of up to 9 percent is charged from the date of disbursement. Repayment of principal and interest begins 60 days after the final loan disbursement for the academic year. Parents interested in applying for this loan must submit a completed PLUS application to the Financial Aid Office.

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Other Personal Services (OPS) employment opportunities provide temporary part-time jobs to undergraduate and graduate students regardless of financial need.

Merit-based aid is in the form of scholarships awarded on a competitive basis to students with special skills, talents, characteristics, or abilities. A complete list of all scholarships and requirements may be found on FGCU’s web site (http://condor.fgcu.edu/es/faso/).

Satisfactory Academic Progress
Federal regulations require students to demonstrate satisfactory academic progress in order to receive financial assistance. Measures of academic progress include:

Qualitative measure of progress. Undergraduate students must maintain a cumulative 2.0 GPA for continued enrollment.

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

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

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

Repayment. If the student withdraws from the university after receiving financial aid funds, he or she must repay a specified percentage of the aid received, since the funds were awarded to help meet living expenses for an entire term of enrollment. The repayment amount is based on the percentage of time elapsed in the term.

Taxable Financial Aid
Under the law, certain types of financial assistance, such as grants, scholarships, and fellowships, have limitations to the amount that can be excluded from the student’s reported income for tax purposes. Keep accurate records of the aid received and check with an expert in tax laws to complete income tax returns properly.

Freshman Scholarships
Access Scholarship
National Merit Program Scholarship
Outstanding Community Trust Scholarship
Presidential Scholarship
Valedictorian Scholarship
Salutatorian Scholarship

Transfer Scholarships
Community College Scholars Award
Florida Junior/Community College Student Government Association Award
HERO Scholarship
HERO Leadership Scholarship
Phi Theta Kappa Scholarship

Foundation Scholarships
Alico, Inc. Scholarship Fund
American Association of University Women Endowed Scholarship Fund
Anonymous
Gray and Mercedes Ballman Engineering Scholarship Fund
William and Kathryn Beeken Scholarship Fund
Jean S. Benson Scholarship Fund
Richard and Sandy Bishop Endowed Scholarship Fund
Bonita Springs Area Chamber of Commerce Scholarship Fund
Jackson Burgess Endowed Scholarship Fund
Zelda P. Butler Memorial Scholarship Fund
Cape Coral Rotary Foundation Endowed Scholarship Fund
Charlotte County Foundation Endowed Scholarship Fund
Barron and Dana Collier Scholarship Fund
Gregory and Angela Valvo Collins Endowed Scholarship Fund
Community Health Association Scholarship Fund
Jack and Betty Conner Endowed Scholarship Fund
Alan and Selma Cooper Endowed Scholarship Fund - In Memory of James Francis Cooper
Coopers & Lybrand Endowed Scholarship Fund
Udaya N. and Ira R. Dash Scholarship Fund
Betty Ann Denholtz Memorial Scholarship Fund
Fernandez Family Foundation Inc. Scholarship Fund
Florida Federal Savings & Loan Association Scholarship Fund
Florida Federation of Women’s Clubs Scholarship Fund
Paul and Aline Flynn Scholarship Fund
Fort Myers Women’s Network Endowed Scholarship Fund
The Henderson Franklin Scholarship Fund - In Honor of James A. Franklin, Jr.
General Scholarship Fund
Gideon Group Scholarship Fund #1
Golden Apple Teacher Recognition Program (TM) Scholarship Fund
Greater Ft. Myers Chamber of Commerce, Inc. Scholarship Fund
Florence Hecht Endowed Scholarship Fund
Dr. Denise Heinemann Nursing Scholarship Fund
Joe A. and “Tippie” Hiliard Scholarship Fund
Marguerite and Guy Howard Fund for Excellence
Mary Frances Howard Nursing Scholarship Fund
Thomas W. Howard/Gannett Foundation Scholarship Fund
Muriel K. Hudson Endowed Nursing Scholarship Fund
William J. and Lillian S. Hudson Endowed Scholarship Fund
India Association of Fort Myers, Inc. Scholarship Fund
Pop and Marj Kelly Scholarship Fund
Kiwanis Club of Cape Coral Scholarship Fund
John Kontinos Endowed Scholarship Fund
The Kraft Construction Company Scholarship Fund
Lambros Family Scholarship Fund
The Martin and Patricia Latter Scholarship Fund
Sanford Lawton Jr. Endowed Scholarship Fund
Silver Anniversary/Lee County Electric Cooperative Inc. Endowed Scholarship Fund
Professor and Mrs. E.L. Lord Endowed Scholarship Fund—Given by Richard W. and Esther A. Shaughnessy
Dorothea Low Endowed Scholarship Fund—In Memory of George E. Low
Scott Howard Malnak Memorial Scholarship Fund
Edward R. Melton Scholarship Fund
William C. and Debra L. Merwin Scholarship Fund for Leadership Development
Moseley Title Foundation Endowed Scholarship Fund
Munters Corporation Endowed Scholarship Fund
Naples Women’s Club Environmental Scholarship Fund
Naples Yacht Club Blue Gavel Scholarship Fund, Inc.
Naples/Fort Myers Greyhound Track
NationsBank Lee/Collier Counties Endowed Scholarship Fund (formerly Barnett Bank of Ft. Myers)
NationsBank Lee/Collier Counties Endowed Scholarship Fund (formerly Barnett Bank of Ft. Myers)
NationsBank Lee/Collier Counties Endowed Scholarship Fund (formerly NCNB of Lee County)
Newman Oil Scholarship Fund
News-Press Publishing Company Scholarship Fund
Occupational Therapy Advisory Council Endowed Scholarship Fund
Oswald, Tripple & Company, Inc. Endowed Scholarship Fund
Jane Foster and C. B. Pate Scholarship Fund
Periwinkle Garden Club Scholarship Fund
Marlin F. and Alice M. Perry Scholarship Fund
The Chesley Perry Endowed Scholarship Fund/Fort Myers Campus
John E. and Alice Price Foundation Scholarship Fund
Publix Super Markets Charities Scholarship Fund
Real Estate Investment Society Endowed Scholarship Fund
RIMS Scholarship Fund (Risk & Insurance Management Investment Society, Inc.)
Riverwoods Plantation Scholarship Fund
Joyce and Emory H. Rogaski Endowed Scholarship Fund
Rotary Club of Sanibel-Captiva Endowed Scholarship Fund—In Memory of William Angst
Rotary Foundation of Ft. Myers South Endowed Scholarship Fund
George Sanders, Jr. Endowed Scholarship Fund
Scripps Howard Foundation Scholarship Fund
George M. and Mabel H. Slocum Foundation Endowed Scholarship Fund
Grace Johnston Sneckenberger Endowed Scholarship Fund
Society First Federal Savings & Loan of Fort Myers Scholarship Fund
Douglas R. St. Cerny Endowed Scholarship Fund
Linda and Bob Taylor Endowed Scholarship Fund
John D. and Constance M. Temoyan Scholarship Fund
Ronald L. and Teresa R. Thatcher Endowed Scholarship Fund—In Memory of Lucretia Nichols
Mary D. Van Slyke Memorial Scholarship Fund
Leah Walden Endowed Nursing Scholarship Fund
Cecile Liston Wang Endowed Scholarship Fund
Robert A. Weiss, Jr. Memorial Scholarship Fund
Herbert J. and Barbara S. Wolfe Scholarship Fund
Zonta Endowed Scholarship Fund
Zonta for Women (Ethics) Scholarship Fund
EAGLES CONNECT - SERVICE LEARNING

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

Service learning is an undergraduate degree requirement at FGCU. A student entering FGCU as a freshman or a sophomore must complete a total of 80 approved service learning hours prior to graduation. A student transferring to FGCU as a junior or senior must complete 40 hours before graduation. Hours are documented on academic transcripts.

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

Currently, more than 130 agencies and organizations list service learning opportunities with the Office of Community Learning and Special Programs. The Service Learning web site (www.fgcu.edu/connect/) has additional information about service learning and service learning newsletter.

EaglesConnect staff and FGCU faculty members help students design learning experiences to meet their needs and interests. Service learning experiences are structured to meet community needs, and, equally important, these activities are planned to ensure they provide learning experiences. Service learning activities help students learn new skills, explore career options, develop an understanding of their communities and the ways they can effect change in them, and facilitate lifelong commitments to service based on empathy and respect for others.

One special program facilitated through the Office of Community Learning and Special Programs is the America Reads/America Counts program. FGCU students serve as reading and math tutors and are much appreciated in local schools. Students may choose to fulfill service learning hours by tutoring in the America Reads/American Counts program.

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 admissions process identifies students who, through past performance and current goals, are committed to devoting significant time and energy to their undergraduate studies in preparation for further study.

Honors students have the opportunity to work with an academic mentor under the oversight of an honors committee and to develop an individual honors academic plan to match academic and personal goals with internal and external opportunities to the greatest extent possible. Honors students have the opportunity to apply for various financial benefit packets. Students in the program may choose to pursue one of the existing academic programs and to maximize their academic preparation through research opportunities or individual tutorials. Others may create individualized programs to meet specific goals.
FGCU has structured its curricula to emphasize the interrelationship of knowledge across disciplines and to provide students with the ability to think in whole systems. A three-credit-hour course, University Colloquium, brings together students and faculty from all disciplines in an interdisciplinary learning experience. The university's guiding principles and values are discussed in this course, and students are expected to develop critical thinking and communication skills.

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

The University Colloquium:
A Sustainable Future

"We have made a commitment as a university to make environmental education an integral part of our identity. One of our university-wide student learning outcomes is that all students will develop 'an ecological perspective.' A way to accomplish this perspective is to devise a course, or group of experiences, with an environmental focus that all FGCU students must complete, and in which faculty from all four colleges are involved. Because 'ecology' applies to our total living space and interrelationships, human and natural, it is relevant to all of our disciplines and professions. Thus, an ecology course would touch on all nine of the university-wide goals and outcomes, and more. Students would not only be introduced to FGCU values, they would participate in them." (Adopted at the Deans Council, 15 January 1997)

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

The goals for students are to:

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

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

The general education program at Florida Gulf Coast University, in accordance with state mandates, consists of 36 credit hours of coursework in the subject areas of communication, social sciences, humanities, natural sciences, and mathematics. Approved courses for each area are listed below. Where applicable, courses taken to meet state common prerequisites for a program may also be used to fulfill general education requirements. All first-time-in-college students are expected to take ENC 1101 Composition I and IDS 1301L Styles and Ways of Learning their first semester at FGCU.

In accordance with the state articulation agreement (State Board of Education Rule 6A-10.024), a transfer student who has completed general education requirements at any public university or community college in Florida prior to enrolling as a degree-seeking student at FGCU shall be considered to have completed general education. All other transfer students are expected to satisfy FGCU’s general education requirements. Transfer students’ transcripts will be evaluated to determine course equivalencies and fulfillment of FGCU general education requirements.

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

Communication (6 hours)

Each student must complete a two-semester sequence (ENC 1101-1102) in English composition. The sequence develops students’ communication skills in written formats; this includes reading critically as well as writing clearly in a variety of styles. Students may satisfy all or part of this requirement by satisfactory CLEP or AP English scores.

ENC 1101 Composition I (W) (3)
ENC 1102 Composition II (W) (3)

Mathematics (6 hours)

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

One of the following:

STA 2023 Statistical Methods (3)
STA 2037 Statistics with Calculus (3)

Plus one of the following:

MAC 1105 College Algebra (3)
MAC 1147 Precalculus (4)
MAC 2233 Elementary Calculus (3)
MAC 2311 Calculus I (4)
MAC 2312 Calculus II (4)
MAC 2313 Calculus III (4)
MAC 2331 Integrated Math I (4)
MAC 2332 Integrated Math II (4)
MAC 2333 Integrated Math III (4)
MAC 2334 Integrated Math IV (4)
MAC 2421 Calculus w/ Differential Equations I (4)
MAC 2422 Calculus w/ Differential Equations II (4)
MAC 2423 Calculus w/ Differential Equations III (4)
MAP 2302 Differential Equations (3)
MAS 2103 Elementary Linear Algebra (3)
MAS 2121 Linear Operators & Diff Equations (4)
MGF 1106 Liberal Arts Math I (3)
MGF 1107 Liberal Arts Math II (3)
MGF 2501 Principles of Modern Mathematics I (3)
MGF 2502 Principles of Modern Mathematics II (3)

Humanities (9 hours)

At FGCU, the area of humanities includes literature, philosophy, religion, and the fine arts. Humanities courses provide students the opportunity to study the aesthetic dimension of human experience and to learn how people have given creative interpretations to events from differing perspectives. Students will learn the methods, suppositions, and theories of the chosen areas of study.
The following required courses:

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

Plus one of the following:

- AML 2010 Literature & Culture of US I (W) (3)
- AML 2020 Literature & Culture of US II (W) (3)
- ARH 2050 History of Visual Arts I (3)
- ARH 2051 History of Visual Arts II (3)
- CRW 2100 Intro to Fiction Writing (W) (3)
- CRW 2300 Intro to Poetry Writing (3)
- ENC 2160 Intro to Nature Writing (W) (3)
- ENL 2012 British Literature & Culture I (W) (3)
- ENL 2022 British Literature & Culture II (W) (3)
- LIT 2110 World Literature & Culture I (W) (3)
- LIT 2120 World Literature & Culture II (W) (3)
- PHH 2000 Intro to Philosophy (W) (3)
- REL 2306 Contemporary World Religions (W) (3)

Social Sciences (6-9 hours)

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

Select 6-9 hours from the following:

- AFA 2000 Intro Afr & Diaspora Studies (W) (3)
- AFS 2250 Culture & Society in Africa (3)
- AMH 2010 American History until 1877 (W) (3)
- AMH 2020 US History since 1877 (W) (3)
- ANT 2000 Introduction to Anthropology (3)
- ANT 2100 Introduction to Archaeology (3)
- ANT 2211 Peoples of the World (W) (3)
- ANT 2410 Cultural Anthropology (3)
- ASN 2005 Intro to Asian Studies (W) (3)
- DEP 2004 Principles of Development (3)
- ECO 2013 Principles of Macro Economics (3)
- ECO 2023 Principles of Micro Economics (3)
- EUH 1000 The Western Tradition, Part I (3)
- EUH 1001 The Western Tradition, Part II (3)
- EUH 2011 Ancient European History (3)
- EUH 2031 Modern European History (3)
- GEA 2000 Introduction to Geography (3)
- ISS 2011 Interdisciplinary Social Sciences (3)
- ISS 2200 Intro to International Studies (3)
- LAS 2000 Intro to Latin Amer Studies (W) (3)
- POS 2041 American National Government (3)
- POS 2112 State & Local Govt & Politics (3)
- PSY 2012 General Psychology (3)
- SYD 3622 Intro to SW Florida (W) (3)
- SYG 2231 Intro to African Studies (W) (3)
- SYG 2000 Introduction to Sociology (3)
- SYG 2010 Social Problems (3)
- SYG 2012 Global Studies (3)
- SYG 2250 Multicultural Issues (3)
- SYG 2310 Introduction to Human Relations (3)
- WOH 1023 World Civilization 1500 - 1815 (W) (3)
- WOH 1030 World Civilization since 1815 (W) (3)

Natural Sciences (6-9 hours)

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

Select 6-9 hours from the following:

- AST 2201C Stellar Astronomy (4)
- BSC 1010C General Biology w/ Lab I (4)
- BSC 1011C General Biology w/ Lab II (4)
- BSC 1020C Human Systems (3)
- BSC 1051C Environmental Biology-SW Florida (3)
- BSC 1085C Human Anat & Physiology w/ Lab I (4)
- BSC 1086C Human Anat & Physiology w/ Lab II (4)
- BSC 2024C Human Species (3)
- BSC 2300C Biological Systems I (4)
- BSC 2301C Biological Systems II (4)
- CHM 1045C General Chemistry w/ Lab I (4)
- CHM 1046C General Chemistry w/ Lab II (4)
- CHM 1084C Environmental Chemistry (3)
- CHM 2210C Organic Chemistry w/ Lab I (4)
- CHM 2211C Organic Chemistry w/ Lab II (4)
- GLY 1010C Physical & Historical Geology (4)
- ISC 1004C Integrated Natural Sciences I (3)
- ISC 1005C Integrated Natural Sciences II (3)
- ISC 1210C Integrated Science & Math I (4)
- ISC 1211C Integrated Science & Math II (4)
- ISC 2212C Integrated Science & Math III (4)
- ISC 2213C Integrated Science & Math IV (4)
- MCB 2010C Intro Microbiology w/ Lab (4)
- OCE 1001C Marine Systems (3)
- PHY 2048C General Physics w/ Lab I (4)
- PHY 2049C General Physics w/ Lab II (4)
- PHY 2053C College Physics w/ Lab I (4)
- PHY 2054C College Physics w/ Lab II (4)
**Gordon Rule**

**State Board of Education Rule 6A-10.030**

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

- Twelve semester hours of English coursework in which the student is required to demonstrate writing skills. For purposes of this rule, an English course is defined as any semester-length course in the general study area of the humanities in which the student is required to produce written work of at least 6,000 words.

- Six semester hours of mathematics coursework at the college algebra level or above. For the purpose of this rule, applied logic, statistics, and other such computation coursework, which may not be placed within a mathematics department, may be used to fulfill 3 of the 6 hours required by this section.

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

FGCU has designated certain courses as “writing-intensive” for the purpose of meeting part one of this rule. Courses that count toward Gordon Rule writing requirements include a statement in their course descriptions to that effect. Students are strongly urged to complete ENC 1101 Composition I before attempting any additional writing-intensive courses.

All mathematics courses offered by FGCU except MAT 1033 Intermediate Algebra fulfill Gordon Rule requirements.

Satisfactory AP English, Calculus, or Statistics exam scores may be used to fulfill Gordon Rule requirements. Students should consult with an academic advisor regarding other college-level exam programs.

As of March 1, 2000, the courses listed below require 6,000 words of graded written work.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENC 3213</td>
<td>Professional Writing (3)</td>
<td></td>
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<tr>
<td>ENC 3310</td>
<td>Expository Writing (3)</td>
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<tr>
<td>ENL 2012</td>
<td>British Literature &amp; Culture I (3)</td>
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<tr>
<td>ENL 2022</td>
<td>British Literature &amp; Culture II (3)</td>
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<tr>
<td>IDS 3920</td>
<td>University Colloquium (3)</td>
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<tr>
<td>LAS 2000</td>
<td>Intro to Latin American Studies (3)</td>
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<tr>
<td>LIT 2110</td>
<td>Intro to World Literature &amp; Culture I (3)</td>
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<tr>
<td>LIT 2120</td>
<td>Intro to World Literature &amp; Culture II (3)</td>
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<tr>
<td>PHH 2000</td>
<td>Introduction to Philosophy (3)</td>
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<tr>
<td>REL 2306</td>
<td>Contemporary World Religions (3)</td>
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<tr>
<td>REL 3111</td>
<td>Religion in Film (3)</td>
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</tbody>
</table>

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

Undergraduate Programs

(941) 590-7150

http://itech.fgcu.edu/arts/

Vision

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

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

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

Administrative Staff and Faculty

W. Jack Crocker, PhD; Dean, College of Arts and Sciences

Donna Price Henry, PhD; Associate Dean; physiology
Joe Wisdom, PhD; Associate Dean; English

Richard W. Coughlin, PhD; Program Leader, Social Sciences
Nora Demers, PhD; Program Leader, Biology
Henry Diers, PhD; Program Leader, Theatre
Win Everham, PhD; Program Leader, Environmental Studies
Jerome A. Jackson, PhD; Director, Whitaker Center
Chuck Lindsey, PhD; Program Leader, Mathematics, and Director, General Education

Enrique Marquez, PhD; Program Leader, Spanish
Mikele Meether, BA; Academic Advisor
Myra Mendible, PhD; Program Leader, English
Morgan T. Paine, MFA; Program Leader, Art
Maria Roca, PhD; Coordinator, Collegium of Integrated Learning; media ecology

Mike Savarese, PhD; Program Leader, Earth Systems Science
Irvin D. Solomon, PhD; Program Leader, History
Kenneth Tarnowski, PhD; Program Leader, Psychology
Jim Wohlfart, PhD; Director, Special Services; English

Stacy Andersen, PhD; cognitive/experimental psychology
Jose Barreto, PhD; biochemistry
James Brock, MFA, PhD; American literature, creative writing

Peter Blaze Corcoran, EdD; science & environmental education
Joe Cudjoe, PhD; urban & regional planning
John Fitch, PhD; zoology
Thomas Hair, MS; operations research
William Hammond, PhD; environmental education
Bradley Hobbs, PhD; economics
Joel Hollander, PhD; art history
Rhonda Holtzclaw, BS; lab assistant, applied biology
Joseph Kakareka, PhD; inorganic chemistry
Stephen Kelly, MS; mathematics/statistics
Jacquelyn Briggs Kent, PhD; history
Charles Lindsey, PhD; mathematics
Michael Lucas, AA; lab assistant
Michael McDonald, PhD; anthropology
Janice E. McPhee, PhD; neuroscience and behavior
Enrique Marquez, PhD; Spanish

Mason Meers, PhD; functional anatomy and evolutionary biology
Lakshmi Narayanan, PhD; psychology
Mary Newman, BA; lab assistant; biology
Martha Rosenthal, PhD; neuroscience
Stephan Schonberg, BS; coordinator of computer applications; electrical engineering

Valerie Smith, PhD; sociology and Caribbean/Latin American studies

Susan Stans, PhD; anthropology
Eric Strahorn, PhD; history
Brad Sullivan, PhD; English
Gregory Tolley, PhD; marine science
Aswani Velety, PhD; marine science
Ngure wa Mwachofu, PhD; communication
Eric Werner, PhD; logic, agents and theory of computation

Glenn Whitehouse, PhD; religion
Terry Wimberley, PhD; public administration
Programs of Study (Undergraduate Level)

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

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

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

(Note: Admissions to the computer science concentration in the BA Liberal Studies degree program have been suspended effective summer 2000. The College of Business, in conjunction with the College of Arts and Sciences, will facilitate completion of degree requirements for students enrolled in this concentration.)

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

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

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

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

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

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

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

BA Liberal Studies

The College of Arts and Sciences offers a Bachelor of Arts in Liberal Studies. This degree program integrates the traditional major in a discipline with a required core of issues-based interdisciplinary courses, called the Collegium of Integrated Learning. During the first 60 credit hours of study, students complete lower division courses, including general education requirements and common prerequisites. At the upper division, students complete coursework in the
major or individualized program of study (36 hours), the Collegium of Integrated Learning (21 hours), and the University Colloquium (3 hours).

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

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

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

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

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

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

Collegium of Integrated Learning

The Collegium of Integrated Learning consists of the following 21 credit hours of core courses designed to create a community of inquiry:

- IDS 3301 Issues in Culture & Society (3)
- IDS 3302 Issues in Politics & Economics (3)
- IDS 3303 Issues in Science & Technology (3)
- IDS 3304 Issues in Ecology & Environment (3)
- IDS 3305 Issues in Media, Literature & Arts (3)
- IDS 4910 Integrated Core Senior Seminar (3)
- XXX 3-4000 Upper division elective (3)*

Students and faculty work together to explore the cultural, social, historical, philosophical, moral, scientific, and humanistic roots of contemporary issues and how they have developed across time. Issues and topics center around five general areas. Individually and in teams, and in collaboration with faculty from various disciplines, students develop an integrated context by examining issues through a variety of perspectives and methods (history, sociology, philosophy, and literature, for example) and are required to formulate their own interpretations and responses to the issues.

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

Many of the issues and problems to be studied are perennial human dilemmas. Other issues are more indigenous to the 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; and the art and literary works we have fashioned out of an immense creativity to give shape, beauty, and meaning to our lives. Through it all, the constant that characterizes us as a species is our human curiosity, our quest to know, to pursue an understanding of who we are, why we are, where we have been, and where we are going. It is this passion for knowing and learning that underlies and sustains the Collegium of Integrated Learning.

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

*The collegium elective should be chosen from arts and sciences courses outside of the student’s major (unless otherwise permitted by the College of Arts and Sciences advisor) or courses from another college, with permission of that college and the College of Arts and Sciences advisor. Students in Computer Science should refer to the program requirements for a list of approved elective courses.

Art Major

The goal of the art major is to combine rigorous traditional art studio experiences that inform students’ hands with intellectually demanding academic coursework that educates their minds about our era’s ideas, values, and individual perspectives. Through the study of a variety of art media, the incorporation of art historical information, and the effective presentation of student work, the art curriculum provides students with the opportunity to grow and prosper as artists.

By interacting with students from a wide range of disciplines in the Collegium of Integrated Learning, students in the art major confront the questions that shape their lives as citizens of the 21st century and are exposed to the remarkable array of perspectives that viewers will bring to the encounter with their work. The completion of the new Fine Arts Building will greatly expand the physical and conceptual possibilities for art making and understanding at FGCU.

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

Common prerequisites:

ART 1201C  Methods & Concepts I (3)
ART 1202C  Methods & Concepts II (3)
ART 1300C  Drawing I (3)
ART 1301C  Drawing II (3)
ARH 2050  History of Visual Arts I (3)
ARH 2051  History of Visual Arts II (3)
ART 2xxx  Any 2-3 introductory media courses (9)

Collegium of Integrated Learning (21 hours):

IDS 3301  Issues in Culture & Society (3)
IDS 3302  Issues in Politics & Economics (3)
IDS 3303  Issues in Science & Technology (3)
IDS 3304  Issues in Ecology & Environment (3)
IDS 3305  Issues in Media, Literature & Arts (3)
IDS 4910  Integrated Core Senior Seminar (3)
XXX 3-4000  Upper division elective (3)*
* Please see the Collegium of Integrated Learning section for a discussion of potential electives.

Coursework for the major (36 hours):

Students must complete 36 hours of coursework. At least 30 hours must be art courses from the list below with at least 18 hours at the upper level (3000/4000). Six hours may be taken outside of the major, but must be at the upper level (3000/4000).

ART 2110C  Beginning Ceramics (3)
ART 2111C  Clay Sculpture (3)
ART 2112C  Wheel Throwing (3)
ART 2222  Introduction to Computer Images (3)
ART 2230C  Graphic Design I/Introduction (3)
ART 2330C  Life Drawing (3)
PGY 2401C  Photography I (3)
ART 2430C  Fund of Printmaking: Silkscreen (3)
ART 2440C  Fund of Printmaking: Relief (3)
ART 2470C  Fund of Printmaking: Etching (3)
ART 2510C  Painting I (3)
ART 2520C  Painting II (3)
ART 2701C  Sculpture I (3)
ART 2702C  Sculpture II (3)
ART 3232C  Graphic Design II/Typography (3)
ART 3233C  Graphic Design III/Production (3)
ART 3420C  Fund of Printmaking: Lithography (3)
ARH 4170  Greek and Roman Art (3)
ARH 4200  Medieval Art (3)
ART 4220C  Advanced Graphic Design (3–9)
ART 4223  Advanced Computer Images (3–9)
ARH 4301  Renaissance Art (3)
PGY 4410C  Photography II (3)
ARH 4430  Nineteenth Century Art (3)
ARH 4450  Twentieth Century Art (3)
ARH 4530  Oriental Art (3)
ART 4921C  Painting Workshop (3–9)
ART 4922C  Sculpture Workshop (3–9)
ART 4923C  Printmaking Workshop (3–9)
ART 4924C  Photography Workshop (3–9)
ART 4930  Special Topics in Art (3–9)
Electives  May be outside art major at 3-4000 level (6)

Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.
Biology Major

The field of biology encompasses living systems across several levels from molecular to ecological systems. In the biology major students will have the opportunity to explore the biological sciences across these levels. Students will gain an understanding of interactions between organisms and their environments (including especially biomedical and evolutionary perspectives). Ethical complexities of biological research are integrated throughout the curriculum. Pedagogically, emphasis is on lab-centered, hands-on learning rather than the traditional lecture format.

Laboratories are designed to include the latest computer technology and to allow collaborative experimental experiences. Instructors use active learning techniques to allow students to experience and understand biological principles. The biology major includes an emphasis on undergraduate research. Students will learn the process of science, and in doing so will learn how to learn. Students in the biology major will be prepared for entry-level positions and for graduate study in biological sciences, including the various biomedical fields (medical, dental, veterinary, optometry, biochemistry, physiology, microbiology, anatomy, etc.).

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

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

Common prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
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</thead>
<tbody>
<tr>
<td>BSC 1010C</td>
<td>General Biology with Lab I (4)</td>
<td></td>
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<tr>
<td></td>
<td>Acceptable substitutes: PCB X101, X011,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X021, X131, BSC X040, 2012</td>
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</tr>
<tr>
<td>BSC 1011C</td>
<td>General Biology with Lab II (4)</td>
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</tr>
<tr>
<td></td>
<td>Acceptable substitutes: ZOO X010C,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BOT X010C, BSC X041C, BOT X013C</td>
<td></td>
</tr>
<tr>
<td>CHM 1045C</td>
<td>General Chemistry with Lab I (4)</td>
<td></td>
</tr>
<tr>
<td>CHM 1046C</td>
<td>General Chemistry with Lab II (4)</td>
<td></td>
</tr>
<tr>
<td>CHM 2210C</td>
<td>Organic Chemistry with Lab I (4)</td>
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</tr>
<tr>
<td></td>
<td>Acceptable substitutes: PHY X043/</td>
<td></td>
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<tr>
<td></td>
<td>X043L, X048/X048L, X049/X049L or</td>
<td></td>
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<tr>
<td></td>
<td>equivalent</td>
<td></td>
</tr>
<tr>
<td>CHM 2211C</td>
<td>Organic Chemistry with Lab II (4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acceptable substitutes: PHY X053/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X053L, X048/X048L, X049/X049L, or</td>
<td></td>
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<tr>
<td></td>
<td>equivalent</td>
<td></td>
</tr>
<tr>
<td>MAC x311</td>
<td>Calculus I (4)</td>
<td></td>
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<tr>
<td></td>
<td>Acceptable substitutes: MAC 2233, 2253,</td>
<td></td>
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<tr>
<td></td>
<td>X281</td>
<td></td>
</tr>
<tr>
<td>MAC x312</td>
<td>Calculus II (4)</td>
<td></td>
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<tr>
<td></td>
<td>Acceptable substitutes: STA 2122, 2014,</td>
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<tr>
<td></td>
<td>2023, 2024, 2321 or equivalent, MAC</td>
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<tr>
<td></td>
<td>2234, 2254, 3282</td>
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</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.

Collegium of Integrated Learning (21 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
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</thead>
<tbody>
<tr>
<td>IDS 3301</td>
<td>Issues in Culture &amp; Society (3)</td>
<td></td>
</tr>
<tr>
<td>IDS 3302</td>
<td>Issues in Politics &amp; Economics (3)</td>
<td></td>
</tr>
<tr>
<td>IDS 3303</td>
<td>Issues in Science &amp; Technology (3)</td>
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<tr>
<td>IDS 3304</td>
<td>Issues in Ecology &amp; Environment (3)</td>
<td></td>
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<tr>
<td>IDS 3305</td>
<td>Issues in Media, Literature &amp; Arts (3)</td>
<td></td>
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<tr>
<td>IDS 4910</td>
<td>Integrated Core Senior Seminar (3)</td>
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<tr>
<td>XXX 3-4000</td>
<td>Upper division elective (3)*</td>
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<tr>
<td></td>
<td>* Please see the Collegium of Integrated Learning section for a discussion of potential electives.</td>
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</tbody>
</table>

Coursework for the major (36 hours):

Core courses (16 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
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<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 3713C</td>
<td>Vertebrate Form &amp; Function (3)</td>
<td></td>
</tr>
<tr>
<td>ISC 3120C</td>
<td>Scientific Process (3)</td>
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</tr>
<tr>
<td>BSC 4910</td>
<td>Senior Project Research in Biology (2)</td>
<td></td>
</tr>
<tr>
<td>BSC 4911</td>
<td>Sr Project Presentation in Biology (2)</td>
<td></td>
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</tbody>
</table>

Plus two of the following (2 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 4920</td>
<td>Current Topics</td>
<td>(1)</td>
</tr>
<tr>
<td>EVR 4920</td>
<td>Current Topics</td>
<td>(1)</td>
</tr>
<tr>
<td>ISC 4930</td>
<td>Current Topics</td>
<td>(1)</td>
</tr>
</tbody>
</table>

Plus 18 hours of electives from the following:

Molecular Biology

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</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>
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</tbody>
</table>

Cellular Biology

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

Organisinal Biology

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
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</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 4423C</td>
<td>Reptile Amphibian Evolution</td>
<td>(4)</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>
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</table>

Other Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit(s)</th>
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<tbody>
<tr>
<td>BSC 4940</td>
<td>Internship in Biology</td>
<td>(3)</td>
</tr>
<tr>
<td>BSC 4900</td>
<td>Dir Indep Study/Research Biology</td>
<td>(3)</td>
</tr>
<tr>
<td>BSC 4930</td>
<td>Special Topics in Biology</td>
<td>(3)</td>
</tr>
<tr>
<td>PCB 4674</td>
<td>Evolutionary Biology</td>
<td>(3)</td>
</tr>
</tbody>
</table>
XXX 3-4000 Upper division elective from the Environmental Studies or Earth Systems Science Majors

Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

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

Earth Systems Science Major

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

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

The ESS curriculum will make contributions to a variety of disciplines, including recent environmental change, a prehistoric perspective on present-day environmental problems, macroevolution and evolutionary ecology, paleoclimatology and paleoceanography, coastal processes and evolution, marine science, hydrogeology and environmental geology, and biogeochemistry. Students in the earth systems science major are expected to meet student learning outcomes for the natural sciences as well as goals and outcomes specific to the major:

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

Common prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 1011C</td>
<td>General Biology w/Lab II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1045C</td>
<td>General Chemistry I w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 1046C</td>
<td>General Chemistry II w/Lab</td>
<td>4</td>
</tr>
<tr>
<td>GLY 1010C</td>
<td>Geology</td>
<td>4</td>
</tr>
<tr>
<td>PHY x053C</td>
<td>College Physics I w/Lab</td>
<td>4</td>
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<tr>
<td>PHY x054C</td>
<td>College Physics II w/Lab</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.

Collegium of Integrated Learning (21 hours):

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<th>Title</th>
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<tbody>
<tr>
<td>IDS 3301</td>
<td>Issues in Culture &amp; Society</td>
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<td>IDS 3302</td>
<td>Issues in Politics &amp; Economics</td>
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<td>Issues in Science &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>IDS 3304</td>
<td>Issues in Ecology &amp; Environment</td>
<td>3</td>
</tr>
<tr>
<td>IDS 3305</td>
<td>Issues in Media, Literature &amp; Arts</td>
<td>3</td>
</tr>
<tr>
<td>IDS 4910</td>
<td>Integrated Core Senior Seminar</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>XXX 3-4000</td>
<td>Upper division elective (3)*</td>
<td>3</td>
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* Please see the Collegium of Integrated Learning section for a discussion of potential electives.

Coursework in the major (36 hours):

Core courses (10 hours):

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</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>
<tr>
<td>ISC 4940</td>
<td>Internship in Earth Systems Science</td>
<td>4</td>
</tr>
<tr>
<td>ISC 4910</td>
<td>Senior Project Research</td>
<td>2</td>
</tr>
<tr>
<td>ISC 4911</td>
<td>Senior Project Presentation</td>
<td>2</td>
</tr>
</tbody>
</table>
Plus two of the following (2 hours):
- ISC 4930  Current Topics (1)
- EVR 4920  Current Topics (1)
- BSC 4920  Current Topics (1)

Plus two of the following (6 hours):

Ecology pathway
- PCB 3043  General Ecology (3)
- PCB 3364C  Physiological Ecology (3)
- PCB 3414C  Behavioral Ecology (3)
- PCB 3422C  Population Ecology (3)
- PCB 4441C  Landscape and Ecosystems Ecology (3)
- PCB 4330C  Global Ecology (3)

Plus three of the following (9 hours):

Earth Systems pathway
- GLY 4244C  Biogeochemistry (3)
- GLY 4074C  Climatology (3)
- PCB 4303C  Limnology (3)
- GLY 4203C  Earth’s Lithosphere (3)
- OCE 4008C  Oceanography (3)

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

Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Common prerequisites:
Students entering the English major are required to complete either the first year composition sequence (ENC 1101 and 1102) or 6 hours of study in English courses that meet the Gordon Rule. We strongly recommend that students complete the 6-hour sophomore level Introduction to United States Literature and Culture sequence or the 6-hour sophomore level Introduction to British Literature and Culture sequence before beginning upper division coursework. The 6 hours of common prerequisites will not count towards the 36 hours in the major but can count towards fulfilling general education requirements. No pass/fail grades, satisfactory/unsatisfactory grades, or grades below a C will count towards fulfilling the common prerequisites or the requirements for the major.

Collegium of Integrated Learning (21 hours):
- IDS 3301  Issues in Culture & Society (3)
- IDS 3302  Issues in Politics & Economics (3)
- IDS 3303  Issues in Science & Technology (3)
- IDS 3304  Issues in Ecology & Environment (3)
- IDS 3305  Issues in Media, Literature & Arts (3)
- IDS 4910  Integrated Core Senior Seminar (3)
- XXX 3-4000 Upper division elective (3)*

* Please see the Collegium of Integrated Learning section for a discussion of potential electives.

Coursework in the major (36 hours):
Core courses (6 hours):
- ENG 3014  Intro to Literary & Cultural Studies (3)
- ENG 4930  Sr Sem Literary & Cultural Studies (3)

Plus one of the following two-course sequences (6 hours):
- AML 2010  Literature & Culture of US I (3)
- AML 2020  Literature & Culture of US II (3)
Or
- ENL 2012  British Literature & Culture I (3)
- ENL 2022  British Literature & Culture II (3)

Plus 24 hours of elective coursework from the following:
- Nine hours in junior level readings courses and 9 hours in senior level seminars.
- Three hours in Pre-1800 Literature and Culture; 3 hours in 1800-1945 Literature and Culture; and 3 hours in Contemporary Literature and Culture (these 9 hours can overlap with the 9 hours in junior level courses and the 9 hours in senior level seminars).
- Six hours in each of the three areas of United States Literature and Culture (AML), British Literature and Culture (ENL), and other Literatures and Cultures (LIT) (these 18 hours can overlap with the above requirements).

AML 3413  Anglo-Amer Lit & Culture to 1740 (3)
AML 3221  Lit & Culture of the US 1700-1820 (3)
AML 3223  Lit & Culture of the US 1820-1860 (3)
AML 3032  Lit & Culture of the US 1860-1912 (3)
AML 3051  Lit & Culture of the US 1912-1945 (3)
AML 3242  Lit & Culture of the US 1945-pres (3)
AML 3703  The Immigrant Exp in Lit of US (3)

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

LIT 3144  Modern European Novel (3)
LIT 3301  Cultural Studies and Popular Arts (3)
LIT 3400  Interdisciplinary Topics in Lit. (3)
LIT 3662  Literature of Conquest & Exploration (3)

AML 4111  The 19th Century Novel in the US (3)
AML 4121  The 20th Century Novel in the US (3)
AML 4261  Literature of the South (3)
AML 4265  Florida Writers (3)
AML 4274  Lit by Women of Color in the US (3)
AML 4276  Seminar in African-American Lit (3)
AML 4300  Selected Authors from the US (3)
AML 4303  Individual Authors from the US (3)
AML 4453  Sel Topics in Lit & Culture of US (3)
AML 4713  Working-Class Literature in US (3)
AML 4xxx  Latino Literature (3)

ENL 4112  The 18th Century British Novel (3)
ENL 4122  The 19th Century British Novel (3)
ENL 4132  The 20th Century British Novel (3)
ENL 4303  Selected British Authors (3)
ENL 4338  Shakespeare and Elizabethan Culture (3)
ENL 4503  British Literary & Cult Period Stu (3)
ENL 4930  Selected Topics in British Literature (3)

LIT 4093  Contemporary Literature (3)
LIT 4099  Postmodern Narrative Technique (3)
LIT 4183  Post-Colonial Literature & Theory (3)
LIT 4192  Caribbean Literature (3)
LIT 4353  Ethnic Studies (3)
LIT 4355  African and Diaspora Literature (3)
LIT 4554  Feminist Theories (3)
LIT 4404  Seminar in Interdisciplinary Lit. (3)
LIT 4493  Politics and Literature (3)
LIT 4663  Magical Realism (3)
LIT 4664  Literature of the Americas (3)
LIT 4853  Topics in Cultural Critique (3)
LIT 4930  Selected Topics in English Studies (3)
LIT 4931  The Exile in Literature (3)

Students may choose at most two of the following courses:
CRW 4120  Advanced Fiction Writing (3)
CRW 4320  Advanced Poetry Writing (3)
ENC 3213  Professional Writing (3)
ENC 3310  Expository Writing (3)
ENG 4013  Literary Theory (3)
ENG 4060  History of the English Language (3)
ENG 4906  Individual Research (3)
ENG 4907  Directed Reading (3)
LIN 4671  Traditional English Grammar (3)
LIN 4680  Structure of American English (3)

Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

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

Environmental Studies Major

The environmental studies major is designed to prepare students for the rapidly expanding and dynamic possibilities for jobs related to the critical environmental issues facing our planet. Through integrated interdisciplinary learning experiences based in the classroom, in the laboratory, in the field, and off-campus, students will meet science goals shared by those in the natural sciences and will develop skills and experience in:

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

Common prerequisites:
BSC 1011C  General Biology II w/Lab (4)
Acceptable substitute: One semester of introductory science to include biology
CHM 1045C  General Chemistry I w/Lab (4)
Or
CHM x080C  Environmental Chemistry w/Lab (4)
Acceptable substitute: One semester of introductory science to include chemistry
STA x02x  Statistics (3)
BSC 1051C  Environmental Biology (3)
One semester of introductory environmental studies, environmental science, or ecology. Acceptable substitutes: EVR x00x, BSC x030, and BSC x050.
NOTE: All combined lecture and laboratory courses (marked with a C) are equivalent to taking the lecture and laboratory separately as two courses.

Collegium of Integrated Learning (21 hours):
IDS 3301  Issues in Culture & Society (3)
IDS 3302  Issues in Politics & Economics (3)
IDS 3303  Issues in Science & Technology (3)
IDS 3304  Issues in Ecology & Environment (3)
IDS 3305  Issues in Media, Literature & Arts (3)
IDS 4910  Integrated Core Senior Seminar (3)
XXX 3-4000  Upper division elective (3)*
* Please see the Collegium of Integrated Learning section for a discussion of potential electives.

Coursework in the major (36 hours):
Core courses (12 hours):
EVR 3020  Environmental Philosophies (3)
ISC 3120C  Scientific Process (3)
PCB 3043C  General Ecology (3)
EVR 4326  Consrv Strat for Sustainable Future (3)

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

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

Plus one of the following (3 hours):
LAS 3307  Latin American Environments (3)
LAS 3022  Caribbean Environments (3)
AFS 3251  African Environments (3)
ASN 3412  Asian Environments (3)

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

General pathway
EVR 4930  Special topics in Environmental Studies (1-4) [may be repeated]
EVR 4905  Independent Study in Environmental Studies (1-4) [may repeated]
PCB 3460C  Ecosystem Monitor & Resch Meth (3)
AMH 4428  Southwest Florida History (4)
AMH 3423  Modern Florida (4)

HIS 3930  Environmental History (4)
SOP 4714C  Environmental Psychology (3)
ISC 3145C  Global Systems (3)
PCB 4303C  Limnology & Wetlands (3)
EVR 4920  Current Topics (1)*
BSC 4920  Current Topics (1)*
ISC 4930  Current Topics (1)*
* Select the topic not taken as part of the Environmental Studies core.

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

Environmental Science and Technology pathway
PCB 3364C  Physiological Ecology (3)
PCB 3414C  Behavioral Ecology (3)
PCB 3324C  Soil Ecology (3)
OCE 4008C  Oceanography (3)
EVR 4867  Risk Assessment (3)
HIS 3470  History of Science & Technology (4)
BSC 3404C  Environmental Quantitative Tech (3)
EVS 4008  Environmental Technologies (3)
CAP 4030  Simulation and Modeling (3)

Environmental Policy and Planning pathway
MAN 3441  Conflict Management (3)
EVR 4324  Integrated Ecosystems Mgmt I (3)
EVR 4325  Integrated Ecosystems Mgmt II (3)
EVR 4035  Environmental Law (3)
ECP 4302  Environmental Economics (3)
SYD 4020  Global Population (3)
AEB 4025  American Agriculture & Society (3)

Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

History Major

The study of history develops the mind and sparks a capacity for critical inquiry. Each student of the past learns the process of historical inquiry. Easily stated generalizations will not suffice for students of history as they become increasingly aware of the complex world in which we live. Through breadth of subject matter and training in critical thinking and analysis of data, the history program offers students a background that can be applied in many careers, professions, and 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.
Common prerequisites:

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

Collegium of Integrated Learning (21 hours):

IDS 3301  Issues in Culture & Society (3)
IDS 3302  Issues in Politics & Economics (3)
IDS 3303  Issues in Science & Technology (3)
IDS 3304  Issues in Ecology & Environment (3)
IDS 3305  Issues in Media, Literature & Arts (3)
IDS 4910  Integrated Core Senior Seminar (3)
XXX 3-4000  Upper division elective (3)*

* Please see the Collegium of Integrated Learning section for a discussion of potential electives.

Coursework in the major (36 hours):

Core courses (15 hours):

AMH 2010  U.S. History to 1877 (3)
Or
AMH 2020  U.S. History since 1877 (3)

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

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

Plus 21 hours from the following:

AFH 3454  The Africans (4)
AFH 3100  African History to 1850 (4)
AFH 3200  African History since 1850 (4)
AMH 3110  American Colonial History to 1750 (4)
AMH 3172  The Civil War (4)
AMH 3201  The United States, 1877-1929 (4)
AMH 3252  The United States since 1929 (4)
AMH 3421  Early Florida (4)
AMH 3423  Modern Florida (4)
AMH 3571  African-American History to 1865 (4)
AMH 3572  African-American History since 1865 (4)
AMH 3930  Undergrad Seminar Amer 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 3142  Renaissance and Reformation (4)
EUH 3202  History 17th & 18th Century Europe (4)
EUH 3206  History of 20th Century Europe (4)
EUH 3462  German History 1870-Present (4)
EUH 3572  Russian History 1865-Present (4)
HIS 3065  Introduction to Public History (4)
HIS 3470  History of Science and Technology (4)
HIS 3930  Special Topics (4)
HIS 3955  Study Abroad (1-6)
HIS 4900  Directed Readings (1-4)

HIS 4920  Colloquium in History (4)
LAH 3300  The Americas (4)
LAH 3130  Colonial Latin America (4)
LAH 3200  Modern Latin America (4)
LAH 3430  History of Mexico (4)
LAH 3470  History of the Caribbean (4)

Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Mathematics Major

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

It is strongly recommended that transfer students complete a course in differential equations and an introductory statistics course during the first two years. (Note: Students completing general education at FGCU should take STA 2037 to fulfill the statistics requirement.) No pass/fail grades, satisfactory/unsatisfactory grades, or grades below a C will count to fulfill the common prerequisites or the requirements for the major.

Common prerequisites:

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

Plus successful completion of two of the following laboratory-based science courses for respective science majors:

BSC xxxx/xxxxL (4-8)
Or CHM xxxx/xxxxL (4-8)
Or PHY xxxx/xxxxL (4-8)

NOTE: Combined lecture and laboratory courses (marked with C) are equivalent to taking the lecture and lab separately as two courses. Completion of PHY2048C and PHY2049C is highly recommended for students entering the mathematics major.

Collegium of Integrated Learning (21 hours):

IDS 3301  Issues in Culture & Society (3)
IDS 3302  Issues in Politics & Economics (3)
IDS 3303  Issues in Science & Technology (3)
IDS 3304  Issues in Ecology & Environment (3)
IDS 3305  Issues in Media, Literature & Arts (3)
IDS 4910  Integrated Core Senior Seminar (3)
XXX 3-4000  Upper division elective (3)*
*Please see the Collegium of Integrated Learning section for a discussion of potential electives.

Coursework in the major (36 hours):
Core courses (27 hours):
MHF 2191  Mathematical Foundations (3)
MAS 2121  Linear Operators and Differential Equations (4)
MAP 3161  Methods of Applied Math I (4)
MAP 3162  Methods of Applied Math II (4)
MAP 3163  Methods of Applied Math III (3)
MAS 4301  Abstract Algebra I (3)
MAA 4226  Advanced Calculus (4)
MAT 4937  Senior Seminar (2)

Plus one of the following (depth requirement; 3 hours)*:
MAA 4227  Foundations of Real Analysis (3)
MAP 4231  Introduction to Operations Research (3)
MAP 4314  Dynamical Systems (3)
MAS 4106  Matrix Analysis (3)
MAS 4302  Abstract Algebra II (3)
STA 4234  Introduction to Regression Analysis (3)
*A course used to satisfy the depth requirement may not be used as an elective.

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

Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

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

Psychology Major

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

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

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

Collegium of Integrated Learning (21 hours):
IDS 3301  Issues in Culture & Society (3)
IDS 3302  Issues in Politics & Economics (3)
IDS 3303  Issues in Science & Technology (3)
IDS 3304  Issues in Ecology & Environment (3)
IDS 3305  Issues in Media, Literature & Arts (3)
IDS 4910  Integrated Core Senior Seminar (3)
XXX 3-4000  Upper division elective (3)*
*Please see the Collegium of Integrated Learning section for a discussion of potential electives.

Coursework in the major (36 hours):
Core courses (30 hours):
STA 2122  Social Science Statistics (3)
CLP 4143  Abnormal Psychology (3)
DEP 4005  Developmental Psychology (3)
EXP 4523  Cognitive Psychology (3)
PSB 4013  Physiological Psychology (3)
PSY 3044  Experimental Psychology (3)
EXP 4404  Psychology of Learning (3)
PSY 3213  Research Methods in Psychology (3)
PSY 4990  Senior Seminar in Psychology (3)
SOP 4004  Social Psychology (3)

Plus 6 hours from the following:
CBH 4004  Comparative Psychology (3)
CLP 4314  Health Psychology (3)
CLP 4414  Behavior Modification (3)
CLP 4433  Psy Tests & Measurements (3)
DEP 4400  Psychology of Adulthood & Aging (3)
EXP 3202  Sensation and Perception (3)
EXP 4304  Motivation (3)
INP 4004  Intro to Industrial/Org Psychology (3)
PPE 4004  Psychology of Personality (3)
PSY 4604  History and Systems in Psychology (3)
PSY 4911  Directed Individual Study (3)
PSY 4913 Directed Study (3)
SOP 3742 Psychology of Women (3)
SOP 3772 Human Sexuality (3)
SOP 4714C Environmental Psychology (3)

Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Social Sciences Major

The major fields of anthropology, economics, political science, and sociology are encompassed within the social sciences major. This 36-hour program provides three essential curriculum components: core courses in the social sciences, discipline track courses, and guided electives. The core courses are interdisciplinary and designed to cover the concepts, methods, and processes of inquiry, which are used by all of the social sciences. These courses include research methods and a practicum or internship experience. The discipline track provides the in-depth study of anthropology, economics, political science, or sociology. Guided electives provide flexibility for a student to pursue her or his intellectual and professional interests as a student of the social sciences. These guided electives might be used to learn more about one’s chosen discipline, or they might be taken outside the social sciences program and, indeed, outside the College of Arts and Sciences, with faculty and advisor approval. What is critical is that they are explicitly linked to the intellectual and professional interests of the student.

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

Common prerequisites:

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

Collegium of Integrated Learning (21 hours):

IDS 3301 Issues in Culture & Society (3)
IDS 3302 Issues in Politics & Economics (3)
IDS 3303 Issues in Science & Technology (3)
IDS 3304 Issues in Ecology & Environment (3)
IDS 3305 Issues in Media, Literature & Arts (3)
IDS 4910 Integrated Core Senior Seminar (3)
XXX 3-4000 Upper division elective (3)*

*Please see the Collegium of Integrated Learning section for a discussion of potential electives.

Coursework in the major (36 hours):

Core courses (12 hours):

ISS 3010 Introduction to Social Sciences (3)
ISS 4935 Sr Seminar in the Social Sciences (3)
ISS 4940 Interdisciplinary Practicum (3)
SYA 3300 Social Research Methods (3)

Discipline track courses (12 hours):

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

Anthropology

A prerequisite for the anthropology track can be met by taking either ANT 2000 Introduction to Anthropology or ANT 2410 Cultural Anthropology as a part of the general education component of study. There are no prescribed courses in the anthropology track. Students may select any four courses from among various upper level offerings. Nine credit hours (three courses) must be at the 3000 level; 3 credits (one course) must at the 4000 level.

Economics

ECO 3101 Intermediate Price Theory (3)
ECO 3203 Money & Natl Income Determination (3)

Plus 6 hours of approved upper division coursework with the ECO, ECP, or ECS prefix.

Political Science

INR 3002 International Relations (3)*
CPO 3002 Comparative Politics (3)*
POS 3024 Political Theorists (3)*
POS 4001 Public Policy (3)*

*Other upper division political science courses may be substituted with the permission of the political science faculty and a College of Arts and Sciences advisor.

Sociology

SYA 3010 Sociological Theory (3) or SYO Social Stratification (3)

Plus SYA 4654 Program Development (3) or 3 credit hour area studies course in sociology with a prefix of SYA, SYD, or SYG.

Plus 6 hours of approved upper division coursework.

Guided electives (12 hours):

Students select 12 hours of guided electives. Courses must be related to the social sciences with a maximum of two of the courses (6 hours) drawn from the student’s chosen discipline track. These courses must be linked to the student’s learning objectives within the social sciences major and must be reviewed and approved by the social sciences faculty and a College of Arts and Sciences advisor.
Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

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

Spanish Major

The Spanish major is designed to provide students with a broad background in the Spanish language and the different cultural groups that have been influenced by that language. Students who major in Spanish have the opportunity to explore a wide variety of topic and subject areas. In addition to the conversation, grammar, and writing courses, students may take courses in Latin American Theatre, Cultural Expressions of Indigenous People in Latin America, 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.

Common prerequisites:

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

Collegium of Integrated Learning (21 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>IDS 3301</td>
<td>Issues in Culture &amp; Society</td>
<td>3</td>
</tr>
<tr>
<td>IDS 3302</td>
<td>Issues in Politics &amp; Economics</td>
<td>3</td>
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<td>IDS 3303</td>
<td>Issues in Science &amp; Technology</td>
<td>3</td>
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<tr>
<td>IDS 3304</td>
<td>Issues in Ecology &amp; Environment</td>
<td>3</td>
</tr>
<tr>
<td>IDS 3305</td>
<td>Issues in Media, Literature &amp; Arts</td>
<td>3</td>
</tr>
<tr>
<td>IDS 4910</td>
<td>Integrated Core Senior Seminar</td>
<td>3</td>
</tr>
<tr>
<td>XXX 3-4000</td>
<td>Upper division elective (3)*</td>
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</tbody>
</table>

*Please see the Collegium of Integrated Learning section for a discussion of potential electives.

Coursework in the major (36 hours):

Core courses (18 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<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>Afro-Hispanic/Latino Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPN 4538</td>
<td>Indigenous Peoples in Latin America</td>
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<tr>
<td>SPN 4920</td>
<td>Spanish Symposium</td>
<td>3</td>
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</table>

Plus one of the following (3 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>SPT 3130</td>
<td>Latin-American Literature</td>
<td>3</td>
</tr>
<tr>
<td>SWP 3030</td>
<td>Intro Spanish/Latin American Lit</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus one of the following two-course sequences (6 hours):

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 3500</td>
<td>Spanish Culture &amp; Civilizations</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3501</td>
<td>Spanish Culture &amp; Civilizations II</td>
<td>3</td>
</tr>
</tbody>
</table>

Or

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 3520</td>
<td>Latin American Cultures &amp; Civ</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3521</td>
<td>Latin American Cultures &amp; Civ II</td>
<td>3</td>
</tr>
</tbody>
</table>

Plus 9 hours from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>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 Prof Personnel Lab</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 Crim Justice Personnel I</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3041</td>
<td>Spanish for Crim 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 (1-6)</td>
<td></td>
</tr>
<tr>
<td>SPN 3314</td>
<td>Spanish Grammar/Comp Native Sp</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 Global Economic Market I</td>
<td>3</td>
</tr>
<tr>
<td>SPN 3441</td>
<td>Spanish Global Economic Market 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>SWP 4271</td>
<td>Twentieth Century Spanish Novel</td>
<td>3</td>
</tr>
<tr>
<td>SWP 4304</td>
<td>Latin American Theatre</td>
<td>3</td>
</tr>
<tr>
<td>SWP 4900</td>
<td>Directed Study I</td>
<td>1-3</td>
</tr>
<tr>
<td>SWP 4930</td>
<td>Selected Topics I</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

Theatre Major

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

All students pursuing the theatre major fulfill the same core requirements. However, as students advance in their studies they may choose to follow one of several focused elective paths being developed. These elective paths—in musical theatre, dance, film, and television—provide valuable knowledge and experience that may help students enter one of the many theatre-related vocations (as a choreographer, for example). Students can choose electives from one or more of these elective paths, depending on their interests and career aims. In the near future, complete “tracks” consisting of 17-18 hours in these areas will be available. At present, a number of course offerings in each area are being taught on a regular basis (see table below).

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

**Common prerequisites:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE x000</td>
<td>Theatre Appreciation (3)</td>
<td></td>
</tr>
<tr>
<td>THE x305</td>
<td>Survey of Dramatic Literature (3)</td>
<td></td>
</tr>
<tr>
<td>Or THE x300</td>
<td>Dramatic Literature (3)</td>
<td></td>
</tr>
<tr>
<td>THE x925</td>
<td>Play Production (1)</td>
<td></td>
</tr>
<tr>
<td>TPA x290</td>
<td>Tech Theatre Lab I (1)</td>
<td></td>
</tr>
<tr>
<td>TPA x200</td>
<td>Introduction to Technical Theatre (3)</td>
<td></td>
</tr>
<tr>
<td>Or TPA x210</td>
<td>Stagecraft I (3)</td>
<td></td>
</tr>
<tr>
<td>TPP x190</td>
<td>Rehearsal and Performance I (1)</td>
<td></td>
</tr>
<tr>
<td>TPP x100</td>
<td>Introduction to Acting I (3)</td>
<td></td>
</tr>
<tr>
<td>Or TPP x210</td>
<td>Touring Theatre (3)</td>
<td></td>
</tr>
</tbody>
</table>

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

**Collegium of Integrated Learning (21 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDS 3301</td>
<td>Issues in Culture &amp; Society (3)</td>
<td></td>
</tr>
<tr>
<td>IDS 3302</td>
<td>Issues in Politics &amp; Economics (3)</td>
<td></td>
</tr>
<tr>
<td>IDS 3303</td>
<td>Issues in Science &amp; Technology (3)</td>
<td></td>
</tr>
<tr>
<td>IDS 3304</td>
<td>Issues in Ecology &amp; Environment (2)</td>
<td></td>
</tr>
<tr>
<td>IDS 3305</td>
<td>Issues in Media, Literature &amp; Arts (3)</td>
<td></td>
</tr>
<tr>
<td>IDS 4910</td>
<td>Integrated Core Senior Seminar (3)</td>
<td></td>
</tr>
<tr>
<td>XXX 3-4000</td>
<td>Upper division elective (3)*</td>
<td></td>
</tr>
</tbody>
</table>

*Please see the Collegium of Integrated Learning section for a discussion of potential electives.

**Coursework in the major (36 hours):**

**Core courses (16 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 3090</td>
<td>Theatrical Production &amp; Perf Lab I (1)</td>
<td></td>
</tr>
<tr>
<td>THE 3091</td>
<td>Theatrical Production &amp; Perf Lab II (1)</td>
<td></td>
</tr>
<tr>
<td>THE 3092</td>
<td>Theatrical Production &amp; Perf Lab II (1)</td>
<td></td>
</tr>
<tr>
<td>THE 2100</td>
<td>Introduction to Theatre History (3)</td>
<td></td>
</tr>
<tr>
<td>TTP 4310</td>
<td>Play Directing (3)</td>
<td></td>
</tr>
<tr>
<td>TPA 4601</td>
<td>Stage Management (3)</td>
<td></td>
</tr>
<tr>
<td>TTP 2111</td>
<td>Acting II (3)</td>
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<tr>
<td>TPA 2248</td>
<td>Workshop in Stage Makeup (1)</td>
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</table>

**Plus one of the following (2-3 hours):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>TPA 2220</td>
<td>Introduction to Stage Lighting (2)</td>
<td></td>
</tr>
<tr>
<td>TPA 3230</td>
<td>Costume Design (3)</td>
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</tbody>
</table>

**Plus 17-18 hours of electives from the following:**

**General Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>THE 4330</td>
<td>Shakespeare for the Theatre (3)</td>
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</tr>
<tr>
<td>THE 4905</td>
<td>Directed Study in Theatre (1-4)</td>
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</tr>
<tr>
<td>THE 4930</td>
<td>Special Topics in Theatre (1-3)</td>
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<tr>
<td>THE 4959</td>
<td>Senior Project in Theatre (3)</td>
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<tr>
<td>TPA 2000</td>
<td>Creative Design for the Theatre (3)</td>
<td></td>
</tr>
<tr>
<td>TPA 4060</td>
<td>Principles of Scene Design (3)</td>
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<tr>
<td>TPA 4940</td>
<td>Internship in Technical Theatre (1-6)</td>
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<tr>
<td>TTP 2120</td>
<td>Creative Improvisation (3)</td>
<td></td>
</tr>
<tr>
<td>TTP 2260</td>
<td>Acting for the Camera (3)</td>
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</tr>
<tr>
<td>TTP 3112</td>
<td>Acting III (3)</td>
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<tr>
<td>TTP 3121</td>
<td>Improvisation II (3)</td>
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<tr>
<td>TTP 3192</td>
<td>Rehearsal and Performance III (3)</td>
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<td>TTP 3193</td>
<td>Rehearsal and Performance IV (3)</td>
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<tr>
<td>TTP 4155</td>
<td>Scene Study (3)</td>
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<tr>
<td>TTP 4230</td>
<td>Creative Ensemble (3)</td>
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<tr>
<td>TTP 4600</td>
<td>Playwriting (3)</td>
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<tr>
<td>TPA 4940</td>
<td>Internship in Theatre Performance (1-6)</td>
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<tr>
<td>THE 4945</td>
<td>Summer Repertory Theatre (3-9)</td>
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**Musical Theatre**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>VV 2111</td>
<td>Class Voice I (1)</td>
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<tr>
<td>MVV 3131</td>
<td>Class Voice II (1)</td>
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<tr>
<td>THE 4244</td>
<td>Musical Theatre History (3)</td>
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<tr>
<td>THE 4245</td>
<td>Musical Theatre History II (3)</td>
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<tr>
<td>TTP 4250</td>
<td>Acting for the Musical Theatre (2)</td>
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<tr>
<td>TTP 4923</td>
<td>Musical Theatre Workshop (3)</td>
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**Dance**

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>DAA 2000</td>
<td>Theatre Dance Styles (2)</td>
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</tr>
<tr>
<td>DAA 2300</td>
<td>Ballroom/Social Dancing (2)</td>
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</tr>
<tr>
<td>DAA 3590</td>
<td>Dance Theatre Lab (2)</td>
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**Television**

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>RTV 2009</td>
<td>Introduction to Broadcasting (3)</td>
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<tr>
<td>RTV 3200</td>
<td>Fundamentals of TV Production (3)</td>
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<tr>
<td>RTV 3225</td>
<td>Video Workshop (3)</td>
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</tr>
<tr>
<td>RTV 4310</td>
<td>Media Law and Ethics (3)</td>
<td></td>
</tr>
<tr>
<td>RTV 4467</td>
<td>Television Practicum (3)</td>
<td></td>
</tr>
</tbody>
</table>
MMC 4123 Film and TV Writing (3)

**Film**
FIL 2001 Introduction to Film (3)
FIL 3100 Scriptwriting (3)
FIL 3400 History of Film (3)

*Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.*

**Individualized Program of Study**

The individual program of study provides flexibility in meeting individual student interests and learning goals. Students have the option of designing an individualized plan of study, subject to written agreement with appropriate faculty and advisors in the college. An individualized course of study consists of 36 credit hours, of which 24 credit hours must be upper-level courses. Choice of courses is limited primarily to existing College of Arts and Sciences courses; however, some courses may be chosen from other colleges with their approval. The individually developed course of study must have an acceptable rationale and coherence, and all individual course prerequisites must be met. To ensure that a course of study can be successfully developed, students interested in this option must consult a College of Arts and Sciences advisor before beginning coursework.

In addition to developing unique programs of study to meet their individual interests, students may develop programs of study in the following areas:

- Pre-Medical
- Pre-Law
- Communication.

All individualized programs of study must include the 21 credit hour requirement of the Collegium of Integrated Learning and all university graduation requirements, including the University Colloquium (IDS 3920) and the service learning requirement. Please also see the Requirements for the Bachelor of Arts Degree earlier in this section.

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

(941) 590-7302

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

Vision

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

Mission

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

Goals

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

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

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

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

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

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

Administrative Staff and Faculty

Richard Pegnetter, PhD; Dean; College of Business
Hudson Rogers, DBA; Associate Dean; marketing
Carol Burnette, MBA; Assistant Dean, Student Affairs
Tom Harrington, PhD; Director, AACSB Accreditation; decision sciences
Lee Duffus, PhD; Director, Executive MBA Program; marketing
Karen Eastwood, PhD; Coordinator, MBA Program; management
Neil Parker, MDiv; Undergraduate Academic Advisor
Joe Rue, PhD; Chair, Department of Accounting; Department of Finance; accounting
Walter Rodriguez, PhD; Chair, Department of Computer Information Systems and Decision Sciences; computer information systems
Gerald Schoenfeld, PhD; Chair, Department of Management; Department of Marketing; management
Christine Andrews, DBA; accounting
Catherine Beise, PhD; computer information systems
Roy Boggs, PhD; computer information systems
Dan Borgia, PhD; finance
Deanna Burgess, CPA, PhD; accounting
Charles Fornaciari, PhD; management
Brad Hobbs, PhD; finance
Barry Langford, DBA; marketing
Charles Mathews, PhD; management
John Murray, PhD; computer science
Kazuo Nakatani, PhD; computer information systems
Mark Pendergast, PhD; computer information systems
Monika Renard, PhD; management
Arthur Rubens, DrPH; management
Gerald Segal, PhD; management
Judith Swingen, PhD; accounting and taxation
Steve Thompson, CPA, PhD; accounting and taxation
Shelton Weeks, PhD; finance and real estate
Ludmilla Wells, PhD; marketing
Cheryl A. Wiecek, MS; computer science
Judy Wynkoop, PhD; computer information systems

Programs of Study (Undergraduate Level)

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

*Minors are available to non-business majors only.

Accreditation

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

Admission to the College of Business

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

Academic Advising and Records

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

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

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

Transfer Credits

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

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

- Students must satisfactorily complete a minimum of 120 credit hours, including at least 48 credit hours earned at the upper division (courses numbered 3000 and higher) and 36 credit hours of approved general education coursework in the subject areas of communication, mathematics, social science, humanities, and natural science (refer to General Education Program).
- Students must satisfy the following requirements: CLAST, foreign language, and Gordon Rule writing and computation.
- The State of Florida has identified common prerequisites for all university programs. All students entering a particular field of study must complete these courses, and universities must accept and apply the specified courses toward the degree. The common prerequisites should be taken in the first two years of study. Some courses may meet general education requirements as well as fulfill common prerequisite requirements. The 21 credit hours of common prerequisites for College of Business programs must be completed with a grade of C or higher prior to beginning upper division courses in the degree program. Please refer to the program section for the applicable common prerequisites.
- A grade point average of 2.0 must be achieved in all coursework attempted at FGCU.
- Students must earn a grade of C or higher in the College of Business common prerequisites, business common core, and major coursework.

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

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

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

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

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

PROGRAMS AND CURRICULA

BS Accounting

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

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

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

Coursework: BS Accounting

General education (36 hours):

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

Common prerequisites (21 hours):

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

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

Business common core (30 hours):

- ISM 3010 Information Systems (3)
- BUL 3320 Law & Business I (3)
- FIN 3403 Business Finance (3)
- MAN 3025 Contemporary Management Concepts (3)
- MAN 3504 Operations Management (3)
- MAR 3023 Introduction to Marketing (3)
- GEB 4890 Business Strategy (capstone) (3)
- SPC 2023 Public Speaking (3)
- ENC 3213 Professional Writing (3)
- IDS 3920 University Colloquium (3)

Accounting major (27 hours):

- ACG 2091 Accounting Tools (2)*
- ACG 3103 Financial Reporting & Analysis I (4)
- ACG 3113 Financial Reporting & Analysis II (3)
ACG 3341  Cost Accounting (3)
ACG 3401  Accounting Information Systems (3)
TAX 3012  Business Income & Property Transactions (3)
QMB 3200  Economics & Business Statistics II (3)
Plus 6 hours of approved upper division electives in accounting.

*Students must earn a grade of B or higher or pass a waiver exam with a minimum score of 75 in order to enroll in ACG 3103.

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

**Accounting Fifth-Year Certificate**
Post baccalaureate courses (30 hours):
ACG 5655  Independent Audit II (3)
BUL 5831  Business Law II (3)
Plus 12 hours of accounting electives and 12 hours of business electives selected in consultation with a college academic advisor.

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

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

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

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

**Coursework: BS Computer Information Systems**

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

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

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

**CIS major (27 hours):**
ISM 3230  Intro to Business Programming (3)
ISM 3232  Intermediate Business Programming (3)
ISM 3142  Advanced Business Programming (3)
ISM 3113  Systems Analysis (3)
ISM 3212  Database Concepts & Administration (3)  
ISM 3220  Data Communication & Networking (3)  
ISM 4331  Information Systems Design (3)  
ISM 4332  Information Systems Capstone Project(3)  
Plus 3 hours of approved upper division electives in CIS.

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

Engineering Partnership

Students may earn a Bachelor of Science (BS) in Civil and Electrical Engineering via distance learning technologies, through a partnership agreement between FGCU and the University of Central Florida (UCF). The cooperative partnership is hailed as a major boost to expand economic and employment opportunities for the region. Under the agreement, FGCU provides general education and pre-engineering core courses on campus or through distance learning technologies. UCF, located in Orlando, delivers the engineering core and major courses via distance learning and other technologies. Students completing the program requirements are awarded the BS in Civil or Electrical Engineering from UCF. For additional information, please contact the College of Business, Department of Computer Information Systems and Decision Sciences at (941) 590-7368 or visit the FGCU engineering web site at (http://www.fgcu.edu/engineering).

BS Finance

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

The Bachelor of Science in Finance is a program of study that focuses on the preparation of finance majors for a rewarding and challenging professional career in financial management, banking, investments, or real estate.

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

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

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

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

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

Courses: BS Finance

General education (36 hours):

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

Common prerequisites (21 hours):

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

Business common core (30 hours):

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

**Finance major (27 hours):**
FIN 3244 Money & Capital Markets (3)
FIN 3414 Financial Management (3)
FIN 3504 Principles of Investments (3)
QMB 3200 Economic & Business Statistics II (3)

Plus 15 hours of upper division business electives in one of the following concentrations:

**Investments concentration**
FIN 3514 Security Analysis (3)
FIN 4442 Financial Policy/Senior Seminar (3)
FIN 4533 Derivative Securities (3)

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

**Real Estate concentration**
REE 3103 Valuation of Real Property (3)
REE 3204 Advanced Real Estate Finance (3)
REE 3303 Real Estate Investment Decision (3)

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

**Small Business and Corporate Finance concentration**
FIN 3470 Financial Mgmt for Entrepreneurs (3)
FIN 4442 Financial Policy/Senior Seminar (3)
FIN 4424 Case Studies - Corporate Finance (3)

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

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

**BS Management**

The Bachelor of Science in Management is a program of study that prepares students for success in today's business organizations. Managers acquire and combine human, financial, physical, and informational resources to produce a product or service desired by some segment of society.

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

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

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

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

**Coursework: BS Management**

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

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

**Business common core (30 hours):**
ISM 3010 Information Systems (3)
BUL 3130 Legal & Ethical Environment of Business (3)
FIN 3403 Business Finance (3)
MAN 3025 Contemporary Management Concepts (3)
MAN 3504 Operations Management (3)
MAR 3023 Introduction to Marketing (3)
GEB 4890 Business Strategy (capstone) (3)
SPC 2023 Public Speaking (3)
ENC 3213 Professional Writing (3)
IDS 3920 University Colloquium (3)
Management major (27 hours):
MAN 3301 Human Resource Management (3)
MAN 3441 Conflict Management (3)
MAN 3803 Management of Small Business (3)
MAN 4120 Leadership & Group Dynamics (3)

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

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

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

Human Resource Management concentration
Select 15 hours from the following:
MAN 3320 Employee Staffing (3)
MAN 3322 Human Resource Info Systems (3)
MAN 3350 Training & Development (3)
MAN 3401 Labor Management Relations (3)
MAN 4330 Management of Compensation (3)
MAN 4402 Employment Laws & Regulations (3)
Electives Maximum of 6 hours of approved upper division business courses

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

BS Marketing

The Bachelor of Science in Marketing is a program of study that prepares students for careers in marketing by developing their understanding of the social and economic forces at work in national and global markets. Marketing involves determining customer needs and satisfying those with the right product, at the right price, in the right place, and backed by the right level of promotion. The marketing major focuses on developing the skills that enable managers to develop and maintain successful relationships with consumers and organizational customers through the planning, implementation, and control of marketing activities. The program emphasizes the use of analytical and behavioral skills and approaches to identify target markets, positioning, consumer behavior, product development, and marketing management. Marketing is also excellent preparation for graduate school.

The marketing major is designed to allow students to remain broad based in their selection of courses. A degree in marketing prepares students for challenging marketing positions in profit and not-for-profit organizations. Possible areas of employment include marketing research, advertising, public relations, customer relations/service, packaging, sales, distribution, retailing, wholesaling, pricing, sales promotion, and international marketing. Alternatively, students may choose to pursue one of three specialized concentrations in completing their degree in marketing.

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

The e-commerce concentration is the newest concentration in marketing. The field of electronic commerce (e-commerce) is in its infancy and is one of the most rapidly growing areas of business activity. This concentration includes three courses sometimes referred to as Interactive Marketing to equip students with all aspects of electronic marketing: Direct Marketing, Marketing on the Internet, and GIS/Database Marketing. Students who pursue this concentration will be prepared to enter a wide assortment of marketing related jobs within the e-commerce arena.

The hospitality and service concentration prepares students for challenging opportunities in diverse fields including travel, lodging, food service, public relations, and personal services. The service sector is the largest and fastest growing sector of the United States economy.

Coursework: BS Marketing

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

Common prerequisites (21 hours):
CGS 1100 Introduction to Computers (3)
ACG 2021 Core Concepts of Accounting I (3)
or ACG 1001 & ACG 2011
ACG 2071 Core Concepts of Accounting II (3)
ECO 2013 Principles of Macro Economics (3)
ECO 2023 Principles of Micro Economics (3)
MAC 2233 Elementary Calculus (3)
STA 2223 Statistical Methods (3)

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

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

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

Advertising concentration
ADV 3000     Principles of Advertising (3)
ADV 3001     Creative Strategy (3)
MAR 4333     Promotion Management (3)

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

E-Commerce concentration
MAR 3326     Direct Marketing (3)
MAR 4645     GIS/Database Marketing (3)
MAR 4721     Marketing on the Internet (3)

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

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

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

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

Minor in Computer Information Systems

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

Coursework: Minor in CIS
CGS 1100     Introduction to Computers (3)
ISM 3010     Information Systems (3)
ISM 3230     Intro to Business Programming (3)
ISM 3212     Database Concepts & Administration (3)
ISM 3232     Intermediate Business Programming (3)

Plus one of the following:
ISM 3113     Systems Analysis (3)
ISM 3142     Advanced Business Programming (3)
ISM 3220     Data Communications & Networks (3)

Minor in Management

The Minor in Management is for non-business majors who desire a greater understanding of how to lead people and organizations in today’s dynamic business environment. The minor consists of six courses (18 credit hours) which will empower students with the basic competencies and knowledge needed by successful employees and managers. A grade of C or higher is required in all courses, and at least 12 of the 18 credit hours must be taken at FGCU. For additional information, please contact a College of Business academic advisor.

Coursework: Minor in Management
CGS 1100     Introduction to Computers (3)
MAN 3025     Contemporary Management Concepts (3)
MAN 3301     Human Resource Management (3)
MAN 3441     Conflict Management (3)
MAN 4120     Leadership & Group Dynamics (3)

Plus 3 hours of upper division business electives selected in consultation with a college academic advisor.

Minor in Marketing

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

Coursework: Minor in Marketing
CGS 1100     Introduction to Computers (3)
MAR 3023     Introduction to Marketing (3)
ADV 3000     Principles of Advertising (3)
MAR 3503     Understanding Consumers (3)
MAR 3400     Professional Selling (3)

Plus 3 hours of upper division business electives selected in consultation with a college academic advisor.
College of Education

Undergraduate Programs

(941) 590-7750

http://coe.fgcu.edu

Vision

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

Mission

The College of Education’s mission is to provide an ecology of excellence that enables learners to acquire, construct, and communicate knowledge, skills, and attitudes that empower them to create a quality of life in their respective communities that fulfills the needs of all individuals. To ensure that this ecology of excellence is achieved, the College of Education is committed to:

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

Administrative Staff and Faculty

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

Lawrence W. Byrnes, PhD; Dean
College of Education

Madelyn Isaacs, PhD; Associate Dean
Dennis Patanicek, PhD; Associate Dean
Edward Beckett, MA; Advisor/Counselor
Sherree Houston, MA; Advisor/Counselor
Cynthia Lott, EdD; Internship Coordinator

Cecil Carter, EdD; educational leadership
Victoria Dimidian, PhD; early childhood and counselor education

C. William Engel, EdD; mathematics education and educational technology

Marci Greene, EdD; special education
Patrick Greene, MS; educational technology
Lynn Harte, PhD; early childhood education
Cynthia Hewitt-Gervais, PhD; research and measurement
Joyce Honeychurch, PhD; social sciences and secondary education
Linda Houck, PhD; reading
Gil Hutchcraft, EdD; research and measurement
Eunsook Hyun, PhD; early childhood education
Brenda Lazarus, PhD; special education
Sally Mayberry, EdD; math and science and elementary education
Roy Mumme, MEd; social and philosophical foundations of education
Charleen Olliff, PhD; reading and elementary education
Russell Sabella, PhD; counselor education
Carolyne Spillman, PhD; language arts and elementary education
J. Michael Tyler, PhD; counselor education
Tom Valesky, EdD; educational leadership
Elia Vazquez-Montilla, PhD; ESOL
Patricia Wachholz, EdD; language arts and secondary education
Programs of Study (Undergraduate Level)

- Bachelor of Arts (BA) in Early Childhood Education
- Bachelor of Arts (BA) in Elementary Education
- Bachelor of Arts (BA) in Special Education
- Bachelor of Science (BS) in Secondary Education

*Students will not be admitted into the BS Secondary Education program after spring 2000. A program leading to a Master of Arts in Teaching (MAT), Secondary Education is scheduled to begin summer 2000. Students who are enrolled in FGCU undergraduate programs in biology, English, history, mathematics, or social sciences and who plan to enter the MAT program upon completion of the baccalaureate degree should contact a College of Arts and Sciences advisor to ensure that required Florida Department of Education competencies in the relevant subject area are included in the undergraduate program of study.

Accreditation/Certification

The College of Education has begun the process of gaining accreditation with the National Council for Accreditation of Teacher Education. Programs leading to teacher certification have been submitted for final approval by the Florida Department of Education.

Admission to the College of Education

Admission to the College of Education and to its upper division teacher education programs is separate from admission to the university and is contingent upon meeting all general university admission requirements and the following college requirements:

- Admission to the university.
- Satisfactory completion of all general education requirements.
- Satisfactory completion of Gordon Rule computation and writing requirements.
- Attainment of an overall minimum GPA of 2.5 on all attempted hours plus an ACT score of 20 or higher (18 if taken prior to October 1989) or a SAT score of 950 or higher (840 if taken prior to April 1, 1995). Admission to programs is based upon the applicant’s performance on either test.
- Passing all subsections of the CLAST. No exemptions can be considered.
- Satisfactory completion of all applicable common prerequisites and completion of the following common prerequisites with a minimum grade of C: EDF 2005 Introduction to Education, EME 2040 Educational Technology (or equivalent), and EDG 2701 Teaching Diverse Populations.

The College of Education limits the transfer of coursework into its undergraduate programs. To be considered, courses must have been completed with a minimum grade of C and no more than five years prior to the date of entry into the College of Education undergraduate program.

Students who have not achieved minimum test scores or the minimum GPA but who meet all other requirements may, under special circumstances, be considered for admission into the college.

Advising

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

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

Requirements for the Bachelor of Arts Degree – College of Education

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

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

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

- Complete IDS 3920 University Colloquium.
- Students must complete additional university requirements for the baccalaureate degree, including service learning hours. For more information about service learning, please contact a college academic advisor or the EaglesConnect office (www.fgcu.edu/connect/).
- Students must take and pass the professional education and subject areas of the Florida Teacher Certification Examination (FTCE).

Technology Statement

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

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

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

Minimum recommended hardware:

- Pentium-class computer running at 166 Mhz or higher with Windows 95 or higher; OR Macintosh Power-PC computer running at 166 Mhz or higher Mac OS 8.0 or higher.
- 32 Mb memory.
- Monitor and video system capable of showing 65 thousand colors (16-bit color).
- Sound card and speakers.
- Internet connection of at least 33.6 bps.

Minimum recommended software:

- Microsoft Office 97 or 98 Standard or higher.
- Inspiration.
- Internet Browser version 4.0 or higher (Netscape or Internet Explorer). (Required plug-ins will be made available as needed.)

Technology is an essential and integral aspect of each course, and some courses may have software requirements beyond those listed above. Additional details regarding this statement are available at http://coe.fgcu.edu/technology.

Field Experience and Internships

Field and final internship experiences are only available to degree-seeking students in the College of Education’s undergraduate and graduate programs. These experiences include (a) observing and teaching in early childhood, elementary, or secondary classrooms, or in classrooms where students have special educational needs; (b) assuming the role of counselor in a school or community agency; or (c) completing an administrative assignment in a school.

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

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

Special requirements for enrollment in undergraduate field experiences and final internship include admission to the College of Education, completion of required coursework, and a combined minimum grade point average of 2.5 in all upper level courses required for the applicable College of Education major, as well as an overall minimum GPA of 2.5. Undergraduates must have a C or higher in all courses required for their College of Education majors.

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

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

Eligibility for Internships and Certification

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

Transition Statement

All undergraduate programs in the College of Education have been revised for the fall 2000 catalog. Students admitted prior to fall 2000 will be considered transition program students and most will graduate from programs published in earlier catalogs. Some students admitted prior to the fall 2000 may elect to graduate from the new program under advisement and with some course substitutions. Students completing new program requirements will graduate with their primary area certification and ESOL endorsement. Because of the transitional nature of these programs, substitute experiences and/or courses may be a part of the transition program. Transition program students will be eligible for Florida teacher certification if they complete the program within specified deadlines. Plans and course outlines for revised programs are available from College of Education advisors.

Programs and Curricula

Integrated Programs

Early Childhood Education, Elementary Education, Special Education

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

The integrated program includes extensive field experiences and learning expeditions incorporated into coursework. The learning expeditions emphasize the development of essential questions regarding the themes of each block or set of courses, and strategies to address those questions. In addition, the integrated program and each major include courses and competencies designed to enable teachers to meet the needs of special students.

The undergraduate education programs include more than the traditional 120 credit hours because initial certification and additional endorsements, such as working with students with limited English proficiency (ESOL), are incorporated into each degree program.

BA Early Childhood Education

The Bachelor of Arts in Early Childhood Education is one of the integrated programs. This program of study is designed to prepare students for certification from the Florida Department of Education for Preschool (birth to age 4) and Prekindergarten/Primary (age 3 to grade 3), as well as Prekindergarten/Handicapped. Coursework and extensive field experiences enable students to dynamically integrate theory and teaching practices. Competencies include content-specific knowledge applicable to the unique developmental needs of this age population including a thorough understanding of cultural diversity, individual differences, and skills to work with children in individual ways, particularly English for Speakers of Other Languages (ESOL) students; and an emphasis on capabilities of teachers to work with children with atypical abilities and special needs. The program consists of 129 credit hours and includes ESOL endorsement.

Coursework: BA Early Childhood Education

General Education:

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

Common prerequisites:

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

*Must be completed with a minimum grade of C.

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

In addition to these three education courses, 51 hours must be chosen from the following liberal arts and sciences ar-
and for certification by the Florida Department of Education as elementary school teachers (grades one through six). The program of study includes coursework and extensive experience in elementary school settings throughout FGCU’s five-county service area (Charlotte, Collier, Glades, Hendry, and Lee) to enable students to integrate theory with teaching practice. The program consists of 126 credit hours and includes ESOL endorsement.

Coursework: BA Elementary Education

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

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

*Must be completed with a minimum grade of C.

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

In addition to these three education courses, 51 hours must be chosen from the following liberal arts and sciences areas: (a) communications; (b) mathematics; (c) natural and/or physical sciences; (d) fine arts and/or humanities; and (e) social sciences. These hours must include:
- A minimum of 9 hours in communications, including a speech course.
- A minimum of 9 hours in mathematics, excluding MAT 1033 and computer courses; only courses with the prefixes MGF, MGT, MAC, and STA qualify for the courses in mathematics.
- A minimum of 9 hours in the natural and/or physical sciences, with a minimum of one associated lab.
- A minimum of 9 hours in the humanities.
- A minimum of 9 hours in the social sciences, including a psychology or human growth and development course.

Upper division coursework (66 hours):

Block 1
IDS 3920 Colloquium (3)
EDF 3076 Diversity of Human Experience (6)
EDF 3216 Professional Studies (6)

Block 2
EDG 3300 Emerging Literacy, Communication & Culture (6)
EEC 3268 Play, Development & Assessment (3)
EEC 4303 Creative & Affective Experiences for Young Children (3)
EEX 4201 Young Children with Special Needs (3)

Block 3
SSE 4314 Social Sciences and Humanities (3)
LAE 4415 Children’s Literature (3)
EEC 4402C Relations Across Family-School-Community (3)
EEX 4510 Infants and Toddlers (3)

Block 4
TSL 4344 Methods, Curriculum & Instructional Effectiveness (3)
EEX 4231 Assessing Progress of Young Children with Disabilities (3)
EEC 4942 Integrated Field Experience-Early Childhood (3)
EEC 4211 Integrated Science and Math for Young Children (3)
EEC 4300 Cognitive Experiences for Young Children (3)

Block 5
EEC 4936 Senior Seminar: Early Childhood (3)
EEC 4940 Internship: Early Childhood (9)

BA Elementary Education
The Bachelor of Arts in Elementary Education is one of the integrated programs. This program of study is designed to prepare students for teaching in Florida’s elementary schools...
In addition to these three education courses, 51 hours must be chosen from the following liberal arts and sciences areas: (a) communications; (b) mathematics; (c) natural and/or physical sciences; (d) fine arts and/or humanities; and (e) social sciences. These hours must include:

- A minimum of 9 hours in communications, including a speech course.
- A minimum of 9 hours in mathematics, excluding MAT 1033 and computer courses; only courses with the prefixes MGF, MGT, MAC, and STA qualify for the courses in mathematics.
- A minimum of 9 hours in the natural and/or physical sciences, with a minimum of one associated lab.
- A minimum of 9 hours in the humanities.
- A minimum of 9 hours in the social sciences, including a psychology or human growth and development course.

**Upper division coursework (66 hours):**

**Block 1**
- IDS 3920 Colloquium (3)
- EDF 3076 Diversity of Human Experience (6)
- EDF 3216 Professional Studies (6)

**Block 2**
- EDG 3300 Emerging Literacy, Communication & Culture (6)
- RED 4313 Literacy Content & Processes (3)
- MAE 4310 Math Content & Processes (3)

One of the following:
- EED 4011 Theories & Practices in Behavior Disorders (3)
- ELD 4011 Theories & Practices in Specific Learning Disabilities (3)
- EMR 4011 Theories & Practices in Mental Retardation (3)

**Block 3**
- SSE 4314 Social Studies & Humanities (3)
- SCE 4310 Science Methods (3)
- EEX 4846 Teaching Students with Mild/Moderate Disabilities (3)

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

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

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**BA Special Education**

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

**Coursework: BA Special Education**

**General education:**

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

**Common prerequisites:**

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

*Must be completed with a minimum grade of C.

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

The Bachelor of Science in Secondary Education program admitted its final group of students in the spring 2000. Students will graduate according to their catalog of entry.

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

The College of Health Professions has the responsibility to:

- Prepare students to assume vital roles as health professionals delivering care in a dynamic, interdisciplinary, and global environment.
- Promote the values of ethical and compassionate care and commitment to lifelong professional development.
- Support student and faculty in scholarly activities that advance the college mission.
- Promote active involvement of faculty and students in service to the community and the profession.
- Foster the career advancement of health professionals.

Administrative Staff and Faculty

Cecilia Rokusek, EdD; Dean, College of Health Professions

Loredana Campanile, MSc; Chair, Department of Occupational Therapy
Carol Davis, PhD; Chair, School of Nursing
Halcyon St. Hill, EdD; Chair, Department of Interdisciplinary Studies
Ellen Williamson, MS; Chair, Department of Physical Therapy
Jo Ann Wilson, PhD; Chair, Department of Clinical Laboratory Science

Rebecca Ali, BSN; nursing
Sharon Bevins, PhD; physical therapy
Tom Bevins, MS; physical therapy
Amy Blake, MS; occupational therapy
David Brown, PhD; clinical laboratory science
Paul A. Burkett, MS; interdisciplinary studies
Cara Calvo, MS; clinical laboratory science
Asif Daya, MS; physical therapy
Pamela Feehan, MS; physical therapy
Joan Glacken, EdD, interdisciplinary studies
Peg Gray-Vickrey, DNS; nursing
Denise Heinemann, DrPH; nursing
Lynda Jack, MS; physical therapy
Barbara Kruse, PhD; nursing
Gloria Laureano, MA; academic advisor
Judith Martin, BS; physical therapy
Ingeborg Mauksch, PhD; nursing
Karen Miles, EdD; nursing endowed chair
Karen Mock, MS; occupational therapy
Douglas Morris, MS; occupational therapy
Gina Musolino, EdD; physical therapy
Anne Nolan, MS; nursing
Henry Ogedegbe, PhD; clinical laboratory science
Regina Payne, EdD; nursing
Marydelle Polk, PhD; nursing
Clifford Renk, PhD; clinical laboratory science
Kathleen Whitcomb, MA; occupational therapy
Programs of Study (Undergraduate Level)

- Bachelor of Science (BS) in Clinical Laboratory Science
- Bachelor of Science (BS) in Health Science
- Bachelor of Science (BS) in Nursing
- Bachelor of Science (BS) in Occupational Therapy
- Certificate in Molecular Biology (post-baccalaureate)
- Certificate in Clinical Laboratory Technology (post-baccalaureate)

Articulation Agreements

Articulation agreements facilitate the transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Students admitted under articulation agreements enter FGCU with upper level status and are classified as juniors. Students who have earned or are intending to earn an associate of arts or an associate of science degree in nursing from Edison Community College, Manatee Community College, or Southwest Florida Community College should contact the CHP head advisor for more information regarding the transfer process. Students who have earned or are intending to earn an associate of arts or associate of science degree in an allied health care profession from Manatee Community College should contact the CHP head advisor for more information regarding the transfer process. Additional articulation agreements are under discussion.

Admission to the College and Degree Program

The baccalaureate degree programs in the College of Health Professions are limited access with selective admissions. Acceptance is highly competitive, and all applicants may not be admitted. The application process involves two separate applications—one to the university and one to a specific department or program in the college. The CHP Supplemental Application for Admission and other materials specified by the respective department must be postmarked to the college by the appropriate application deadline stated below. Only complete applications are considered. Please note that some programs do not admit students every semester.

Application deadline for enrollment in:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Health Science*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Nursing**</td>
<td>Feb 15</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>OT</td>
<td>n/a</td>
<td>Aug 15</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*These departments do not have specific application dead-

lines. Applications are reviewed through the year on a space-available basis.

**Applications submitted after the deadline will be considered on a space-available basis.

Admission to Certificate Programs

The application process for the CHP post-baccalaureate certificate programs in CLS includes (a) submission of a FGCU Non-Degree Enrollment Application (post-baccalaureate) to the Office of Admission, Registration and Records; and (b) submission of a Department of Clinical Laboratory Science Post-Baccalaureate Certification Application to the department, accompanied by official transcripts reflecting the baccalaureate or higher degree(s).

The Department of Clinical Laboratory Science reviews applications to post-baccalaureate certificate programs throughout the year and admits students on a space-available basis. For more information, please contact the Department of Clinical Laboratory Science at (941) 590-7480.

Advising

Academic advising is an integral part of the college learning experience. Refer to the appropriate department student handbook for more information. Elective courses should be selected in consultation with an advisor.

Requirements for the Bachelor of Science Degree - College of Health Professions

- Students must satisfactorily complete all university and program of study requirements for the selected degree. Refer to the specific department catalog section in which the degree is offered.
- Students must complete 36 credit hours of approved general education coursework in the subject areas of communication, mathematics, social science, humanities, and natural science (refer to the General Education section).
- Students must satisfy the following requirements: CLAST, foreign language, and Gordon Rule writing and computation.
- The State of Florida has identified common prerequisites for all university programs. All students entering a particular field of study must complete these courses, and universities must accept and apply the specified courses toward the degree. The common prerequisites should be taken in the first two years of study. Some courses may meet general education requirements, as well as fulfill common prerequisite requirements. The applicable common prerequisites and minimum grade requirements are listed with the information for the degree program.
• Students must complete additional university requirements for the baccalaureate degree, including service learning hours and IDS 3920 University Colloquium. For more information about service learning, please contact a college academic advisor or the EaglesConnect office (www.fgcu.edu/connect/). A complete list of graduation requirements for the baccalaureate degree is available from the individual programs.

**DEPARTMENT OF CLINICAL LABORATORY SCIENCE**

The Department of Clinical Laboratory Science embraces the mission of providing an exemplary education for students to enter or advance existing careers as professionals in the clinical laboratory, research, or molecular environments. Central to the department mission is the commitment to student-centered teaching and learning, advancement of community-partnered curriculum, and service and scholarship in an atmosphere of diversity and respect.

The department’s academic programs are technologically advanced in delivery and practice. Curricula are interdisciplinary, professionally centered, balanced in the basic sciences, and enhanced with progressive clinical practice applications.

The department is committed to providing continued learning opportunities to the professional community and dedicated to educating competent, qualified, and ethical professionals for the regional, state, and national communities of today and tomorrow. Graduates join a dynamic and expanding health profession or embark on additional education in graduate school or professional schools for medicine, veterinary medicine, dentistry, or physical therapy.

**BS Clinical Laboratory Science**

The Bachelor of Science in Clinical Laboratory Science (CLS) 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 prerequisites. Students continue their upper division coursework in the Department of Clinical Laboratory Science. The number of credit hours required to earn the baccalaureate degree depends upon the concentration chosen:

• The CLS program with a concentration in clinical laboratory technology consists of 126 credit hours.

• The CLS program with a concentration in articulated clinical laboratory technology consists of 122-124 credit hours.

• The CLS program with a concentration in biotechnology/pre-professional/pre-physical therapy consists of 120 hours.

The clinical laboratory technology concentration is designed for students who seek a baccalaureate degree and national certification as a clinical laboratoryian (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; the curriculum may also be taken on a part-time basis. The curriculum emphasizes clinical medicine in integrated clinical laboratory science courses that utilize the technological innovations at FGCU. Clinical experience is integrated throughout the curriculum through enhanced clinical experiences. The program culminates in on-site clinical practice developed and delivered in cooperation with the clinical laboratory science community of Southwest Florida.

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

The biotechnology/pre-professional/pre-physical therapy concentration is designed for students who seek a baccalaureate degree with an emphasis in clinical molecular biology. The curriculum meets pre-professional requirements and integrates a molecular biology core with a medical emphasis. The curriculum serves as a solid preparation for medical, dental, veterinary, physical therapy, and graduate schools. The program emphasizes an inquiry-based curriculum that incorporates research methodology used in basic and clinical research. Practicum experiences may be conducted at a biotechnology industry, clinical molecular diagnostic laboratory, research facility, or other clinical areas.
Admission to the program. The Department of Clinical Laboratory Science does not have specific application deadlines; applications are reviewed throughout the year and students are admitted on a space-available basis.

The BS in Clinical Laboratory Science 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. 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.
- Submission of a completed College of Health Professions/Clinical Laboratory Science supplemental application.
- Completion of all common prerequisites for clinical laboratory science with a minimum grade of C- in each course.

Applicants with uncompleted lower division coursework at the time of application must provide assurance that all common prerequisites will be completed prior to the specified enrollment date. Such applicants must document the courses completed, courses in progress (via official registration document), and applicant's plan for completing any remaining courses. If selected for admission, applicants must submit official documentation (e.g., transcripts, original grade reports) attesting to successful completion of all courses prior to the first class day of the semester in which accepted. If prerequisites cannot be met before admission, please seek provisional admission approval from the department chair.

Advising. A program faculty advisor assists students in preparing an academic plan that incorporates university and program graduation requirements. A minimum grade of C is required in all IHS core courses and courses required for the CLS major and concentration.

Program accreditation. Preliminary approval for accreditation by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) has been obtained. Full accreditation is pending.

Coursework: BS Clinical Laboratory Science

General education:
Students are expected to complete 36 hours of approved general education coursework during the first two years of attendance (see the General Education section). Some coursework can be used to satisfy both general education and common prerequisite requirements. Pre-physical therapy students should include a course in introductory/general psychology as part of their general education program.

Common prerequisites:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC xxx/xxxxL</td>
<td>General Biology w/Lab</td>
</tr>
<tr>
<td>BSC xxx/xxxxL</td>
<td>Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td>BSC xxx/xxxxL</td>
<td>Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td>CHM xxx/xxxxL</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHM xxx/xxxxL</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>CHM xxx/xxxxL</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CHM xxx/xxxxL</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>MCB xxx/xxxxL</td>
<td>Microbiology w/Lab</td>
</tr>
<tr>
<td>STA xxxx</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

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

Health professions common core (15 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHS 3101</td>
<td>Foundations &amp; Dynamics of Health Services Delivery</td>
</tr>
<tr>
<td>IHS 3203</td>
<td>Dynamics of Organizational Mgmt for Health Services Organizations</td>
</tr>
<tr>
<td>IHS 4504</td>
<td>Research Methods &amp; Applications to Health Care Systems</td>
</tr>
<tr>
<td>IHS 4938</td>
<td>CHP Senior Seminar</td>
</tr>
<tr>
<td>IDS 3920</td>
<td>University Colloquium</td>
</tr>
</tbody>
</table>

Required courses for the CLS major (12 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCB 3063C</td>
<td>Genetics</td>
</tr>
<tr>
<td>BCH 3023C</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>MLS 4191C</td>
<td>Molecular Diagnostics</td>
</tr>
<tr>
<td>MCB 4203C</td>
<td>Pathogenic Microbiology</td>
</tr>
</tbody>
</table>

Plus the following coursework specific to the chosen CLS concentration (33-39 hours):

Clinical Laboratory Technology (39 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLS 3038C</td>
<td>Essentials of Clinical Lab Science</td>
</tr>
<tr>
<td>PCB 4233C</td>
<td>Immunology</td>
</tr>
<tr>
<td>MLS 4308C</td>
<td>Hematology/Hemostasis</td>
</tr>
<tr>
<td>MLS 4506C</td>
<td>Clinical Immunology</td>
</tr>
<tr>
<td>MLS 3220C</td>
<td>Biological Fluid Analysis</td>
</tr>
<tr>
<td>MCB 4507C</td>
<td>Virology/Mycology/Parasitology</td>
</tr>
<tr>
<td>MLS 4625C</td>
<td>Clinical Biochemistry</td>
</tr>
<tr>
<td>MLS 4550C</td>
<td>Immunohematology &amp; Transfusion Practice</td>
</tr>
<tr>
<td>MLS 4824C</td>
<td>Clinical Enrichment</td>
</tr>
<tr>
<td>MLS 4821C</td>
<td>Clinical Microbiology Practicum</td>
</tr>
<tr>
<td>MLS 4822C</td>
<td>Clinical Hematology/Hemostasis Practicum</td>
</tr>
<tr>
<td>MLS 4820C</td>
<td>Clinical Biochemistry Practicum</td>
</tr>
<tr>
<td>MLS 4823C</td>
<td>Clinical Immunohematology Practicum</td>
</tr>
<tr>
<td>MLS 4826C</td>
<td>Clinical Immunology Practicum</td>
</tr>
</tbody>
</table>
Articulated Clinical Laboratory Technology (35-37 hours)

MLS 3038C Essentials of Clinical Lab Science (3)
MLS 4308C Hematology/Hemostasis (3)
MLS 4506C Clinical Immunology (2)
MLS 3220C Biological Fluid Analysis (2)
MCB 4507C Virology/Mycology/Parasitology (3)
MLS 4625C Clinical Biochemistry (3)
MLS 4550C Immunohematology and Transfusion Practice (3)
MLS 4824C Clinical Enrichment (1,1,1)**
MLS 4821C Clinical Microbiology Practicum (3)
MLS 4822C Clinical Hematology/Hemostasis Practicum (3)
MLS 4820C Clinical Biochemistry Practicum (3)
MLS 4823C Clinical Immunohematology Practicum (3)
MLS 4826C Clinical Immunology Practicum (2)
MLS 4150 Case Studies in Clinical Laboratory Science (1)

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

Biotechnology/Pre-Professional/Pre-Physical Therapy (33 hours)

PCB 4233C Immunology (3)
PHY 2053C College Physics I (4)
PHY 2054C College Physics II (4)
PCB 3134C Cell Biology (3)
PCB 4523C Molecular Genetics (3)
MLS 4911L Research in Molecular Diagnostics (4)

Plus 12 hours of approved elective coursework.

*Pre-physical therapy students should include a course in developmental psychology.

Certificate in Molecular Biology

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

Prerequisites:
General biology I & II or equivalent.
General chemistry I & II or equivalent.
Organic chemistry I & II or equivalent.
One semester of biochemistry or equivalent.

Coursework (43 hours):
BCH 3023C Biochemistry (3)
MLS 4191C Molecular Diagnostics (3)
MLS 3038C Essentials of Clinical Lab Science (3)
MLS 4308C Hematology/Hemostasis (3)
MLS 4506C Clinical Immunology (2)
MCB 4203C Pathogenic Microbiology (3)
MLS 3220C Biological Fluid Analysis (2)
MCB 4507C Virology/Mycology/Parasitology (3)

Certificate in Clinical Laboratory Technology

This post-baccalaureate certificate program is designed for students with baccalaureate degrees in the chemical or biological sciences who seek licensure/certification in clinical laboratory science. Individuals completing the program are prepared to work in the clinical laboratory areas of chemistry, microbiology, immunohematology, hematology, and immunology. The curriculum emphasizes clinical medicine in integrated clinical laboratory science courses that utilize the technological innovations of FGCU. Clinical experience is integrated throughout the curriculum. The program culminates with on-site clinical practice developed and delivered in cooperation with the clinical laboratory science community of Southwest Florida.

Full-time students can complete the curriculum in three semesters or the curriculum may be undertaken on a part-time basis. The program requires a minimum of 43 credit hours. Upon completion of the program, students are eligible to sit for the national certification examination at the technologist level by the American Society for Clinical Pathologists and the National Certification Agency and the State of Florida technologist licensure examination by the Florida Board of Clinical Laboratory Personnel.

Coursework (43 hours):
BCH 3023C Biochemistry (3)
MLS 4191C Molecular Diagnostics (3)
MLS 3038C Essentials of Clinical Lab Science (3)
MLS 4308C Hematology/Hemostasis (3)
MLS 4506C Clinical Immunology (2)
MCB 4203C Pathogenic Microbiology (3)
MLS 3220C Biological Fluid Analysis (2)
MCB 4507C Virology/Mycology/Parasitology (3)
MLS 4625C  Clinical Biochemistry (3)
MLS 4550C  Immunohematology & Transfusion Practice (3)
MLS 4821C  Clinical Microbiology Practicum (3)
MLS 4822C  Clinical Hematology/Hemostasis Practicum (3)
MLS 4820C  Clinical Biochemistry Practicum (3)
MLS 4823C  Clinical Immunohematology Practicum (3)
MLS 4826C  Clinical Immunology Practicum (2)
MLS 4150  Case Studies in Clinical Lab Science (1)

**DEPARTMENT OF INTERDISCIPLINARY STUDIES**

The Department of Interdisciplinary Studies mission emerges from, and is congruent with the missions of college and the university. 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.

The department offers the Bachelor of Science in Health Science degree and the Master of Science in Health Science degree with concentrations or specialties in areas in health professions education, health professions practice, and health services administration. The gerontology concentration is offered at the master’s level. Certificate programs in gerontology and health services administration (see Graduate section), as well as continuing education programs for health professions, are offered through the department.

**BS Health Science**

The interdisciplinary Bachelor of Science in Health Science program is designed to provide career advancement opportunities for entry level health profession practitioners and for individuals who seek careers in health care areas relevant to this degree such as health services administration, marketing, and sales. The program is also recommended for students who are interested in a health profession that requires a master of science at the entry level, such as physical therapy.

Coursework for this degree program is offered on campus and/or by distance learning. The curriculum includes interdisciplinary core courses based on generic health care professional competencies, health science core courses, courses specific to career goals and a selected area of specialization (concentration), and an interdisciplinary senior seminar.

Three concentrations (areas of specialization) are available within the BS Health Science program: (a) health services administration, (b) health professions education, and (c) health professions practice.

The health services administration concentration is designed for those who aspire to positions in health services administration.

The health profession education concentration is designed for those who aspire to positions in health professions education. An associate’s degree in a health profession and possession of or eligibility for license, certification, and/or registration in a health profession are required for admission into this concentration.

The health professions practice concentration is designed for those who wish to advance in the practice area. An associate's degree in a health profession and possession of or eligibility for license, certification, and/or registration in a health profession are required for admission into this concentration.

**Articulation agreements.** Articulation agreements facilitate the transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Students admitted under articulation agreements enter FGCU. Students who have earned or are intending to earn an associate of arts or associate of science degree in an allied health care profession from Manatee Community College should contact the CHP head advisor for more information regarding the transfer process. Additional articulation agreements are under discussion.

**Admission to the program.** Admission criteria for the health science program include:

- Submission of a State University System (SUS) common application for admission, and satisfaction of all applicable university admission requirements.
- Minimum score of 550 on TOEFL for international students who speak English as a second language.
- Submission of a completed College of Health Professions supplemental application, including an essay statement of goals and a portfolio. Instructions are included in the application packet.

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

Advising. A program faculty advisor assists students in preparing an academic plan that incorporates university and program graduation requirements. A minimum grade of C is required in all IHS core courses and courses required for the health science major and concentration.

Coursework: BS Health Science

Common prerequisites:
The health professions education concentration and the health professions practice concentration require an associate’s degree in a health profession practitioner content area and possession of, or eligibility for licensure, certification, or registration in a health profession.

The health services administration concentration does not require an associate’s degree in a health professions practitioner content area and possession of or eligibility for licensure, certification, or registration in a health profession.

Health professions common core (15 hours):
- IHS 3101 Foundations & Dynamics of Health Services Delivery (3)
- IHS 3203 Dynamics of Organizational Mgmt for Health Services Organizations (3)
- IHS 4504 Research Methods & Applications to Health Care Systems (3)
- IHS 4938 CHP Senior Seminar (3)
- IDS 3920 University Colloquium (3)

Required courses for the major (27 hours):
- HSA 3117 Principles of Health Services Administration (3)
- HSA 3184 Leadership and Supervision in Health Services Organizations (3)
- HSA 4170 Models of Financial Management in Health Care (3)
- HSA 4185 Human Resource Management in Health Services Organizations (3)
- HSC 3243 Teaching and Learning in the Health Professions (3)
- HSC 3032 Introduction to Health Professions Practice (4)
- HSC 3720 Health Perspectives and Assessment in Health Professions Practice (4)
- HSC 4736 Health Professions Practice Correlation (2)
- HSC 4906 Directed Study in Health Professions Practice I (2)

Plus the following coursework specific to the chosen health science concentration (18 hours):

Health Services Administration
The coursework in Group 1 or Group 2 (see an academic advisor):

Group 1
- HSC 3231 Client Education in Health Care (3)
- HSC 4007 Accreditation for the Health Professions Educator (3)
- HSC 4250 Task Analysis & Curriculum Development in the Health Professions (3)

Or Group 2
- HSA 4191 Health Care Information Systems (3)
- HSA 4500 Epidemiology (3)
- HSA 4503 Risk Management in Health Services (3)

Plus the following course:
- HSA 4817 Practicum in Health Services Administration (3)

Plus 6 hours of elective coursework from the following:
- HSA 4222 Long Term Care Administration (3)
- HSA 4503 Risk Management in Health Services (3)
- HSA 4901 Directed Study in Health Services Administration (3)
- HSA 4931* Topics in Health Services Admin (3)
- HSC 4191 Health Care Information Systems (3)
- HSC 4729** Statistical Methods for Health Care (3)
- FIN 3240 Money, Markets, & Mgmt of Finance (3)
- MAN 3025 Behavioral Management (3)
- MAN 3522 Total Quality Management (3)
- MAN 4280 Org Development & Change (3)
- MAR 3023 Introduction to Marketing (3)
- NUR 3935 Nursing Elective (3)

Or other approved elective coursework.

Health Professions Education
The coursework in Group 1 or Group 2 (see an academic advisor):

Group 1
- HSC 3231 Client Education in Health Care (3)
- HSC 4007 Accreditation for the Health Professions Educator (3)
- HSC 4250 Task Analysis & Curriculum Development in the Health Professions (3)
- HSC 4818 Practicum in Health Professions Education (3)

Plus 6 hours of elective coursework from the following:
- 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 (2-3)

Or other approved elective coursework.
**Health Professions Practice**

- HSC 3231 Client Education in Health Care (3)
- HSC 4007 Accreditation for the Health Professions Educator (3)
- HSC 4250 Task Analysis & Curriculum Develop in the Health Professions (3)
- HSC 4819 Practicum in Health Professions Practice (3)

Plus 6 hours of elective coursework from the following:

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

Or other approved elective coursework.

*May be repeated under various topics.

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

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**SCHOOL OF NURSING**

The mission of the School of Nursing evolves from and is consistent with the missions and goals of the university and the college. The pivotal charge is to offer an innovative, exemplary, community partnered, and student focused program leading to a Bachelor of Science in Nursing degree. Students are prepared as caring scholar clinicians for professional nursing practice in contemporary health care settings. Interdisciplinary and discipline-specific knowledge, competencies, and practice opportunities prepare graduates to assume vital roles within an evolving 21st century health care delivery system.

The nursing curriculum, as a plan for learning, emphasizes nontraditional teaching and learning; student-centeredness; cultural sensitivity; interdisciplinary teaming; community partnerships; environmental preservation; and aesthetic sensibility. Commitment to student centered learning and advancement of a community-partnered curriculum are central to the department’s mission. Flexible scheduling, including evenings and weekends, and distributed learning, including a wide variety of distance learning methods, affirm the pledge of student learning at a distance. Partnering with community affiliates to meet regional community needs for leadership in solving health care problems, for professional nurse scholar clinicians, and for advanced continuing education offerings assure a dynamic and forward thinking program. The School of Nursing is resolved that graduates participate as a caring, compassionate, and humanizing force within a technologically sophisticated, cure-oriented health care world.

**BS Nursing**

The Bachelor of Science in Nursing program is designed to prepare caring scholar clinicians for professional practice in contemporary health care settings. Graduates are prepared to assume vital roles in the improvement of the health care system. State-mandated common prerequisites for nursing form the foundation of study for the major. The community partnered, 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.

**Articulation agreements.** Articulation agreements facilitate the transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Students admitted under articulation agreements enter FGCU with upper level status and are classified as juniors. Students who have earned or are intending to earn an associate of arts or an associate of science degree in nursing from Edison Community College, Manatee Community College, or Southwest Florida Community College should contact the CHP head advisor for more information regarding the transfer process. Additional articulation agreements are under discussion.

**Admission to the program.** The BS Nursing program at FGCU is designated by the Florida Board of Regents as limited access. This means that applicants must meet departmental admissions criteria as well as university admissions criteria. It also means that the selection process is competitive and that all qualified applicants may not be admitted into the program. Admission criteria include:

- Submission of a State University System (SUS) common application for admission and satisfaction of all applicable university admission requirements.
- Completion of all state mandated common prerequisites for nursing, with a grade of C or higher, prior to end of summer semester of the year in which application is made. Applicants must document courses completed, courses in progress (via official registration document), and plan for completing remaining courses. If selected for admission, applicants are required to submit official documentation (e.g., transcripts, original grade reports) attesting to successful completion of all courses prior to the first class day of semester in which accepted.
- Either a minimum cumulative grade point average of 2.75 or a minimum grade point average of 2.75 for the most recent 30 (+/-) college credit hours.
- Submission of a completed College of Health Professions supplemental application, including the School of Nursing portfolio.
- RN and LPN applicants must provide evidence of licensure as a RN or LPN in the State of Florida by August 15 of the year in which application is made.
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.

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

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

- Completion of 124 credit hours, including 64 credit hours of upper division coursework.
- Completion of all required nursing (NUR) and College of Health Professions Core (IHS) courses with a minimum grade of C (61 credits).
- Completion of professional portfolio.
- Satisfactory completion of NCLEX-RN Preparation Program.

Program accreditation. The baccalaureate nursing program is fully approved by the Florida Board of Nursing (4080 Woodcock Drive, Suite 202, Jacksonville, FL 32207; telephone number 904-858-6940, ext. 108) and fully accredited by the National League for Nursing Accrediting Commission [NLNAC] (61 Broadway, New York, NY 10006: telephone number 1-800-669-9656, ext. 153).

Credit hour policy. The School of Nursing policy is congruent with that of the university in regard to credit hour allocation: one semester hour of credit is awarded for one 50-minute clock hour of classroom instruction a week. For one semester hour of credit in nursing practice courses (courses with an L or C designation), three clock hours of participation in a practice or laboratory setting is required by the School of Nursing. In nursing seminar courses, for each hour of credit, there are two clock hours of class.

Coursework: BS Nursing

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

Common prerequisite:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BSC x085C</td>
<td>Human Anatomy &amp; Physiology I</td>
</tr>
<tr>
<td></td>
<td>(or any human anatomy &amp; physiology I course or human anatomy) (3-4)</td>
</tr>
<tr>
<td></td>
<td>BSC 1085C</td>
</tr>
<tr>
<td>BSC x086C</td>
<td>Human Anatomy &amp; Physiology II</td>
</tr>
<tr>
<td></td>
<td>(or any human anatomy &amp; physiology II course or human physiology) (3-4)</td>
</tr>
<tr>
<td></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 (4-6) 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 (3)</td>
</tr>
<tr>
<td>HUN x201</td>
<td>Or NUR 1192 or any human nutrition course (3)</td>
</tr>
<tr>
<td>MCB x010C</td>
<td>Microbiology w/lab (or any microbiology w/lab course) (4) MCB 2010C or MCB 3020C</td>
</tr>
<tr>
<td>PSY x012</td>
<td>General Psychology or any general psychology course (3) PSY 2012</td>
</tr>
<tr>
<td>STA x014</td>
<td>Statistics or any statistics course (3) STA 2023 or STA 2037</td>
</tr>
<tr>
<td>SYG x000</td>
<td>Introduction to Sociology or any introduction to sociology course (3) SYG 2000</td>
</tr>
</tbody>
</table>

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

Health professions common core (15 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHS 3101</td>
<td>Foundations &amp; Dynamics of Health Services Delivery (3)</td>
</tr>
<tr>
<td>IHS 3203</td>
<td>Dynamics of Organizational Mgmt for Health Services Organizations (3)</td>
</tr>
<tr>
<td>IHS 4504</td>
<td>Research Methods &amp; Applications to Health Care Systems (3)</td>
</tr>
<tr>
<td>IHS 4938</td>
<td>CHP Senior Seminar (3)</td>
</tr>
<tr>
<td>IDS 3920</td>
<td>University Colloquium (3)</td>
</tr>
</tbody>
</table>

99
Coursework for the nursing major (49 hours):

NUR 3125  Physiological Responses to Alterations in Health (3)
NUR 3145  Chemical, Herbal, & Nutritional Therapies (2)
NUR 3065C Health Assessment: Basis for Professional Practice (4)
NUR 3046C Population Based Care: Rural Cultural (3)
NUR 3465C Population Based Care: Special Populations (5)
NUR 3828  Caring Scholar Clinician I (1)
NUR 4756C Population Based Care: Vulnerable Populations (5)
NUR 4825  Caring Scholar Clinician II (1)
NUR 4826C Issues Based Care (5)
NUR 4767C Crisis Based Care (5)
NUR 4636C Community Partnered Care (4)
NUR 4837L Nursing: Challenging the Present, Shaping the Future (2)
NUR 4948L Practice Elective (3)
NUR 3935  Nursing Elective (3)

Plus 3 hours of approved elective coursework.

DEPARTMENT OF OCCUPATIONAL THERAPY

The mission of the Department of Occupational Therapy is to provide an exceptional educational opportunity for students who will be the entry-level occupational therapy professionals of the future. The Department of Occupational Therapy is committed to a diverse student population and provides equal opportunity to all students who wish to pursue a career in occupational therapy.

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

BS Occupational Therapy

The Bachelor of Science in Occupational Therapy curriculum includes 128 semester credit hours; 60 semester credit hours of lower division coursework and prerequisites, and 68 semester credit hours of upper division coursework. Twenty-four weeks of full-time fieldwork experience (Level II Fieldwork), with no guaranteed remuneration, must be completed. The academic component of this program may be completed on a full-time or part-time basis, with faculty approval.

The occupational therapy curriculum is student-focused, with an emphasis on self-directed learning, interdisciplinary collaboration, and community-based fieldwork experiences. Alternative and technological teaching methods stress client-centered therapy practice, critical thinking, and professional competencies that provide the framework for lifelong learning, research, and compliance to ethical standards of practice. The curriculum defines the current role of the occupational therapist working with diverse populations and challenges students to be proactive to the needs of consumers and the changes in health care delivery. Awareness of cultural diversity and individual needs are emphasized in the curriculum in order to enhance the client-therapist relationship, and to teach students to be better informed, responsible, and caring citizens.

Admission to the program. Students with no previous occupational therapy experience (e.g., students with associate of arts degrees and appropriate coursework), or students who are certified occupational therapy assistants (i.e., graduates of an occupational therapy assistant programs with associate’s degrees and state licensure as occupational therapy assistants) may be considered for this program. An occupational therapy faculty advisor assists students in preparing an academic plan that incorporates university and program requirements that must be fulfilled prior to graduation.

The BS in Occupational Therapy degree program at FGCU has been designated by the Florida Board of Regents as limited access. This means that applicants must meet departmental admissions criteria as well as university admissions criteria. It also means that the selection process is competitive and that all qualified applicants may not be admitted into the program. Students who have satisfied all admissions criteria prior to the application deadline will receive priority consideration.

Students who are completing coursework at the time of application may be considered on a space available basis. Only two of the common prerequisite courses can be completed in the semester prior to admission. Students who have not completed all required coursework at the time of application must include, with the application packet, official documentation of enrollment in the course(s) and a written plan for completion of the course(s). A final transcript or original grade report documenting successful completion of the course(s) must be submitted to the department chair prior to the first day of class. Admission criteria include:

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

- Completion of 60 semester credit hours of coursework with a minimum grade point average of 3.0 calculated on the most recent 60 college semester credit hours.
- Submission of a College of Health Professions supplemental application form.
- Submission of a Department of Occupational Therapy admissions portfolio. Instructions are included in the application packet.
- Completion of 100 hours of volunteer or paid work in two different health care settings, with a minimum of 30 hours in a setting. Occupational therapy settings must have supervision and evaluation by a registered occupational therapist or certified occupational therapy assistant.

It is anticipated that application packets will be available March 15. Application materials must be postmarked to the college no later than August 15 in order to be considered for admission into the occupational therapy program that begins spring semester, January 2001.

**Advising.** A program faculty advisor assists students in preparing an academic plan that incorporates university and program graduation requirements. A minimum grade of C is required in all IHS core courses and courses required for the occupational therapy major.

**Program accreditation.** The Bachelor of Science in Occupational Therapy at Florida Gulf Coast University has been granted a Letter of Review by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220, (301) 652-AOTA. Once accreditation of the program has been obtained, graduates of the FGCU Bachelor of Science in Occupational Therapy will be eligible to take the Certification Examination for Occupational Therapist Registered OTR, administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this examination, the individual will be an Occupational Therapist Registered OTR. Most states require licensure in order to practice; however, most state licenses are issued based on the results of the NBCOT Certification Examination.

The on-site accreditation evaluation was held in February 2000. The program will receive final notification of accreditation status in May 2000.

The Accreditation Council for Occupational Therapy Education (ACOTE) unanimously voted at its August 1999 meeting to adopt a motion stating that "Only post-baccalaureate occupational therapy degree programs will be eligible to receive or maintain ACOTE accreditation status as of January 1, 2007."

As a result of this motion, FGCU plans to replace the current baccalaureate level occupational therapy program with a master’s level program prior to January 1, 2007. Students interested in enrolling in an occupational therapy degree program should contact the College of Health Professions advisor or the Department of Occupational Therapy for further information.

## Coursework: BS Occupational Therapy

### General education:

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

### Common prerequisites:

- **BSC x010/x010L**  
  Any biology w/lab (4)
  
  **BSC 1010C**

- **BSC x085/x085L**  
  Any human anatomy & physiology I w/lab (4)
  
  **BSC 2085C**

- **BSC x086/x086L**  
  Any human anatomy & physiology II w/lab (4)
  
  **BSC 2086C**

- **PHY x024/x024L**  
  Any introductory general physics with lab (4)
  
  **PHY 2048C or PHY 2053C**

- **CHM x045**  
  Any general chemistry (3)
  
  **CHM 1045C**

- **STA x023**  
  Statistics or any introductory statistics (3)
  
  **STA 2023**

- **PSY x012**  
  Any introductory general psychology (3)
  
  **PSY 2012**

- **DEP 2004**  
  Any lifespan human development course—must include infant, child, adolescent, adult & aging (3)
  
  **DEP 2004**

- **SYG xxxx**  
  Sociology course or ANT xxxx anthropology course (3)
  
  **SYG 2000 or ANT 2000**

- **XXX xxxx**  
  Any abnormal psychology (3)
  
  **CLP 3144**

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

### Health professions common core (15 hours):

- **IHS 3101**  
  Foundations & Dynamics of Health Services Delivery (3)

- **IHS 3203**  
  Dynamics of Organizational Mgmt for Health Services Organizations (3)

- **IHS 4504**  
  Research Methods & Applications to Health Care Systems (3)
IHS 4938  CHP Senior Seminar (3)
IDS 3920  University Colloquium (3)

Coursework for the occupational therapy major
(53 hours):
NUR 3125  Physiological Responses to Alterations in Health (3)
OTH 3000  Defining Occupational Therapy (2)
OTH 3012C  Dynamics of Communication (3)
OTH 3220C  Identification of Occupational Performance Issues (3)
OTH 3016  Theoretical Approaches: Selection & Application (2)
OTH 3413C  Applied Kinesiology (3)
OTH 3414C  Gross Human Anatomy (4)
OTH 3429C  Neuroanatomy of the Human Central Nervous System (3)
OTH 4224C  Assessment of Occupational Performance Components: Part I (3)
OTH 4225C  Assessment of Occupational Performance Components: Part II (3)
OTH 4230  Action Plan: Evaluation to Outcomes (2)
OTH 4845  Fieldwork Level II (7 weeks) (3)
OTH 4232C  Implementation & Evaluation (6)
OTH 4109C  Assistive Technologies & Strategies for Functional Living (2)
OTH 4846  Fieldwork Level II (8 weeks) (3)
OTH 4847  Fieldwork Level II (9 weeks) (3)
OTH 4932  Special Topics (2)
PHT 4146*  Lifespan Development Across Domains (3)

*The course PHT 4146 Lifespan Development Across Domains may no longer be offered as of spring 2001. If that occurs, students in the occupational therapy program will be asked to register for an OTH xxxx course (number not yet assigned), which will replace PHT 4146.
Undergraduate Programs

(941) 590-7820

http://spss.fgcu.edu/

Vision

The School of Public and Social Services at Florida Gulf Coast University offers baccalaureate degree programs in specialized career and professional fields. The school also offers programs and projects that meet the lifelong professional development needs of practitioners. In the pursuit of this educational goal, the School of Public and Social Services prepares professionals in the fields of criminal justice and human services. The faculty recognize the changing climate of public and social services, link learning to the community and client needs, and recognize diversity in culture and environment.

Mission

The School of Public and Social Services is committed to the training and development of broad-based innovative professionals in the disciplines of social work, criminal justice, human services, and public administration. Recognizing the rapidly changing environment in which public and social services are delivered, the school’s curricula are developed within the context of praxis—lifelong public service and professional development which links theory, technology, and professional practice. All programs in the school link the learning experiences of the students to the needs of the community-based agencies and the clients that they serve.

Goals

- Preparing professionals to be responsive to the changing needs and challenges facing public and social agencies.
- Developing an understanding of the multicultural context in which public and human services programs are delivered.
- Developing multidisciplinary strategies that are client based.
- Developing frameworks and standards that incorporate the ethical implications of the use of discretionary authority.
- Developing the ability to use multiple approaches to problem solving.
- Developing the tools for life-long growth and professional development.
- Developing an awareness of the political and social context in which public and social services are delivered.
- Integrating multiple technologies into the learning environment.
- Developing comprehensive field-based experiences that are linked to individual and community growth and development.

Administrative Staff and Faculty

John McGaha, PhD; Director, School of Public and Social Services
Pamella Seay, JD; Chair, Division of Criminal Justice
Robert W. Walsh, PhD; Chair, Division of Public Administration
Patricia A. Washington, PhD; Chair, Division of Social Work and Human Services
Gary Lounsberry, PhD; Coordinator, Division of Human Services
Jeffrie Jinian, BA; Academic Advisor, School of Public and Social Services
Joanne Hartke, MS; Director, Institute of Government
Peggy Bradley, MEd; Director, Extension Services and Distance Learning, School of Public and Social Services

Tony Barringer, EdD; criminal justice
Jim Chambers, PhD; public administration
Amanda Goff, MSW; social work and human services
Roger Green, PhD; public administration
Tom Jordan, PhD; criminal justice
Judith Lee, DSW; social work and human services
Myra Marcus, DSW; social work and human services
Gary Mayfield, PhD; social work and human services
Sherri Smith, PhD; criminal justice
Mary Ann Zager, PhD; criminal justice

Programs of Study (Undergraduate Level)

- Bachelor of Science (BS) in Criminal Justice
- Bachelor of Science (BS) in Human Services

Articulation Agreements

Articulation agreements facilitate the transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Articulation agreements are in place for both the BS Criminal Justice program and the BS Human Services program (see program descriptions).
Admission to the School

Admission to the School of Public and Social Services is open to all students who have been accepted to Florida Gulf Coast University, are in good standing, and have completed the common prerequisites with a grade of C or higher.

Advising

The role of the academic advisor is to provide the student with a course of study in his or her desired discipline. This process begins with orientation and ends with individual counseling for meeting graduation requirements. Advising is provided via the Internet for our students in the distance learning programs. The advisor also provides information for our students in the extension programs off campus and tracks them through their course of study. The academic advisor for the School of Public and Social Services can be reached at (941) 590-7760.

Requirements for the Bachelor of Science Degree — School of Public and Social Services

- Students must satisfactorily complete a minimum of 120 credit hours, including at least 48 upper division hours (courses numbered 3000 and higher) and 36 hours of approved general education coursework in the subject areas of communication, mathematics, social science, humanities, and natural science (refer to General Education section).
- Students must satisfy the following requirements: CLAST, foreign language, and Gordon Rule writing and computation.
- The State of Florida has identified common prerequisites for all university programs. All students entering a particular field of study must complete these courses, and universities must accept and apply the specified courses toward the degree. The common prerequisites should be taken in the first two years of study. Some courses may meet general education requirements, as well as fulfill common prerequisite requirements. Common prerequisites for School of Public and Social Services programs must be completed with a grade of C or higher prior to beginning upper level coursework in the program. The applicable common prerequisites are listed with the information for the degree program.
- Students must complete coursework in the degree program with a minimum GPA of 2.0.
- Students must complete additional university requirements for the baccalaureate degree, including service learning hours and IDS 3920 University Colloquium. For more information about service learning, please contact a college academic advisor or the EaglesConnect office (www.fgcu.edu/connect/).

PROGRAMS AND CURRICULA

BS Criminal Justice

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

The Division of Criminal Justice is dedicated to meeting the following goals:

- Meeting the needs of students and helping them succeed.
- Providing quality by ensuring that qualified faculty are involved with community organizations.
- Supporting an advisory board comprised of criminal justice professionals.
- Developing marketing and outreach programs to meet the needs of the community.
- Providing flexibility and accessibility in the criminal justice course of study.
- Encouraging collaboration among school, university, local, and international communities.

Certificate Tracks. By selecting from a defined list of elective courses, students can focus their studies on any of the following topics: corrections, cultural diversity, juvenile justice, law enforcement, legal studies, international justice, or management/ administration. Upon successful completion of the defined track electives, the student will receive a certificate of completion. It is not necessary to be a criminal justice major to participate in the certificate track program. See the school academic advisor for information and lists of courses.

Flex Credit. The flex credit option provides professional persons with life experience in the field of criminal justice an opportunity to earn up to 18 credit hours based on their knowledge, professional training, and background. Any person (certified or civilian) who has worked in the field of criminal justice for five years or more and has completed 60 semester hours from an accredited or approved college or university is eligible to participate. See the school academic advisor for information.
Articulation agreements. Articulation agreements facilitate the transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Students admitted under articulation agreements enter FGCU with upper level status and are classified as juniors. Students who have earned or are intending to earn an associate of science degree in criminal justice or legal assisting from Edison Community College should contact a School of Public and Social Services academic advisor for more information regarding the transfer process.

National partnerships and agreements. The Division of Criminal Justice has several outstanding partnerships and agreements with organizations throughout the state. These include an informal partnership with St. Petersburg Junior College and the Florida Department of Corrections to bring the bachelor of science degree via distance to the employees of the Department of Corrections. In addition, the division has a formal partnership with the National Institute of Ethics (NIE) to deliver a Certification of Ethics via the Internet to professionals in the field of criminal justice.

International partnerships. The Division of Criminal Justice maintains several partnerships in the international community. These include an ongoing relationship with Tsinghua University in Beijing, China, and Universidad Autonoma De Yucatan in Merida, Yucatan, Mexico.

Degree through distance learning. The BS degree in Criminal Justice is available through distance learning via the Internet. Students with an AA or AS degree may enroll in the upper division portion of this program (60 credit hours) via distance learning. See the school academic advisor for information.

Coursework: BS Criminal Justice

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

Common prerequisites:
There are no common prerequisites for this program.

Criminal justice core (27 hours):
CCJ 3024 C J Systems and Processes (3)
CCJ 3610 Theories of Criminal Behavior (3)
CCJ 3701 Research Methods in Criminal Justice (3)
CCJ 4292 Courts and Legal Issues (3)
CCJ 4450 Leadership and Management in CJ (3)
CCJ 4487 Ethics in the Criminal Justice System (3)
CCJ 4940 Internship (3)
CCJ 4934 Senior Seminar in Criminal Justice (3)
IDS 3920 University Colloquium (3)

Elective coursework from the following criminal justice courses (12 hours):
CCJ 3340 Methods of Offender Treatment (3)
CCJ 3468 Crisis Intervention (3)
CCJ 3506 Juvenile Delinquency (3)
CCJ 3653 Drugs, Alcohol and Crime (3)
CCJ 3666 Victimology (3)
CCJ 4110 Law Enforcement (3)
CCJ 4121 Crime Prevention (3)
CCJ 4215 Constitutional Criminal Law (3)
CCJ 4282 Legal Issues in Corrections (3)
CCJ 4284 Law and Social Control (3)
CCJ 4306 American Corrections (3)
CCJ 4331 Alternatives to Incarceration (3)
CCJ 4501 Juvenile Justice System (3)
CCJ 4601 Human Behavior (3)
CCJ 4630 Comparative Justice (3)
CCJ 4663 Female Crime (3)
CCJ 4662 Minorities and Crime (3)
CCJ 4681 Domestic Violence (3)
CCJ 4933 Special Topics in CJ (3)
CCJ 4940 Internship (1-3)
CCJ 4957 CJ Study Tour Abroad (3)
CCJ 4910 Independent Research (3)

Additional elective coursework (21 hours):
Consult with the school academic advisor regarding coursework appropriate to educational and career goals.

BS Human Services

The Bachelor of Science in Human Services program is designed to provide an interdisciplinary perspective to an array of helping and enabling services in public, non-profit, and proprietary human service agencies. Curriculum is built upon a broad liberal arts and social sciences foundation and provides for the development of a core set of skills in counseling, case management, information and referral, and community organization. Coursework is augmented by 500 hours of fieldwork; the field coordinator arranges field placement. Students may, upon graduation, use their training for bachelor's level practice or pursue graduate training in social work, counseling, or one of the other helping professions such as psychology or rehabilitation counseling.

The goal of the human services program is to educate a cadre of human services professionals equipped to staff and develop the wide range of helping agencies in Southwest Florida. Community demand for professionally trained staff and the regional expansion of services far exceeds available human resources.

Emphasis tracts. By selecting from a defined list of elective courses, students can focus their studies on any of the following topics: child welfare, substance abuse, mental health, and health and aging. Additional sequences may be developed in criminal justice, management, and commu-
nity programs. Graduates with a child welfare emphasis who become employed by Florida Children and Families have many of the in-service training requirements waived. The Division of Human Services is recognized by the Certification Board for Addiction Professionals as a provider of substance abuse training.

Articulation agreements. Articulation agreements facilitate the transfer of students from associate degree programs at community colleges to baccalaureate degree programs at universities. Students admitted under articulation agreements enter FGCU with upper level status and are classified as juniors. Articulation agreements are in place for several programs offered at Edison Community College (ECC), and some of the FGCU upper division courses are offered on the ECC campus. Students are encouraged to contact a School of Public and Social Services academic advisor for more information regarding the transfer process.

Discussions are underway with all of the Florida community colleges offering associate degrees in human services. Students earning or holding degrees from these colleges should consult the academic advisor about transferring credit.

Local partnerships. The Division of Human Services participates in the School of Public and Social Services partnerships throughout the state; additional partnerships are under development.

International partnerships. The Division of Human Services has established relationships with the University of Guyana, Guyana, South America, and the University of the Applied Sciences, Bochum, Germany.

Distance learning. About 60 percent of the coursework for the BS Human Services is currently available via distance learning. Additional courses are added each year. See the school academic advisor for information.

Coursework: BS Human Services

General education:

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

Common prerequisites:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 1001</td>
<td>Introduction to Human Services (3)</td>
</tr>
<tr>
<td></td>
<td>Acceptable substitutes: CLP 1000, SYG 1000, SYG 1010, EEC 1000, CHD 1135, or ANT 1410.</td>
</tr>
<tr>
<td>HUS 2110</td>
<td>Basic Counseling Skills/Fundamental Helping Skills (3)</td>
</tr>
</tbody>
</table>

Human services core (39 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUS 3020</td>
<td>Human Growth &amp; Development (3)</td>
</tr>
<tr>
<td>HUS 3201</td>
<td>Interventions with Groups and Communities (3)</td>
</tr>
<tr>
<td>HUS 3304</td>
<td>Interventions with Individuals &amp; Families (3)</td>
</tr>
<tr>
<td>HUS 3410</td>
<td>Case Management Problem Solving Human Services (3)</td>
</tr>
<tr>
<td>HUS 3601</td>
<td>Human Services Delivery Systems (3)</td>
</tr>
<tr>
<td>HUS 3720</td>
<td>Evaluative Research in Human Services (3)</td>
</tr>
<tr>
<td>HUS 4560</td>
<td>Social Problems and Social Policy (3)</td>
</tr>
<tr>
<td>HUS 4850</td>
<td>Experience in Human Services (field work) (9)</td>
</tr>
<tr>
<td>HUS 4940</td>
<td>Human Services Field Seminar (3)</td>
</tr>
<tr>
<td>HUS 4931</td>
<td>Human Services Integrative Senior Seminar (3)</td>
</tr>
<tr>
<td>IDS 3920</td>
<td>University Colloquium (3)</td>
</tr>
</tbody>
</table>

Plus elective coursework from the following (12 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCJ 3506</td>
<td>Juvenile Delinquency (3)</td>
</tr>
<tr>
<td>CCJ 3653</td>
<td>Drugs, Alcohol, and Crime (3)</td>
</tr>
<tr>
<td>CCJ 3665</td>
<td>Victimology (3)</td>
</tr>
<tr>
<td>HUS 4500</td>
<td>Ethics in Human Services (3)</td>
</tr>
<tr>
<td>HUS 4508</td>
<td>Substance Abuse and the Family (3)</td>
</tr>
<tr>
<td>HUS 4538</td>
<td>Bereavement Counseling (3)</td>
</tr>
<tr>
<td>HUS 4539</td>
<td>Elder Abuse and Neglect (3)</td>
</tr>
<tr>
<td>HUS 4683</td>
<td>Substance Abuse Treatment and Resources (3)</td>
</tr>
<tr>
<td>HUS 4901</td>
<td>Directed Individual Studies in Human Services (3)</td>
</tr>
<tr>
<td>HUS 4932</td>
<td>Public Policy and Aging (3)</td>
</tr>
<tr>
<td>HUS 4935</td>
<td>Perspectives on Death and Dying (3)</td>
</tr>
<tr>
<td>HUS 4937</td>
<td>Special Topics in Human Services (4)</td>
</tr>
</tbody>
</table>

Or approved upper division courses.

Additional elective coursework from the following (9 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EEX 3010</td>
<td>Introduction to Special Education (3)</td>
</tr>
<tr>
<td>EDF 5136</td>
<td>Adolescence (4)</td>
</tr>
<tr>
<td>HSA 3119</td>
<td>Foundations and Dynamics of Health Services (4)</td>
</tr>
<tr>
<td>HSC 4732</td>
<td>Research Methods &amp; Applications to Health Care Systems (2)</td>
</tr>
<tr>
<td>LIT 3301</td>
<td>Cultural Studies and the Popular Arts (3)</td>
</tr>
<tr>
<td>NUR 3935</td>
<td>Health Related Elective: Gerontology (3)</td>
</tr>
<tr>
<td>SYD 3600</td>
<td>Sociology of Community (3)</td>
</tr>
<tr>
<td>SYD 3704</td>
<td>Ethnicity (3)</td>
</tr>
<tr>
<td>SYD 3770</td>
<td>Race and Culture (3)</td>
</tr>
<tr>
<td>SYO 3120</td>
<td>The Family (3)</td>
</tr>
</tbody>
</table>

Or approved upper division courses.
Florida Institute of Government

The Institute of Government is part of a statewide network of affiliates with the overall mission of increasing the effectiveness and quality of government in Florida.

The institute is part of the School of Public and Social Services. This affiliate works closely with state agencies, local government officials, non-profits, and educational institutions to plan and implement a unique selection of programs within this region. See the General Information section portion of this catalog for additional information.
UNDERGRADUATE COURSES

Availability of Courses

The university does not offer all of the courses listed in the catalog each year. The Schedule of Classes should be consulted to determine which courses are offered each semester.

Definition of Prefixes

ACG  Accounting: General
ADV  Advertising
AEB  Agriculture Economics and Bus.
AFA  African-American Studies
AFH  African History
AFS  African Studies
AMH  American History
AML  American Literature
AMS  American Studies
ANT  Anthropology
ARE  Education: Art Education
ARH  Art History
ART  Art
ASH  Asian History
ASN  Asian Studies
AST  Astronomy
BCH  Biochemistry (Biophysics)
BSC  Biological Science
BUL  Business Law
CAP  Computer Applications
CBH  Comparative Psy & Anim. Beh.
CCJ  Criminal Justice
CDA  Computer Design/Arch.
CEN  Computer Engineering
CGS  Computers General Studies
CHI  Chinese
CHM  Chemistry
CLP  Clinical Psychology
COM  Communication
COP  Computer Programming
COT  Computer Theory
CPO  Comparative Politcs
CPS  Comparative Policy Studies
CRW  Creative Writing
DAA  Dance Activities
DEP  Developmental Psychology
ECO  Economics
ECP  Economic Problems & Policy
ECO  Economic Systems & Development
EDA  Educational Administration
EDE  Education: Elementary
EDF  Education: Found. & Policy
EDG  Education: General
EDM  Education: Middle School
EDS  Education Supervision
EEC  Education: Early Childhood
EED  Education: Emotional Disorders
EEX  Education: Excp. Child Core
EGC  Education: Guid. & Counseling
EGN  Engineering
ELD  Education: Spec. Learn. Disab
EME  Education: Technology & Media
EMR  Education: Mental Retardation
ENC  English Composition
ENG  English - General
ENL  English Literature
ENS  English as a Second Language
ESE  Education: Secondary
ESL  English as Second Language
EUH  European History
EUS  European Studies
EVR  Environmental Studies
EVS  Environmental Science
EXP  Experimental Psychology
FIL  Film
FIN  Finance
FRE  French Language
GEA  Geography: Regional Areas
GEB  General Business
GEO  Geography: Systematic
GER  German
GEY  Gerontology
GLY  Geology
HIS  General History
HSA  Health Services Administration
HSC  Health Sciences
HUM  Humanities
HUN  Human Nutrition
HUS  Human Services
IDH  Interdisciplinary Honors
IDS  Interdisciplinary Studies
IHS  Interdisciplinary Health Sves
INP  Indust. & Applied Psychology
INR  International Relations
ISC  Interdisciplinary Science
ISM  Computer Information Systems
ISS  Interdisc. Social Sciences
LAE  Language Arts & English Ed.
LAH  Latin American History
LAS  Latin American Studies
LIN  Linguistics
LIS  Library Science
LIT  Literature
MAA  Mathematics-Analyses
MAC  Math Calculus & Precalculus
MAD  Mathematics-Discrete
MAE  Education: Mathematics Ed
MAN  Management
MAP  Mathematics Applied
MAR  Marketing
MAS  Mathematics-Algebraic Struct.
MAT  Mathematics
MCB  Microbiology
MGF  Mathematics-General & Finite
MHF  Mathematics-History & Found.
MHS  Ed Counseling Mental Hlth Sves
MLS  Medical Lab Science
MMC  Mass Media Communication
MTG  Math-Topology & Geometry
MUE  Music: Education
MUV  Applied Music: Voice
NUR  Nursing Undergraduate
OCF  Oceanography: General
OTH  Occupational Therapy
PAD  Public Administration
PCB  Process Biology
PET  Education: Physical Ed Theory
PHI  Philosophy
PHT  Physical Therapy
PHY  Physics
PHZ  Physics (continued)
POS  Political Science
POT  Political Theory
PPE  Personality
PSB  Psychology
PSY Psychology
PUP Public Policy
QMB Quant. Methods in Business
REA Reading
RED Reading Education
REE Real Estate
REL Religion
RMI Risk Mgmt. & Insrance
RTT Radio/Television Technology
RTV Radio/Television
SCE Education: Science Education
SDS Education: Student Develop Sves
SLS Student Life Skills (Learning)
SOP Social Psychology
SOW Social Work
SPA Speech Path. & Audiology
SPC Speech Communication
SPN Spanish Language
SPT Spanish Lit. in Translation
SPW Spanish Lit. (Writings)
SSC Social Science Elective
SE Social Studies Ed
STA Statistics
SYA Sociological Analysis
SYD Socio. of Demo. & Area Studies
SYG Sociology, General
SYO Social Organization
SYP Social Processes
TAX Taxation
THE Theatre
TPA Theatre Prod. & Admin.
TPP Theatre Perf. & Perf. Training
TSL Teaching Eng. as Second Lang.
WOH World History
WST Women'S Studies
ZOO Zoology

**Alphabetical Listing of Courses by Prefix**

**ACG 2021 Core Concepts in Accounting I** 3 credits
This course focuses on the accounting information needs of various stakeholders, including managers, owners and creditors (capital markets), governmental agencies, and others. Specific topics covered include accounting and business vocabulary, the accounting process, income measurements, cash flow analysis, assets, liabilities, and financial statement content and analysis. Prerequisites: CGS 1100 with a minimum grade of C

**ACG 2071 Core Concepts of Accounting II** 3 credits
This is the second in a two-course sequence that introduces core concepts of financial and managerial accounting. This course focuses on managerial decision making and the information needs of managers. Specific topics covered include break-even analysis, traditional and non-traditional measures of performance, capital budgeting, TQM, ISO-9000, and the global economy. Prerequisites: ACG 2021 with a minimum grade of C

**ACG 2091 Accounting Tools** 2 credits
An interactive computer course designed to supplement Core Concepts of Accounting I and II. Business transactions are recorded and reported. Specific topics include business transactions, the accounting equation, debit/credit rules, the accounting cycle, accrual/cash basis of accounting, and inventory systems. (This course may be taken concurrently with ACG 2071.) Prerequisites: CGS 1100 and ACG 2021

**ACG 3103 Financial Report & Analysis I** 4 credits
Studies the measurement, reporting, and analysis of financial information under generally accepted accounting principles (GAAP). Selected topics include standard setting, conceptual framework, accounting process, financial statements, time-value of money, cash, receivables, inventory, property plant and equipment, current and long-term liabilities, and an introduction to stockholders' equity. Prerequisites: ACG 2071 with a minimum grade of B and ACG 2091 with a minimum grade of B and ACG 2021 with a minimum grade of B and CGS 1100 with a minimum grade of B

**ACG 3113 Financial Report & Analysis II** 3 credits
Studies the measurement, reporting, and analysis of financial information under generally accepted accounting principles (GAAP) beyond Financial Reporting & Analysis I. Selected topics include stockholders' equity, earnings per share, investments, revenue recognition, income tax accounting, pensions, leases, accounting changes, cash flows, and full disclosures in Financial Reporting. Prerequisites: ACG 3103 with a minimum grade of C

**ACG 3341 Cost Accounting** 3 credits
A thorough study of the principles and techniques used to accumulate costs for inventory valuation, product, service pricing and managerial decision making. Topics include problems and procedures related to job-order, process, and activity based costing systems, as well as budgeting, standard costing and variances and cost allocations. Prerequisites: ACG 2071 with a minimum grade of B and CGS 1100 with a minimum grade of B and QMB 3200 with a minimum grade of C

**ACG 3401 Accounting Information Systems** 3 credits
This course familiarizes accounting students with the primary processes, or cycles, of organizations, and the risks associated with each event in the processes. The emphasis is placed on controlling risks and minimizing the potential impact they have on businesses. Topics covered include the sales cycle, the 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 ACG 2021 with a minimum grade of B and CGS 1100 with a minimum grade of B

**ACG 4501 Government & Not-for-Profit** 3 credits
Application of financial and managerial accounting and auditing principles and theory to both governmental and not-for-profit entities. Prerequisites: ACG 3103 with a minimum grade of C

**ACG 4632 Independent Audit I** 3 credits
Studies the role of the auditor and client in independent audits guided by generally accepted auditing standards (GAAS). The auditing profession, process, and applications provide the foundation for this course. Prerequisites: ACG 3401 with a minimum grade of C and ACG 3113 with a minimum grade of C

**ACG 4671 Internal Audit** 3 credits
This course introduces students to the internal audit function and the professional standards governing that function. The primary focus of this course is the control and management of organization risk. Topics include the professional standards of the Institute of Internal Auditors, audit evidence, the internal audit process, reporting standards and practices, computer audits, and fraud audits. Prerequisites: ACG 3103 with a minimum grade of C

**ACG 4901 Directed Study in Accounting** 1 to 3 credits
This course is designed to allow students to explore current topics in accounting and/or auditing. A detailed project or paper must be completed under faculty supervision. (Senior standing and permission of instructor required)
ACG 4939 Special Topics in Accounting 3 credits
Topics covered in this course will vary from semester to semester. Potential topics include the history and evolution of accounting standards, accounting methods for specific industries, and emerging issues. (Senior standing)

ACG 4940 Accounting Internship 3 credits
Supervised full-time work experience in accounting for a minimum of eleven weeks. Students must obtain prior approval from the Accounting Internship Coordinator and submit a written report at the end of the internship. (SU only.) (Departmental approval required.) Prerequisites: ACG 3103 with a minimum grade of C and ACG 3401 with a minimum grade of C

ADV 3000 Principles of Advertising 3 credits
The purpose of this course is to introduce students to the role of advertising in society, business and economics. (Junior standing is required.)

ADV 3001 Creative Strategy 3 credits
The purpose of this course is to introduce students to the theory and application of strategic advertising writing and design. Prerequisites: ADV 3000

AEB 4025 Amer Agriculture & Society 3 credits
The role of American agricultural industry in society will be investigated. Agricultural technologies, processes and production capacity will be viewed with implications to human society. Class activities and field trips will an integral part of the course.

AFA 2000 Intro Afr & Diaspora Studies 3 credits
This class is designed to introduce students to the sociological study of the issues of race, sex, and social class. In this class, we will examine a number of issues facing American society today and how these issues are inter-related. Special emphasis will be placed on discussing how these problems are (or are not) dealt with in our society. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

AFA 3410 African-American Leaders 3 credits

AFA 3900 Directed Readings 1 to 3 credits
Under the guidance and supervision of an instructor, students develop a program of reading and possibly research which fits their individual interest, needs, or topic.

AFA 3910 Directed Independent Study 1 to 3 credits
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

AFA 3931 Sel. Top. in Afr. & Dias. 3 credits
This class is designed to introduce students to the sociological study of the issues of race, sex, and social class. In the class, we will examine a number of issues facing American society today and how these issues are inter-related. Special emphasis will be placed on discussing how these problems are (or are not) dealt with in our society. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

AFA 4150 Africa & the United States 3 credits
The students in this course examine the historical and current political, economic, and cultural relations between the United States and Africa.

AFA 4331 Social Inst. & the Afr-Am Comm 3 credits
The students in this course study social institutions as they relate to the Africa-American Community.

AFA 4335 Women of Color in the U.S. 3 credits
As an interdisciplinary survey of the contemporary experience of people of color in the United States, this course includes discussions of the socio-historical and cultural histories, myths and realities of the women.

AFH 3100 African History to 1850 4 credits
This course is an outline survey of pre-colonial African history including a pre-fatory introduction to the use of primary sources (such as archaeology, oral tradition, cultural anthropology, comparative linguistics, documents) in reconstructing the African past.

AFH 3200 African History since 1850 4 credits
This course surveys the Colonial and post-colonial history of Africa. Emphasis on the impact of European and other alien influences on the continent, emergence of independent African states, and post-independence problems of nation building and economic development.

AFH 3454 The Africans 4 credits
The Africans examines the history and contemporary life of Africa through its critical indigenous, Islamic, and Western influences. This course focuses on such issues as African isolation, the development of Islam and Christianity, the development of the international slave trade, and the roots of the continent's economic and social systems. It offers new perspectives and insight into the regional and world role of Africa. This course will prove useful for many disciplines, including history, the social sciences, the humanities, and education.

AFS 2250 Culture & Society in Africa 3 credits
This course focuses on topics that include African religion, value systems, art and the aesthetics, family and life-cycle, impact of Islam and Christianity and conflict of cultures.

AFS 3251 African Environments 3 credits
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

AMH 2010 US History to 1877 3 credits
In this course a broad survey of American history from pre-Columbian times through the Civil War is provided. Special emphasis is given to critical social, cultural, and political movements and figures. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule and American liberal education requirements for graduation. DOE rule 6A-10.030).

AMH 2020 US History Since 1877 3 credits
A continuation of AMH 2010, this course provides a broad survey of American history from the Reconstruction Era through the present. Special emphasis is given to critical social, cultural, and political movements and figures. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation.

AMH 3110 American Colonial Hist to 1750 4 credits
Examines the evolution of American society from the earliest European-Native American contact through the eve of the American Revolution. Emphasis is on the transformation of colonial structures, expansion, ethnocultural issues, the rise of slavery, and the development of representative theories of government.
AMH 3172 The Civil War 4 credits
This telecourse is an 11-hour examination of the entire sweep of the American Civil War. It emphasizes the complex causes and lasting effects of this conflict of the battles, home fronts, ordinary soldiers, African-Americans, and military and political leaders of this era. It includes a text and student study guide. Because of its interdisciplinary nature, it will prove informative to many non-History Concentration students.

AMH 3201 The U.S., 1877-1929 4 credits
Examines the nature of American history from the end of Reconstruction through the stock market crash of the late 1920's, emphasizing intellectual, political, economic, and social/cultural trends (including civil rights and feminism).

AMH 3252 The U.S. since 1929 4 credits
Examines American history from the Great Depression through the present, emphasizing intellectual, political, economic, and social trends. Students will gain an appreciation of the interrelatedness of these movements and of the diverse character of America. Civil Rights and feminism will be thoroughly discussed as examples of reform movements.

AMH 3421 Early Florida 4 credits
Examines the history of Florida from the time of its first recorded human inhabitants through the creation of the State of Florida with its distinct local and regional characteristics in the years prior to the Civil War.

AMH 3423 Modern Florida 4 credits
Examines Florida history from the Civil War through contemporary time, emphasizing the dramatically changing social, cultural, political, and economic milieu of the state. Geographical and environmental awareness will underscore all aspects of the course.

AMH 3571 African-Amer History to 1865 4 credits
A survey of the black American experience from its roots in Africa through the Civil War. Emphasis is given to developing a critical understanding of the unique nature of the black American experience and the importance of African-American contributions to American history.

AMH 3572 African-Amer Hist since 1865 4 credits
A survey of the black American experience since the Reconstruction Era. Emphasis is given to developing a critical understanding of the unique nature of the black American experience, the importance of African-American contributions to American history, and the significance of contemporary civil rights.

AMH 3930 Undergrad. Sem. in Amer. Hist. 3 credits
Emphasizes selected historical issues or problems of particular interest to students. Topics may vary and will incorporate interdisciplinary approaches.

AMH 4428 Southwest Florida History 4 credits
Intensive examination of the regional human experience in Southwest Florida. The course begins with the movements of humans into the peninsula since 12,000 years ago and traces the complex developments in this region through European contact, colonialism, statehood, Civil War and Reconstruction, land boom, depression, wartime, and the second land boom modern era. Students will learn from an interdisciplinary approach, which includes significant economic, environmental, and demographic questions relative to the southwest coast.

AMH 4932 Studies in Amer. Civilization 4 credits
Examination of major periods, themes, and movements in U.S. History, drawing heavily on concepts from the humanities and social sciences. Useful for many non-History Concentration students.

AML 2010 Literature & Culture of US, I 3 credits
This survey of the literature of the United States from Native American Oral Traditions to the Civil War centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of this era with a solid foundation in both the authors/texts and their contexts. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C

AML 2020 Literature & Culture of US, II 3 credits
This survey of the literature of the United States from the Civil War to the present centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of this era with a solid foundation in both the authors/texts and their contexts. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C

AML 3032 Lit & Culture of US, 1860-1912 3 credits
This readings course centers on canonical and marginal literature of the United States from the Civil War to the beginning of Modernism. Students deepen their knowledge of this period of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3051 Lit & Culture of US 1912-1945 3 credits
This readings course centers on canonical and marginal literature of the United States during the Modern Era. Students deepen their knowledge of this period of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3221 Lit & Culture of US 1700-1820 3 credits
This readings course centers on canonical and marginal literature of the United States from the eighteenth century through the Revolutionary and Early National Period. Students deepen their knowledge of these periods of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3223 Lit & Culture of US 1820-1860 3 credits
This readings course centers on canonical and marginal literature of the United States during the American Renaissance. Students deepen their knowledge of this period of United States Literature and Culture through intense study of authors/works and their contexts.

AML 3242 Lit & Culture of US 1945-pres 3 credits
This readings course centers on canonical and marginal literature of the United States from the end of World War II to the present. Students deepen their knowledge of this period United States Literature and Culture through intense study of authors/works and their contexts.

AML 3413 Anglo-Am Lit & Cult to 1740 3 credits
This readings course centers on canonical and marginal literature that reflects the British encounter and engagement with the Americas from the Exploration period to the Enlightenment period. Students deepen their knowledge of the early periods of British exploration and colonization of the Americas through intense study of authors/works and their contexts.

AML 3601 Afr-Amer Lit & Culture to 1914 3 credits
This reading course centers on African-American literature from the eighteenth century slave narratives to the poetry and fiction of the Harlem Renaissance. Students deepen their knowledge of African-American Literature and Culture through intense study of authors/works and their contexts.
AML 3602 Afr-Amer Lit & Cult 1914-pres 3 credits
This readings course centers on African-American literature from the Harlem Renaissance to the present. Students deepen their knowledge of African-American Literature and Culture through intense study of authors’ works and their contexts.

AML 3703 The Immigrant Exp in Lit of US 3 credits
This readings course traces the diverse cultural history of the United States from the 19th century to the present by examining various literary accounts of the immigrant experience. Students consider the impact of mass migrations on the culture of the United States, the changes in attitudes toward these produce, and the corresponding myths and stereotypes employed in these texts and 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 3 credits
This seminar begins with the rise of the novel in the United States in the eighteenth century and traces its development to the Modern era. The course focuses on the interaction between canonical and marginal works and the historical and cultural contexts that inform them.

AML 4121 20th Cent Novel in the U.S. 3 credits
This seminar focuses on the novel in the United States in the twentieth-century. The course explores the interaction between canonical and marginal works and the historical and cultural contexts that inform them.

AML 4261 Literature of the South 3 credits
This seminar focuses on critical study of various Southern writers in the United States in their historical contexts. The course centers on a variety of authors and texts that reflect Southern culture, economics, and politics.

AML 4265 Florida Writers 3 credits
This variable 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 3 credits
This seminar focuses on contemporary women writers of color in the United States: Native Americans, Asian-Americans, African-Americans, and Latinas. Readings include literature and contextual articles on historical and cultural issues. This course is cross-listed under WST 4262.

AML 4276 Seminar in African-Amer Lit 3 credits
This seminar focuses on selected topics in African-American Literature, including such topics as the Slave Narrative, the Harlem Renaissance, Contemporary African-American Literature, or a selection of African-American writers.

AML 4300 Selected Authors from U.S. 3 credits
This variable topics seminar focuses on selected writers from the United States, including such authors as Hawthorne and Emerson, Whitman and Dickinson, Douglass and Chesnutt, Twain and Crane, Fern and Chopin, Hemingway and Faulkner, Eliot and Whitman. This course may be repeated with a change of content for up to 6 hours.

AML 4303 Individual Authors from U.S. 3 credits
This variable topics seminar focuses on a specific writer from the United States. This course may be repeated with a change of content for up to 6 hours.

AML 4453 Sel Topics in Lit-Cult of U.S. 3 credits
This variable topics seminar focuses on such issues as the development of democracy as it is reflected in literature of the United States, the relation between science and literature in the United States, or the question of alienation in United States literature. This course may be repeated with a change of content for up to 6 hours.

AML 4630 Latino Literature 3 credits
This readings course explores the multiple identities designated by the term “Hispanic” in the United States as they are represented in literature. The course surveys the diversity of Latino poetry and fiction, including works by both popular and lesser-known Hispanic writers. Students consider the effects of the Mexican-American War (1846-1848) on the Southwestern United States and its role in the creation of 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 4713 Working-Class Lit in U.S. 3 credits
This seminar traces the development of a working-class literary tradition in the United States from its roots in sketches of industrial life of the 19th century to urban portraits of contemporary ghetto life. Readings include both canonical and non-canonical writers such as Rebecca Harding Davis, Lpton Sinclair, Tillie Olsen, Anzia Yezierska, Meridel Le Sueur, H. T. Tsiang, Carlos Bulosan, Elizabeth Stuart Phelps, and Dorothy Allison.

AMS 3700 Racism in American Society 3 credits
This course is an introduction into the causes and effects of racism in American history, literature, art, the media, and folklore. Related concepts of ethnocentrism and class conflict will also be studied.

ANT 2000 Intro to Anthropology 3 credits
This course provides a cross cultural study of the human species from both a biological and social perspective. It surveys the four major branches of Anthropology: Physical Anthropology (human biology); Archaeology (the analysis of the prehistoric and history remains of human cultures); Anthropological Linguistics (the analysis of language in its cultural context); and Cultural Anthropology (the cross cultural study of peoples living in the world today, be they in tribal, peasant, or urban societies).

ANT 2100 Introduction to Archaeology 3 credits
Course will cover historical and theoretical backgrounds of Archaeology, the goals and methods of Archaeology, and Archeological field-work techniques.

ANT 2211 Peoples of the World 3 credits
This course provides a survey of the world’s known cultures by major geographic regions. It is designed to familiarize the students with the range and variety of the human condition. Representative case studies are used to demonstrate variations in human adaptations and to encourage the development of an appreciation and respect for diverse values and lifestyles. In addition to a great deal of reading, this course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

ANT 2410 Cultural Anthropology 3 credits
This course is an introduction to human diversity as expressed through communities and ethnic groups worldwide. The goals for this course are to increase student appreciation of cultural differences and to develop a descriptive and critical understanding of cultural elements.

ANT 2511 Intro to Physical Anthropology 3 credits
This course provides students with a basic understanding of the evolution of humankind and the range and extent of modern human physical diversity. Topics discussed will include primates, paleoanthropology, anthropometry and range methods and techniques employed in this field. Prerequisites: ANT 2000 with a passing grade.
ANT 3231 Introduction to Folklore 3 credits
This course is an introduction to the cross-cultural methods and techniques regarding the collection, classification, and analysis of such materials as myths, jokes, games, and items of material culture.

ANT 3312 Native American Cultures 3 credits
This course is an introduction to the diversity of Native American cultures through ethnographic description examining adaptive responses to the environment and culture contact. The goals for this course are to increase the understanding of contemporary Native American cultures and critical issues involving acculturation of native peoples.
Prerequisites: ANT 2000 with a minimum grade of C or ANT 2410 with a minimum grade of C

ANT 3340 Caribbean Cultural Patterns 3 credits
This course is an introduction to human diversity as expressed through state, communities and ethnic groups of the Caribbean region. Among the goals for this course is an increased student appreciation of cultural differences and the development of a descriptive and critical understanding of cultural elements.
Prerequisites: ANT 2000 or SYG 2000

ANT 3403 Cultural Ecology 3 credits
Cultural ecology is essentially the study of the relationships between humans and their environments. Like all organisms, humans adapt through a range of biological attributes, but humans also have a unique capacity to employ culture as an adaptive response to environmental challenges. This course will emphasize the adaptive importance of culture and the modifications made to environments by humans to achieve better fit. Among the mechanisms of cultural adaptation we will examine are social structures, behavioral norms, belief systems, values, ethics, and technology.
Prerequisites: ANT 2000 or ANT 2410 with a minimum grade of C

ANT 3495 Methods in Anthro Research 3 credits
This course introduces qualitative and quantitative data collection through ethnography, cognitive domain analysis, ethnographic decision modeling, survey creation, and data collection and analysis. The goal of the course is to present an overview of methods available for research and to apply one of the techniques in depth to a community issue.

ANT 3640 Language and Culture 3 credits
This course is an applied approach to anthropological linguistics focusing on methods to develop materials for language retention programs in cultures without a written tradition. The goals of the course are to understand the importance of language in cultural identity and the problems faced by minority populations in language retention. Material will cover language structure, description and analysis, language acquisition, language loss, comparative studies of speech, communication, and sociolinguistics.
Prerequisites: ANT 2410 with a minimum grade of C

ANT 4241 Magic and Religion 3 credits
This course provides a cross-cultural study of the social and cultural aspects of religion. Religious and magic activities in the traditional and modern societies will be discussed. Ritual behavior, religious practitioners and symbols of belief will be considered in light of their impact on the social, political or economic aspects of peoples' lives.
Prerequisites: ANT 2410 with a minimum grade of C or ANT 2000 with a minimum grade of C

ANT 4311 Southeastern Native Americans 3 credits
This course provides a survey of prehistoric and historic cultural conditions of the Southeastern United States by focusing on major culture areas. Specific tribes including the indigenous people of Florida will be detailed in ethnography. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ANT 2000 with a passing grade

ANT 4316 Cultures of the Contemp. South 3 credits
This course examines the diversity of the contemporary South through ethnography paying special attention to the concept of community, change, and continuity in the region. Contemporary issues facing the area are investigated from an historical perspective. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ANT 2000

ANT 4462 Medical Anthropology 3 credits
This course provides an examination of illness, behavior, biomedical and traditional healing systems from a comparative perspective. By analyzing illness cross-culturally, anthropologists and health care providers can better understand the inter-relatedness of technology, ecology, and health in larger populations. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ANT 2000 with a passing grade

ARH 2050 History of Visual Arts I 3 credits
This course is a survey of World Art to AD 1300. Students are introduced to problems of analyzing and interpreting the art of various cultures. Emphasis is placed on developing a shared vocabulary of art, accurate observational skills and linking the visual work to the cultural that produced the work.

ARH 2051 History of Visual Arts II 3 credits
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. Prerequisite: Art Concentration students must have taken ARH 2050 and achieved a passing grade. Open to all other students.

ARH 4170 Greek & Roman Art 3 credits
This course is a comprehensive study of Aegean, Mycenaean, Etruscan, Greek and Roman painting, sculpture and architecture. Emphasis is placed on linking the visual work to its cultural and social context.
Prerequisite: Art Concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4200 Medieval Art 3 credits
This course is a comprehensive study of early Christian, Byzantine and Medieval painting, sculpture, 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 3 credits
This course is a comprehensive study of Renaissance and Mannerist painting, sculpture and architecture in Italy and Northern Europe. Emphasis is placed on linking the visual work to its cultural, social, and religious context. Prerequisites: Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4430 Nineteenth Century Art 3 credits
The course is a comprehensive study of nineteenth century painting and sculpture and architecture in America and Europe. Emphasis is placed on linking the visual work to its social political, cultural, and technological context. Students will research and present talks on various non-western cultures' visual production. Prerequisites: Art concentration students must have taken ARH 2051 and achieved a passing grade. Open to all other students.

ARH 4450 Twentieth Century Art 3 credits
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 ideologi-
cal, social political, and stylistic context. Prerequisites: Art concent-
tration students must have taken ARH 2051 and achieved a passing
grade. Open to all other students.

ARH 4530 Oriental Art
3 credits
This course is an introduction to concepts of the arts in China, Japan
and other Far Eastern countries. Emphasis is placed on linking the
visual work to its social, cultural, and religious context. Prerequisites:
Art concentration students must have taken ARH 2051 and achieved a
passing grade. Open to all other students.

ART 1201C Methods and Concepts I
3 credits
This course is a foundation course in basic visual elements, and a
wordary of art, with an emphasis on acrylic paint techniques, color
theory, and the safe use of materials.
Fee Required

ART 1203C Methods & Concepts II
3 credits
This course is a foundation course providing students with an intro-
duction to three-dimensional materials, techniques and processes, as
well as examples of significant historical and contemporary sculptures.
Introduction to the safe use of hand and power tools will be covered.
Prerequisites: ART 1201C and ART 1300C

ART 1300C Drawing I
3 credits
This course focuses on observational drawing with a variety of draw-
ning media. The course combines in-class drawing with an introduc-
tion to the vocabulary of art, as well as discussions of examples of
significant historical and contemporary two-dimensional art. Also cov-
ered are issues related to the verbal and visual presentation of student
art works.
Fee Required

ART 1301C Drawing II
3 credits
This course builds on the technical and conceptual skills learned in
Drawing I. The course focuses on architectural and landscape draw-
ing, as well as an introduction to the figure, using a variety of
drawing media and techniques. Historical and contemporary examples
of art works concerned with related issues are reviewed.
Prerequisites: ART 1300C with a passing grade and ART 1201C with
a passing grade

ART 2110C Beginning Ceramics
3 credits
This course studies hand-building processes and fundamentals of glaz-
ing techniques. Emphasis is on the development of a high degree of
technical proficiency and a keen sense of form in ceramic mediums as
well as an introduction to the history of ceramics.
Prerequisites: ART 1201C with a passing grade and ART 1300C with
a passing grade
Corequisites: ART 1203C

ART 2111C Clay Sculpture
3 credits
Exploring the clay for sculptural purposes with an emphasis on large-
scale structure, expanding clay’s sculptural potential, as well as an
introduction to contemporary issues in clay sculpture.
Prerequisites: ART 2110C with a passing grade

ART 2112C Wheel Throwing
3 credits
This is a first course in which the student learns to throw on the potter’s
wheel. From the basic cylinder, the student learns to form a pitcher,
covered jar, and other functional shapes, and to understand the tradi-
tional significance of these forms. Some alteration of thrown form is
also covered. This course may be repeated.
Prerequisites: ART 2110C with a passing grade

ART 2222 Intro to Computer Images
3 credits
This course is an introduction to the issues and practices involved in
the creation of computer generated images and art. Issues of both hard-
ware and software are covered, as is the relationship of computer gen-
erated images to other forms of image making and manipulation.
Prerequisites: ART 1201C with a passing grade and ART 1300C with
a passing grade

ART 2230C Graphic Design - Introduction
3 credits
This course is a continuation of the basic concepts introduced in Meth-
ods and Concepts I and II as they apply to graphic design. Iconogra-
phy, signs and symbols, and two-dimensional and three-dimensional
compositions will be used as exploratory design problems. These prob-
lems extend the methodology and conceptualizing problem-solving
skills of design.
Prerequisites: ART 1301C with a passing grade

ART 2330C Life Drawing
3 credits
This course studies the development of technical skills and self-ex-
pression through drawing the nude and clothed figure. It begins with
anatomy studies, progresses to conceptualization of human form. Stu-
dents will review the historical development of life drawing as it re-
lates to their practice of drawing. May be repeated.

ART 2450C Fund of Printmaking: Silkscreen
3 credits
This course introduces the basic techniques and history of serigraphy.
Issues related to screen production, photographic techniques and safe
art material handling will be discussed.
Prerequisites: ART 2510C with a passing grade

ART 2440C Fund of Printmaking: Relief
3 credits
This course is an introduction to both the practice and history of relief
printing in wood block, linoleum block, and collagraph.
Prerequisites: ART 2510C with a passing grade

ART 2470C Fund of Printmaking: Etching
3 credits
This course is an introduction to the practice and history of intaglio
printing in black and white through etching with nitric acid and zinc
plates. Techniques include line etching, aquatint, cut plate and em-
bossing, and soft ground.
Prerequisites: ART 2510C with a passing grade

ART 2510C Painting I
3 credits
This course helps students develop the skills/methods of producing
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 presenta-
tion including framing, sequencing and discussing work in public will
be addressed.
Prerequisites: ART 1201C with a passing grade and ART 1300C with
a passing grade

ART 2520C Painting II
3 credits
This course helps students develop the skills/methods of producing
images, along with in-depth study of painting techniques on a variety
of surfaces, along with in-depth study of acrylic and other water based
painting media and techniques. The course will ask students to con-
sider related contemporary and historical examples, with a focus on
post-World War II styles of art making. Issues of presentation includ-
ing documentation and portfolio review will be discussed.
Prerequisites: ART 2510C with a passing grade

ART 2701C Sculpture I
3 credits
This course introduces basic sculptural process of fabrication, carv-
ing, 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  3 credits
This course allows continued experience in more complex three-di-
dimensional techniques. This class will emphasize both individual
projects and a conceptual approach. Students will be asked to use ap-
propriate 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 3323C Graphic Design II - Typography  3 credits
This course introduces students to typography and how typography
works as a pure design creating form, value, direction, etc., as letter
forms or marks, as well as on a communication level as a message
carrier. Students will become familiar with historical and contempo-
rary styles of typography in a variety of two- and four-dimensional
media.
Prerequisites: ART 2233C with a passing grade

ART 3420C Fund Printmaking - Lithography  3 credits
This course is an introduction to the basic techniques and history of
lithography. Students will learn the basic techniques of grinding, draw-
ing, 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 4211C Advanced Graphic Design  3 to 9 credits
This course focuses on design principles and techniques as used in
mass-produced art. It includes projects and lectures.
Prerequisites: ART 1300C and ART 1301C and ART 2230C and ART
3233C and ART 3233C

ART 4223 Advanced Computer Images  3 to 9 credits
The course is an advanced exploration of issues and practices involved
in the creation of computer generated images and art. Students will be
asked to identify issues in contemporary image-making and manipu-
lation 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 pre-
sentation will be discussed.
Prerequisites: ART 2222 with a passing grade

ART 4291C Painting Workshop  3 to 9 credits
The focus of the course is independent studies in painting. Emphasis
on competence in medium and development of individual solutions to
problems. The course will ask students to identify issues in contempo-
rary art making practice and create a personally significant body of
work in relationship to those self-identified issues. Issues of presenta-
tion including production of a portfolio and exhibition practices will
be discussed.
Prerequisites: ART 2520C with a passing grade

ART 4922C Sculpture Workshop  3 to 9 credits
This course focuses on intensive studies in sculpture. It stresses com-
petence in the following areas: casting nonferrous metals, steel fabri-
cation techniques, woodworking, and landscape sculpture planning
and production. The course will ask students to identify issues in con-
temporary art making practice and create a personally significant body
of work in relationship to those self-identified issues. Issues of pre-
sentation, including production of a portfolio and exhibition practices
will be discussed.
Prerequisites: ART 2702C with a passing grade

ART 4923C Printmaking Workshop  3 to 9 credits
This course studies advanced techniques of silkscreen, relief printing,
etching, and lithography depending on appropriate physical resources
and student interests. The course will ask students to identify issues in
contemporary art making practice and require them to create a person-
ally significant body of work in relationship to those self-identified
issues. Issues of presentation including issues of edition size, produc-
tion of a portfolio and exhibition practices will be discussed.
Prerequisites: ART 2430C with a passing grade or ART 2440C with a
passing grade or ART 2470C with a passing grade or ART 3420C with a
passing grade

ART 4924C Photography Workshop  3 to 9 credits
This course covers various areas of photographic study, including
nonsilver and advanced silver printing techniques and conceptual ap-
proaches to image making.
Prerequisites: PGY 2401C and PGY 4410C

ART 4930 Special Topics in Art  3 to 9 credits
The faculty develops topics of importance to students' interests and
needs. May be repeated to a maximum of three (3) semester hours.

ASH 3400 The Chinese  4 credits
This telecourse explores the history, people and heritage of one of
the world's most ancient and fascinating civilizations. Rare scenes of daily
life reveal 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 pro-
tests at Tiananmen Square, is China's future one of turbulence or peaceful
evolution, how are China's technological and economic advances go-
ing to affect the nature of its society and its role in the global commu-
nity?

ASH 3404 Modern China  4 credits
A detailed study of the nature and development of modern China from
the time of sustained Western contact (17th century) through the present.
Provides discussions of the end of dynastic China, the consolidation
of socialism, the Maoist upheavals, and the rise of China as an eco-
nomic trade giant.

ASH 4442 History of Modern Japan  4 credits
Examines the social, cultural, political, religious, and economic de-
velopments of Japan since 1800. Stresses the rise of Japan as a re-
gional power and the influence of modern Japan as a world trade power.

ASN 2005 Introduction to Asian Studies  3 credits
This course provides an overview of Asian civilizations, including art,
literature, music, philosophy, history, and politics. In addition to a great
deal of reading, this course will require at least 6000 words of and will
thus satisfy a portion of the Gordon Rule.

ASN 3412 Asian Environments  3 credits
The natural environments of Asia and critical environmental issues
are examined within their ecological, cultural, economic, and histori-
cal 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

AST 2201C Stellar Astronomy  4 credits
General principles of Astronomy with emphasis on the structure and
evolution of stars, stellar systems, galaxies and the universe. Topics
include stellar birth and death, neutron stars and black holes, galactic
distances and the expansion of the universe. Observing of stars, con-
stellations, binary and variable stars, star clusters, nebulae. Indoor and/
or internet activities including radiative properties of the stars, spectra, stellar and galactic distances, Hubble's Law, distance/web based observing. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies. (Lab fees assessed) Fee Required

BCH 3023C Biochemistry 3 credits
The chemistry of proteins, lipids, carbohydrates, and nucleic acids will be studied. The principles of 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 Fee Required

BSC 1010C Gen'l Biology w/Lab I 4 credits
This course is intended for science majors. The principles of biology are studied from the molecular to the cellular level. Topics include: Basic biochemistry, the cell doctrine, the physical phenomena of life, elementary bioenergetics and biosynthesis, cellular and organismal reproduction and the gene concept. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. Fee Required

BSC 1011C Gen'l Biology w/Lab II 4 credits
This course is intended for science majors. General Biology with lab II examines biological systems from the organismal level through the system level. Topics include: theory of evolution, biodiversity and systematics, and ecology. The curriculum is inquiry based and fully integrated with laboratory and field experiences which emphasize active learning strategies. Fee Required

BSC 1020C Human Systems 3 credits
This course is intended for non-science majors. The basic principles of human biology will be studied. The following components will be investigated: cell biology, reproduction and genetics and human anatomy and physiology including human impacts on ecological systems. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. Fee Required

BSC 1051C Enviro Bio-SW Flu Environment 3 credits
The environment of southwest Florida is used as an example to investigate environmental concepts within their ecological, cultural, economic, and historical contexts. Multiple sources of information including scientific data and artistic expression are utilized to evaluate ecological principles and environmental ethics, attitudes, and beliefs. This course is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies. Fee Required

BSC 1085C Hum Anat & Physio w/Lab I 4 credits
This course is intended for health science majors. Students will investigate the structure and function of the human body systems, including: integumentary, skeletal, muscular nervous and endocrine systems. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. Fee Required

BSC 1086C Hum Anat & Physio w/Lab II 4 credits
This course is intended for health science majors. Students will continue their investigation of the structure and function of the human body systems, including: cardiovascular, respiratory, renal, gastrointestinal, reproductive and immune systems. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. Prerequisites: BSC 1085C with a minimum grade of C Fee Required

BSC 2024C Human Species 3 credits
The goal of this course is to provide a basic understanding of the evolution of mankind and the development of earlier cultures. Among other topics discussed are primates and research methods and techniques used by physical anthropologists to reconstruct past cultures. Prerequisites: ANT 2000 with a minimum grade of C Fee Required

BSC 2030 Biology and Society 2 credits
Biological implications of the interactions among human society, population, and technology in relation to the environment and natural systems. Historical perspectives will be considered. This course will be taught integrated with Teaching Methods in Middle Grades Science. Prerequisites: BSC 1030C with a minimum grade of C and BSC 1051C with a minimum grade of C

BSC 2300C Biological Systems I 3 credits
This is the first semester of a two-semester course which will consider biology from a systems perspective. Topics will include general system characteristics, unique aspects of biological systems, system complexity, evolution, comparative system architecture, levels of abstraction, biological control systems, redundancy, and artificial system synthesis. Chemical fundamentals, cell structure and function, elements of molecular biology, physiology and anatomy, taxonomy, complex system organization, and emergent properties of biological systems will also be considered. Case studies and system simulation will be utilized extensively. Artificial life, genetic programming, and computational metaphors based on biology will also be discussed. A range of projects will be required. Fee Required

BSC 2301C Biological Systems II 3 credits
This is the second semester of a two-semester course which will consider biology from a systems perspective. Topics will include general system characteristics, unique aspects of biological systems, system complexity, evolution, comparative system architecture, levels of abstraction, biological control systems, redundancy, and artificial system synthesis. Chemical fundamentals, cell structure and function, elements of molecular biology, physiology and anatomy, taxonomy, complex system organization, and emergent properties of biological systems will also be considered. Case studies and system simulation will be utilized extensively. Artificial life, genetic programming, and computational metaphors based on biology will also be discussed. A range of projects will be required. Prerequisites: BSC 2300C with a minimum grade of C Fee Required

BSC 3030 Biology & Society 2 credits
Biological implications of the interactions among human society, population and technology in relation to the environment and natural systems. Historical perspectives will be considered. This course will be taught integrated with Teaching Methods in Middle Grades Science. Prerequisites: BSC 1030C with a minimum grade of C and BSC 1051C with a minimum grade of C

BSC 3402 Scientific Process in Biology 2 credits
Students are introduced to the philosophy and methodology of the scientific practice in classroom discussion and laboratory and field experiences. Students, through self-practice and collaborative review, learn: philosophical and practical differences between physical and historical science; hypothesis generation and testing; experimental design; construction of a research proposal; composition of a scientific paper; oral presentation; and critical review. This course will be taught integrated with Communications Skills in the Science Classroom.
BSC 3403C Environmental Quant Techniques  3 credits
Students will practice laboratory and field techniques for environmental monitoring and analysis, and will develop competency with appropriate instrumentation, data management strategies and statistical procedures.
Fee Required

BSC 4422C Methods in Biotechnology  3 credits
This course explores the techniques and applications of biotechnology with strong emphasis on laboratory investigation. Recombination DNA technology will be the focus of study with applications in plant and animal systems. Impacts of biotechnology on society will be examined, such as the human genome project and agricultural biotechnology.
Prerequisites: BCH 3023C with a minimum grade of C and PCB 3064C with a minimum grade of C
Fee Required

BSC 4900 Dir Ind Study/Research in Bio  2 to 4 credits
Individual study by students under the direction of a faculty mentor. The topic will be selected based on mutual consensus between the student and the faculty mentor.

BSC 4910 Senior Project Research in Bio  2 credits
Research projects or certain aspects of research are carried out by one or more students under the supervision of a faculty mentor. The research project is designed to hone skills in applying research principles and obtaining practice in data collection, analysis. Senior Standing is expected.
Prerequisites: PCB 3063C with a minimum grade of C and PCB 3134C with a minimum grade of C or ZOO 3713C with a minimum grade of C

BSC 4911 Sr Project Presentation in Bio  2 credits
A continuation of the senior project, students will be expected to prepare and present a summary of their research. The presentation may be oral, written, multimedia, etc. Work will be completed with the faculty mentor.
Prerequisites: BSC 4910 with a minimum grade of C

BSC 4912 Senior Seminar in Biology  3 credits
Students conduct research in scientific teaching methodologies under the supervision of a faculty mentor. The seminar will culminate in the presentation of inquiry-based materials which can be used in the secondary biology classroom.

BSC 4930 Special Topics in Biology  2 to 4 credits
Courses will be developed based on topics of current or special interest to students or faculty. Topics or focus vary depending on student/faculty interest. Students will receive Satisfactory “S” or Unsatisfactory “U” grades for this course.

BSC 4933 Current Topics in Biology  1 credit
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.

BSC 4940 Internship in Biology  2 to 4 credits
An internship provides the student with an opportunity to work on a project in the field or laboratory setting. This work is usually completed off-campus and the student will work with a qualified supervisor at the site as well as a faculty mentor.

BUL 3130 Legal & Ethical Enviro of Bus  3 credits
This course is designed to introduce the student to the contemporary legal and ethical environment of business. Topics covered include the legal system, ethics, constitutional law, criminal and civil law, intellectual property, environmental law, contracts, and agency and employment law. A principal feature of the course is to investigate ethical dilemmas arising in the business environment and to develop critical thinking abilities for application to various contemporary legal problems. (Junior standing required.)

CAP 3611 Computation & Neural Systems  3 credits
This course is designed to introduce students to computation and neural systems. Topics will include a review of general physiology from a systems perspective, comparative neurophysiology and evolutionary biology, perception systems computational aspects of information processing within the central nervous system, clinical neurophysiology, 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 neurosystems 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 and COP 2001

CAP 4022 Interactive Multimedia  3 credits
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 2532 with a passing grade
Fee Required

CAP 4620 Artificial Intelligence  3 credits
This course will cover a range of topics in the field of artificial intelligence. Topics to be discussed include a brief history of artificial intelligence, an overview of human intelligence, problem solving and representation, control strategies, search techniques, predicate calculus, production-rule systems, expert systems, intelligent agents, natural language understanding, an introduction to neural networks, genetic algorithms, and artificial life. Case studies and programming of artificial intelligence (AI) systems will be emphasized.
Prerequisites: COT 3400 with a passing grade

CAP 4660 Robotic Systems  3 credits
This course will consider the analysis and design of robotic systems. Autonomous, semi-autonomous, fixed, and virtual robots will be considered. Topics will include a review of dynamic systems, transducers and actuators, degrees of freedom in robotic systems, robotic control strategies and algorithms, adaptive behavior in robotic systems, and system implementation. Case studies and laboratory exercises will be an integral part of the course.
Prerequisites: COT 3400 with a passing grade

CAP 4680 Knowledge-Based Systems  3 credits
This course will cover a range of topics in knowledge-based systems. Topics to be discussed include an introduction, what is A.I.?, applications of A.I., what is an expert system?, the structure of expert systems, knowledge acquisition, a simple expert system, knowledge engineering, methods of knowledge representation, building expert systems processes and tools, the system development life cycle, expert system shells, logic the prolog language processing, speech rec-
ognition, intelligent databases, decision support systems, summary future possibilities. Participants will gain experience with commercial expert systems.
Prerequisites: CAP 4620 with a passing grade

**CAP 4730 Computer Graphics 3 credits**
This course provides a foundation for work in computer graphics. Detailed topics include: Mathematical preliminaries, coordinate systems, transformations, perspective, graphical primitives, curve and surface modeling, representation of 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

**CCJ 3610 Theories of Criminal Behavior 3 credits**
This course examines the complex factors related to criminal behavior. It focuses on understanding criminal and delinquent behavior from a multi-disciplinary perspective (biological, psychological, social). The course places emphasis on past and present theories. In addition, students will focus on prevention, control, and treatment of criminal and delinquent behavior.

**CCJ 3653 Drugs, Alcohol & Crime 3 credits**
This course offers an examination of the history, pharmacology, health consequences, and crime-related aspects of mind-altering drugs. Emphasis is placed on the effects on criminal behavior, the legal response to the problem, and the treatment and prevention of abuse.

**CCJ 3666 Victimizationology 3 credits**
The course provides an overview of the study of victims and the process, etiology, and consequences of victimization. Special attention is paid to the types of victims, theories of victimization, and the victim's treatment within the criminal justice system. In addition, the course examines the role of victims in crime, their decisions to report crimes and help prosecute offenders, victim assistance, and victim compensation. Special emphasis is on sexual battery and domestic violence.

**CCJ 3701 Research Methods-Crim Justice 3 credits**
This course examines the major methods of gathering, analyzing, and reporting social data. It focuses on the purpose and logic of scientific inquiry and research techniques in criminal justice. The course places emphasis on qualitative and quantitative research techniques, including data collection, experimental and non-experimental designs, measurement procedures, sampling methods, and interpretation of research results.

**CCJ 4110 Law Enforcement 3 credits**
This course provides a comprehensive examination of the American law enforcement system at the federal, state, and local levels. Emphasis is on functions (law enforcement, order, maintenance, public service) and responsibilities. These include preservation of constitutional rights and community relations. Additionally, students review the social, legal, economic, and political elements that effect law enforcement.

**CCJ 4121 Crime Prevention 3 credits**
This course examines the theory, operation, and evaluation of crime prevention as a function of the criminal justice system. Students examine a variety of crime prevention techniques, including crime prevention through environmental design.

**CCJ 4215 Constitutional Criminal Law 3 credits**
This course explores the basic concepts of criminal law. It involves the elements of criminal statutes, criminal responsibility, defenses, and participants in the legal process. Additionally, students examine the historical basis of the American criminal law system.

**CCJ 4282 Legal Issues in Corrections 3 credits**
This course provides an overview of the legal aspects of corrections. These include legal issues from conviction to release from incarceration. Specifically, the following issues are examined: pre-sentence investigations, sentencing, probation and parole, incarceration, and loss and restoration of civil rights. Emphasis is on the practical, legal problems confronting the probation and parole officer and the corrections administrator.

**CCJ 4284 Law & Social Control 3 credits**
This course involves the study of law and social structure, sociology of law, and formal control mechanisms. Students examine the philosophical, legal, and scientific modes of inquiry that are central to the study of law. Attention is given to fitting the appropriate method of inquiry to social policy questions. The course explores the effectiveness of the law in developing social policy.
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<th>Course Code</th>
<th>Course Title</th>
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<td>CCJ 4306</td>
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This course identifies and examines issues relevant to the American court system. Focus is placed on jurisdiction, policies, and procedures of courts in the administration of criminal justice. Students are exposed to central principles of criminal law, which include the substantive elements of defining conduct for specific crimes and the various exculpatory conditions for criminal liability. Additionally, the course introduces students to criminal issues, as well as other democratic principles such as the constitutional rights of the accused in criminal proceedings.

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.

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.

This course deals with the application of management and leadership theories to the administration of law enforcement and correctional agencies. Models of decision-making, problem solving, and situational leadership are used to assess responses to current challenges facing criminal justice organizations. Students will explore value-oriented leadership strategies that can be used to motivate today's diverse workforce. The course addresses management's responsibility for translating organizational mission statements into on-going operational realities. Additionally, the course will illustrate the changing nature of accountability and personnel development through a review of both traditional agency practices and decentralized management approaches (community policing, functional unit management, direct supervision, and supervision of jail).

Emphasis is placed on avoiding crisis management through proactive planning, interactive communication, conflict prevention, and visionary leadership.

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.

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.

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.

This course focuses on an international perspective in criminal justice policy and procedures. The student learn why criminal justice systems through an analysis of a variety of other countries and cultures. Topics to be considered include policing, the judiciary, and corrections.

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.

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.

This course explores the theoretical issues, both past and present, regarding domestic violence. Attention is given to the impact domestic violence has 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.

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.

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.

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.

The internship consists of placement with one or more of the agencies comprising the criminal justice system. This course will enable students to gain meaningful field experience within the criminal justice system. A minimum of 3 credits is required. Students may elect to take 1-3 additional hours as an elective.
CCJ 4957  CJ Study Tour Abroad  3 credits
The course explores a wide variety of issues in criminal justice and criminology. Through an intensive study tour abroad, coupled with preparatory work and research prior to the tour, the student will gain insight into the cultural, historical and social influences on criminal justice, as well as the differences and similarities of the different systems.

CDA 3104  Comp Org’n & Assem Lang Prog  3 credits
The course will deal with the organization, architecture, and microarchitecture of computer systems. A range of computing machines and their corresponding instruction sets and register structures will be considered. Programming in assembly language will take place in the laboratory. Tradeoffs in machine implementation and performance will be examined. Computer peripherals will be discussed. A register transfer level simulation of an elementary computer system will be completed.
Prerequisites: CDA 3200 with a passing grade

CDA 3200  Digital Systems  3 credits
This course involves a study of digital systems at several levels of abstraction. Data paths, controllers, memory systems, and register transfer level design will be considered. Finite state machine design, classical logic design, and storage element design will be examined. Hardware and software tools for digital system analysis and synthesis will be examined. Microcomputer systems, microcomputer peripheral devices, hardware/software tradeoffs, and VLSI systems will be introduced. A project-based laboratory will be included as an integral part of the course. High School or College Algebra required.
Fee Required

CDA 4150  Computer Architecture  3 credits
Computer architecture is considered form several perspectives in this course. The form, function, and cost-performance tradeoffs associated with a range of computer systems will be examined. The impact of VLSI technology on contemporary computer architectures will be considered. Sequential, parallel, and distributed system models will be discussed. RISC and CISC systems will be evaluated. Memory and I/O models will be developed. Detailed topics include: Instruction set design, processor 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  3 credits
This course will investigate parallel and distributed computing systems. A taxonomy of parallel systems will be presented. Parallel computer applications will be discussed. Software development for parallel computers will be considered. 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  3 credits
This course will cover the architecture and implementation of data acquisition and control systems. Topics covered will include analog and digital measurement techniques, sources of error, transducers and actuators, system modeling, instrumentation system architecture, computer controlled instruments, computer controlled data acquisition systems, and system design techniques. Open and closed loop control, control system architecture, system analysis and design, system sta-

CDA 4210  VLSI System Design I  3 credits
This course will allow participants to design, implement, and test very large-scale digital integrated circuits and systems. System complexity, design methodologies and tools, implementation technologies, case studies, and fundamental limits and future possibilities for digital VLSI systems are considered. Topics include levels of abstraction in VLSI systems, architecture and microarchitecture, complexity, design methodology, performance considerations, delays in wires and active elements, scaling, MOS as an abstract technology, the MOS transistor, 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 and COT 3400 with a passing grade

CDA 4213  VLSI System Design II  3 credits
This course will allow participants to design, implement, and test very large-scale 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 3104 with a passing grade and COT 3400 with a passing grade

CEN 3031  Software Engineering  3 credits
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: COT 3400 with a passing grade

CEN 4516  Computer Networks  3 credits
This course will consider computer networks, analog and digital communication theory, network structures, and components, switching techniques (circuit switching and packet switching), network functions, layered network architectures, data link protocols, network control, transport and session protocols, and presentation layer protocols for point-to-point, satellite, packet radio, and local area networks. Hardware and software support for networking will be considered.
Fundamental limits and future possibilities will be discussed. A range of networking projects will be required.
Prerequisites: COT 3400 with a passing grade and CDA 3104 with a passing grade

CEN 4525 Internet Technologies 3 credits
The course will present an overview of contemporary Internet technologies. Topics to be covered include the history of the Internet, Internet domains, and Internet connections and protocols. The architecture of the World Wide Web and HTML techniques and standards will be discussed. The implementation of text, images, links, forms, imagemap, and frames will be considered. Indexing methods and search engines will be presented. Servers, CGI scripts, VRML, the Java programming language, intelligent agents, and database interfaces will be discussed. Security issues will be presented. Fundamental limits and future possibilities of the Internet will be discussed. Programming projects will be required.
Prerequisites: COT 3400 with a passing grade

CEN 4526 Mobile Computing 3 credits
This class will consider the technology and design of computing systems that are physically mobile. Such systems include laptop computers, computers connected via telephone, radio, and satellite networks, portable digital assistants, intelligent telemetry and data monitoring systems, and advanced virtual reality systems incorporating distributed computing elements. Detailed topics include: computers and communication systems, the human-computer interface, system portability, reliability, power consumption and power sources, data security, and privacy. Recent research papers will be presented to the class. Guest speakers will lecture on current topics in mobile computing.
Prerequisites: COT 3400 with a passing grade

CGS 1000C Computer Literacy with Lab 3 credits
The course will provide an understanding of computer hardware and software and applications. Among the areas covered are the history of computers, how computers are used, the basic components of a computer, computer terminology, elementary problem solving using a high level computer programming language, laboratory experiences using applications software, information systems, and information about computer careers.
Fee Required

CGS 1100 Introduction to Computers 3 credits
An introduction to computer hardware and software tools for knowledge workers. Software tools include spreadsheets, word processing, two-and three-dimensional presentation graphics, electronic mail, and network browsers. In addition, the course explores computer information systems in organizations and the use of computers to enhance productivity.

CGS 2010 Computers in Math Education 3 credits
Application of technology in Mathematics Education. Basic and Logo languages. Examination and evaluation of appropriate software for different levels of Mathematics.

CGS 3411 Computer Apps. for Math 3 credits
This course will develop competency in a high level programming language for secondary education majors.
Prerequisites: MAC 2311 with a passing grade

CHI 1120 Elementary Chinese I 3 credits
Mandarin. An intensive study of basic skills: pronunciation, listening, comprehension, speaking, and some composition.
Corequisites: CHI 1120L

CHI 1120L Elementary Chinese I Lab 1 credit
A laboratory designed to offer additional practice using various instructional technologies and media.
Corequisites: CHI 1120

CHI 1121 Elementary Chinese II 3 credits
Mandarin. More sophisticated oral/aural skills are attained. Basic reading skills are acquired.
Corequisites: CHI 1121L

CHI 1121L Elementary Chinese II Lab 1 credit
A laboratory designed to offer additional practice using various instructional technologies and media.
Corequisites: CHI 1121

CHM 1045C General Chem w/Lab I 4 credits
This course is intended for science majors. General Chemistry I explores the fundamental laws of chemistry including: states of matter, atomic and molecular structure, the periodic table, stoichiometry, theories of chemical bonding, acid-base reactions and the gas laws. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.
Fee Required

CHM 1046C General Chem w/Lab II 4 credits
This course is intended for science majors. General Chemistry II is a continuation of CHM 1045. Students examine solutions, redox reactions, kinetics and equilibria, thermodynamics, electrochemistry, nuclear chemistry and descriptive chemistry. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.
Prerequisites: CHM 1045C with a passing grade
Fee Required

CHM 1084C Environmental Chemistry 3 credits
The basic concepts of organic and inorganic chemistry in the context of applications to the environment will be studied in this course. Students will discuss and experience the application of chemistry to issues of water quality, atmospheric pollution, sustainable agricultural practices, and environmental risks to human health in an integrated environment of lectures, laboratory activities, and field experiences.
Fee Required

CHM 2210C Organic Chem w/Lab I 4 credits
Concentrates on the study of various classes of organic compounds with emphasis on their chemical reactivity and utility in synthetic and biochemical processes. Three-dimensional structures of various compounds and their functionality groups are learned with the relationship between structure and reactivity to why and how certain reactions proceed and others do not. Specific reaction types organized by common mechanisms, rather than by functional group, are further studied.
Prerequisites: CHM 1045C with a minimum grade of C and CHM 1046C with a minimum grade of C
Fee Required

CHM 2211C Organic Chem w/Lab II 4 credits
Continues concentration on the study of various classes of organic compounds with emphasis on their chemical reactivity and utility in synthetic and biochemical processes. Three-dimensional structures of various compounds and their functionality groups are learned with the relationship between structure and reactivity to why and how certain reactions proceed and others to not. Specific reaction types organized by common mechanisms, rather than by functional group, are further studied. The latter part of the course emphasizes structural features and specific reactions of organic compounds related to important naturally occurring and manufactured materials: polymers, proteins, and enzymes.
Prerequisites: CHM 2210C with a minimum grade of C
Fee Required

CLP 3140 Basic Psychopathology 3 credits
Review of the major child, adolescent and adult psychological disorders.
Prerequisites: PSY 2012 with a minimum grade of C
CLP 4143 Abnormal Psychology 3 credits
Descriptive Psychopathology, theoretical models, empirical evaluation and treatment of maladaptive behavior.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

CLP 4314 Health Psychology 3 credits
Review of application of clinical psychology in behavioral medicine context. Emphasis on rehabilitation and prevention.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

CLP 4414 Behavior Modification 3 credits
Introduction to behavior analysis and application of learning principles, behavioral assessment, single subject research designs, and interventions in treatment settings.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

CLP 4433 Psych Tests & Measurements 3 credits
Consideration of the theoretical issues in psychometric test development. Review of instruments for intellectual, personality and neuropsychological assessment including development, applications, and potential abuses.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

COP 2000 Programming Methodology I 3 credits
This course addresses the fundamental principles of computer science and their application to software engineering. The emphasis is on programming and problem solving using the C programming language. Software engineering principles, documentation, testing, and management are included in the course. Lectures and laboratory work are integrated. A range of programming projects will be completed. High School or College Algebra required.
Fee Required

COP 2001 Programming Methodology II 3 credits
This course continues to explore the fundamental principles of computer science and their application to software engineering. The emphasis is on advanced features in procedural programming using the C programming language and object-oriented software engineering concepts using the Java programming language. Lectures and laboratory work are integrated. A range of programming projects will be completed.
Prerequisites: COP 2000 with a passing grade
Fee Required

COP 2532 Programming Abstractions 3 credits
This course will focus on data abstractions and its relationship to programming. Recursion and recursive algorithms, backtracking, and computational complexity will be considered. An introduction to abstract data types will be presented. A range of 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: COP 2001 with a passing grade

COP 2550 Programming Systems 3 credits
This course provides experience in understanding and applying a range of modern programming systems. Object-oriented programming paradigms including C++ and JAVA are considered. LISP, concurrent languages, the functional paradigm, and selected emerging languages are presented. Lectures and laboratory work are integrated. A range of programming projects is included.
Prerequisites: COP 2532 with a passing grade
Fee Required

COP 4334 Object-Based System Design 3 credits
This course will address fundamental conceptual models for programming languages and illustrates these with specific languages and application problems. Specific topics include class and object models, inheritance, and relations among classes and objects as well as both static and dynamic system models, and implementations. A range of programming projects will be completed.
Prerequisites: COT 3400 and CDA 3104

COP 4610 Operating Systems 3 credits
The course will include the evolution of modern operating systems, single and multi-tasking systems, tasking and processes, process coordination and synchronization, scheduling and dispatching, physical and virtual memory organization, device management, file systems, security and protection, communication and networking, and distributed and real-time systems. Case studies will be emphasized. The UNIX, Macintosh, and Windows 95 operating systems will be investigated in detail.
Prerequisites: COT 3400 with a passing grade and CDA 3104 with a passing grade

COP 4620 Compiler Construction 3 credits
This course examines the structure of programming languages, the syntactic description of languages, and the organization and design of compilers. Topics covered include lexical, syntactic, and semantic analysis, code generation, run-time organization, and error handling. Issues involved in compiler construction are explored through case studies and programming assignments.
Prerequisites: COT 3400 with a passing grade and CDA 3104 with a passing grade

COP 4710 Database Systems 3 credits
This course will focus on both theoretical and applied aspects of database systems. Hardware system considerations and database machine design will be included. Entity-relationship, relational, network, hierarchical, and object-oriented data models will be discussed. Relational algebra, calculus, and database query languages will be considered. Dependencies, constraints, and normal forms will be presented. The role of databases in a range of applications will be discussed. An overview of interactive and programmatic interfaces to database systems will be considered. Database transactions will be presented. A project involving the design of a database system will be completed.
Prerequisites: COT 3400 with a passing grade

COP 4901 Community Computing 3 credits
This course is intended to provide participants with the skills necessary for the dissemination of computing technology within communities. The course will prepare leaders to understand computer system technology, perform needs assessments, work effectively within a community, and secure funding for computing resources. Participants will endeavor to transfer computing knowledge to community organizations, governments, businesses, schools, and individuals so that they may achieve their respective goals. Topics will include technologies and their impact on society, ethics, communication and negotiation skills, management skills, marketing, entrepreneurship, needs assessment, computing resources, computer system and network design, consulting, system management, security, searching for information on computer networks, and mobile computing. Participants will learn how to specify, purchase, and set up computer systems, networks, and servers. Participants will also engage in team-based community computing projects.
Prerequisites: COP 2001 with a passing grade and CDA 3200 with a passing grade

COP 4906 Senior Project 2 credits
This course is intended to provide the student with an opportunity to focus his/her understanding of computer science on a significant problem at the systems level. The project topic will be selected by the student in consultation with his/her advisor. Interdisciplinary activities and teamwork will be encouraged. Senior Standing
COP 4908 Independent Study 3 credits
In this course the student will engage in reading, problem solving, project development, simulation, laboratory investigation, field work, or a combination of these activities under the supervision of a faculty member. Instructor consent required.

COP 4931 Special Topics in Comp. Sci. 3 credits
This course is intended to cover contemporary material in the field of computer science. Instructor consent required.

COT 3400 Algorithms 3 credits
A range of algorithms for sorting, searching, and selection will be covered in the course. An analysis of these algorithms, including their performance, will be undertaken. Algorithm design, divide and conquer strategies, and dynamic programming will be considered. Space-time tradeoffs will be examined. Complexity classes and parallel and distributed algorithms will be presented. Genetic algorithms will be introduced. Digital signal processing algorithms and applications will be considered. Programming projects will be completed. Prerequisites: COT 2550 with a passing grade Fee Required

CPO 3002 Comparative Politics 3 credits
This course examines the political systems of a representative sample of developing and developed countries. Particular attention is paid to the capacity of these societies to respond to the challenges of population growth, environmental degradation, and the world economy. The course also focuses on current events though student subscriptions to major periodicals such as The Economist.

CPO 4204 Gov't. & Pol. Affairs in Africa 3 credits
This course examines impact on imperialism on the African continent, the emergence of independent nation states, the various models of development pursued in Africa, and the political conflicts that have emerged both within and between Africa's nation states. Particular attention is paid to Africa's capacity to meet the challenges of population growth, environmental degradation, and participation within the world economy.

CRW 2100 Intro to Fiction Writing 3 credits
This course centers on analysis of the major techniques used in fiction writing. Students develop skills in both writing prose fiction and reviewing and editing prose fiction. This course will require at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule. Prerequisites: ENC 1101 with a minimum grade of C

CRW 2300 Intro to Poetry Writing 3 credits
This course centers on analysis of the major techniques used in poetry writing. Students develop skills in both writing poetry and reviewing and editing poetry. Prerequisites: ENC 1101 with a minimum grade of C

CRW 4120 Advanced Fiction Writing 3 credits
This course focuses on analysis of the elements of the short story, novella, and novel forms. The course emphasizes the development of an individual style in writing fiction; critiquing, editing, and revising original fiction; and preparing fiction for publication. The course will include 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule. Prerequisites: CRW 2100

CRW 4320 Advanced Poetry Writing 3 credits
This course focuses on analysis of the elements of various poetic forms. The course emphasizes the development of an individual style in writing poetry; critiquing, editing, and revising original poetry; and preparing poetry for publication. Prerequisites: CRW 2300

DAA 2000 Theatre Dance Styles 2 credits
Development of technical skills in social and historical dance forms frequently stylized for use by dance choreographers. May be repeated once with permission of instructor.

DAA 2300 Ballroom/Social Dancing 2 credits
Development of technical skills in social/ballroom dance. May be repeated once with permission of instructor.

DAA 3590 Dance Theatre Lab 2 credits
Experience in dance ensemble and performance work. May be repeated once with permission of instructor. Senior level; permission of instructor required.

DEP 2004 Principles of Development 3 credits
Survey of the major themes and recent findings in the area of lifespan development. Emphasis will be on the major biological, psychological and social developments from conception to death. Prerequisites: PSY 2012 with a minimum grade of C

DEP 4005 Developmental Psychology 3 credits
Survey of methods, empirical findings and theoretical interpretations in the study of human development across the life-span. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

DEP 4404 Psych of Adulthood & Aging 3 credits
A life-span approach to human development across adulthood into later life. Cognitive aging, changes in social functioning, personality development, and adjustment in later life. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

ECO 2013 Princ of Macroeconomics 3 credits
This course presents the fundamental relationships in the aggregate, or macroeconomy. Basic measures of macroeconomic activity are covered as are their uses and limitations. The major policy goals pertaining to macroeconomic phenomena such as inflation, economic growth, and unemployment are covered and alternative policy proposals for dealing with these problems are discussed. The concept of scarcity within the public or government sector is addressed. Current macro economic issues are explored and the course is designed to increase general economic literacy for all students.

ECO 2023 Princ of Micro Economics 3 credits
This course analyzes the individual components of an economic system. Special emphasis is placed on decision-making by individuals and by firms. The major market structures of competition and monopoly are covered and variations of these market structures are explored. The supply and demand model is introduced and used extensively to explain individual and firm behaviors in markets. An introduction to issues in international trade and finance are also part of this course.

ECO 3101 Intermediate Price Theory 3 credits
This course studies the behavior of individual economic units, primarily consumers and firms. We consider how decisions are coordinated among these groups in an economic system. Much of the course develops tools for analysis, which explain various economic phenomena. These basic tools are used in nearly all other areas of economic inquiry. The theoretical framework developed will be used to evaluate policy decisions. Prerequisites: ECO 2023

ECO 3203 Intermediate Macroeconomics 3 credits
This intermediate-level course is a direct extension of the two principles of economics courses. We evaluate the roles of the private and public sectors in the determination of national income, employment, and prices. Competing theories of the macroeconomy will be covered
and at least one of the major macroeconomic models will be developed in depth. Money and monetary policy will be covered as will the interplay of domestic and international economies upon one another. Monetary and fiscal policies will be covered and critiqued.

Prerequisites: ECO 2023 with a minimum grade of C and ECO 2013 with a minimum grade of C

EDE 4930 Spec Topics in Elem Educ 3 credits
This course will examine an area related to special education that may be of interest to the student. The purpose of the course is to extend the knowledge base of a student beyond the required program of study. The special topic will be discussed in depth based on current research and required observations in the field. The student will examine the applicability to classroom practice. This course is to be taken just prior to the final internship semester. The student may elect to take another education course in lieu of this one.
Prerequisites: EDF 3076 with a minimum grade of C

EDE 4936 Senior Seminar- Elem Ed 3 credits
This course is taken concurrently with the final internship. It is a capstone experience in which trends and issues within the field of elementary education are examined from the perspective of the final internship and that project will be discussed in relation to current trends and issues in the field. Students will also have opportunities to reflect on issues and to analyze case studies from an experimental and growing knowledge of practice perspective.
Prerequisites: IDS 3920 with a minimum grade of C and EDF 3076 with a minimum grade of C and EDF 3216 with a minimum grade of C and EDG 3300 with a minimum grade of C and RED 4313 with a minimum grade of C and MAE 4310 with a minimum grade of C and EDG 4371 with a minimum grade of C and MAE 4310 with a minimum grade of C and LAE 4415 with a minimum grade of C and TSL 4344 with a minimum grade of C and EDF 4430 with a minimum grade of C and EDE 4942 with a minimum grade of C and EDE 4940 with a minimum grade of C and EDE 4930 with a minimum grade of C
Corequisites: EDE 4940

EDE 4940 Internship: Elementary Ed 9 or 10 credits
Students will be in a ten-week internship, five days per week, to refine and demonstrate effective teaching practices. Students will assume the teacher role in selected schools or agencies.
Prerequisites: IDS 3920 with a minimum grade of C and EDF 3076 with a minimum grade of C and EDF 3216 with a minimum grade of C and EDG 3300 with a minimum grade of C and RED 4313 with a minimum grade of C and MAE 4310 with a minimum grade of C and EDG 4371 with a minimum grade of C and SSE 4314 with a minimum grade of C and MAE 4310 with a minimum grade of C and SCE 4310 with a minimum grade of C and LAE 4415 with a minimum grade of C and TSL 4344 with a minimum grade of C and EDF 4430 with a minimum grade of C and EDE 4942 with a minimum grade of C and EDE 4940 with a minimum grade of C and EDE 4930 with a minimum grade of C
Corequisites: EDE 4936

EDE 4941 Childhood Educ Internship Lev 1 3 credits
Students spend six hours per week in a supervised in-school experience and attend weekly seminar.

EDE 4942 Integrated Field Exp; Elem Ed 3 credits
Students will be in a semester long internship, the equivalent of 2 full days per week, to observe and demonstrate effective teaching practices. Students will partially assume the teacher role in selected schools or agencies. Students will be in two integrated field experiences, two consecutive days per week, for a total of 12 weeks. Field experiences will be carried out in selected school and community agencies. It is an opportunity to apply and refine what has been learned in university classes. More specifically, it is an opportunity to integrate knowledge of child development, teacher behavior and state mandates, which may include Educator Accomplished Practices and Florida Performance Measurement System, in teaching skills, in making classroom decisions, and in thinking reflectively about decisions.
Prerequisites: EDF 3076 with a minimum grade of C and EDF 3216 with a minimum grade of C and EDG 3300 with a minimum grade of C and RED 4313 with a minimum grade of C and MAE 4310 with a
EDF 2005 Introduction to Education 3 credits
Survey course to orient students to the profession of education. Focus on current issues in education and their relationship to the disciplines social, philosophical and historical foundations. Thirty hours of field experience in pre-K – 12 schools required as part of this course.

EDF 3076 Diversity of Human Experience 6 credits
This course is designed to introduce the complexity and variety of opportunities in the field of education and the opportunities for teacher certification available at FGCU. Early childhood, elementary education, special education, and ESOL will be addressed within the context of human diversity. Students should reserve at least three clock hours per week during the regular public school day for field experience.
Prerequisites: EDF 2005 with a minimum grade of C and EDF 2701 with a minimum grade of C and EME 2040 with a minimum grade of C

EDF 3122 Learning & Developing Child 3 to 4 credits
Preadolescent child growth and development, learning theory, and behavioral analysis applied to instruction and to the organization and management of the classroom.

EDF 3216 Professional Studies 6 credits
An exploration of the fundamental elements of professional studies in teacher education including an introduction to the field of curriculum and instruction. Emphasis is placed on social, cultural, historical, political, economic, legal and philosophical foundations of American education, schooling, and the profession of teaching vis-a-vis their expressions in contemporary issues and problems in the theory, research, formulation, implementation, and evaluation of curricular and instructional practice in American schools. Principles of curriculum development and the use of instructional strategies. Students will develop, implement, and evaluate a variety of lesson plans. Students will also explore ways to establish a classroom community and manage behavior in a diverse classroom.
Prerequisites: EDF 2005 with a minimum grade of C and EDF 2701 with a minimum grade of C and EME 2040 with a minimum grade of C

EDF 3542 Philosophy of Education 3 credits
The purpose is 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 Sr Seminar: Social Foundations of Ed 3 credits
Social, economic and political context within which schools function and the values which provide direction for our schools; the culture as a motivating influence and instruction. May be offered in Senior Seminar format in some programs.

EDF 4112 Child Growth and Development 3 credits
Understanding of child growth and development, including atypical development and knowledge of contemporary theories and theorists.

EDF 4430 Assessment & Action Research 3 credits
Concepts and skills related to designing, administering, evaluating, interpreting, applying and communicating results of classroom tests to include both performance and objective assessments. Concepts and skills in administering, interpreting, applying, and communicating results of standardized assessments. Emphasis will be on the use of assessment tools to improve instruction and student achievement. Computer applications will be introduced.
Prerequisites: EDF 3076 with a minimum grade of C and EDF 3216 with a minimum grade of C and EDF 3300 with a minimum grade of C and EDF 4313 with a minimum grade of C and EDF 4313 with a minimum grade of C and MAE 4310 with a minimum grade of C and SSE 4314 with a minimum grade of C and MAE 4310 with a minimum grade of C

EDG 2701 Teaching Diverse Populations 3 credits
An introduction to the value of diversity in American society and the manifestations of diversity in the educational system. Focuses on providing prospective teachers with knowledge about students in American schools who are from different ethnic, racial, cultural, socioeconomic and/or linguistic backgrounds or who represent other categories of diversity. Classroom and/or community observations are required.

EDG 3300 Emerg Lit Com & Cul 6 credits
This course is an introduction to the acquisition and development of language, literacy theories, processes, instructional strategies and assessments. It includes a survey of cultural indices and considerations for modifications and adaptations to meet the language and literacy needs of all children. Students should reserve at least three clock hours per week during the regular public school day for field experience.
Prerequisites: EDF 3076 with a minimum grade of C and EDF 3216 with a minimum grade of C

EDG 4320 Intro. to Creative Drama 3 credits
This course for classroom teachers introduces the theory and practice of creative drama as it applies to use by elementary, middle school and secondary school teachers. Beginning with a study of dramatic play as it relates to human development, the course includes basic strategies when using pantomime, voice improvisation, theatre games and role playing and story dramatization.

EDG 4324 Environmental Educ. Techniques 3 credits
This course is an introduction to the history, philosophy and methodology of environmental education. Topics include: consideration of organization, sources of materials, instructional techniques and field experiences. The curriculum is based in active learning, and collaborative exercises which allow the students to practice environmental education techniques in a traditional classroom or non-traditional settings.

EDG 4371 Creative & Affective Development 3 credits
The purpose of the course is to provide students with the knowledge of the development of creative music, visual art, and movement experiences for elementary age children. Students gain expertise in knowledge of principles of music, visual art, and movement and learn how to apply this knowledge of the design of developmentally and culturally appropriate activities. A key focus of the course is that of "infusing the creative arts and movement into the integrated curriculum." This course prepares elementary educators to provide such experiences and/or to utilize the specialist as a resource person for enhancing instruction in various parts of the curriculum.
Prerequisites: EDF 3076 with a minimum grade of C

EDG 4620 Curriculum & Instruction 3 credits
An introduction to the field of curriculum and instruction. Emphasis is placed on principles of curriculum development and use of instructional strategies. Students will develop, implement, and evaluate a variety of lesson plans.
EDG 4905 Independent Study 1 to 4 credits  
Specialized independent study determined by the student’s needs and interests and supervision by a qualified faculty member. May be repeated when subjects vary.

EDG 4930 Special Topics in Education 1 to 4 credits  
This course is designed to allow special topics courses to be designed and delivered variable titles and credits. Students may repeat this course with different titles.

EEC 3268 Plan Development & Assessment 3 credits  
More than a century of research has shown that play is the primary mode of learning for the young child, and this course is placed strategically at the beginning of the early childhood teacher preparation program so that students will see the importance of play in growth and learning and will gain skills in facilitating play. In this way, teachers will then offer age-appropriate environments for young children, engage in effective play facilitation and utilize play as a tool in assessing strategies for children at risk.  
Prerequisites: EDF 3076 with a minimum grade of C

EEC 4008 Lit. in Early Childhood Educ. 3 credits  
Emphasis is placed on developing knowledge of literature for younger children (0-8 years) and methodologies and strategies for utilizing literature to teach literacy in content areas of the curriculum.

EEC 4203 Prog for Young Children 3 credits  
Historical and sociological foundations of early childhood education, establishing professional beliefs regarding teaching young children, and developing an appropriate learning environment. Field experiences required.

EEC 4211 Integ. Sci & Math/Yng Children 3 credits  
The purpose of the course is to provide students with primary grades with an emphasis on how learning knowledge of beginning sequential science and mathematical concepts for the appropriate stages of cognitive development of young children.  
Prerequisites: EDF 3076 with a minimum grade of C and EDF 3216 with a minimum grade of C and EDC 3300 with a minimum grade of C and EEC 3268 with a minimum grade of C and EEC 4303 with a minimum grade of C

EEC 4212 Int. Curr.: S.S., Human.& Art 3 credits  
Develops understanding of appropriate curriculum experiences in social science, humanities, and art for kindergarten and primary grades with an emphasis on how learning experiences are integrated throughout the curriculum, how these curriculum areas can be integrative 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 Yng Children 3 credits  
This course will include theoretical aspects of cognitive development for children ages zero to eight with emphasis on planning developmentally and culturally appropriate teaching-learning experiences and determining appropriate curriculum content in language arts, science, mathematics, and social studies with an emphasis on integrated experiences. Understanding of course content knowledge will be demonstrated in the accompanying field assignment.  
Prerequisites: EDF 3076 with a minimum grade of C

EEC 4303 Creat/AffectExp for YoungChild 3 credits  
The purpose of the course is to provide students with knowledge of the development of creative and affective experience in young children ages 0 - 8, using the key notion of “infusing creativity into the integrated curriculum.” In conjunction with the accompanying field experience, students plan and implement developmentally and culturally appropriate child-centered learning experiences in play, music, drama, arts, and movement based on the needs of individual children.  
Prerequisites: EDF 3076 with a minimum grade of C

EEC 4402C Relations Across Fam-Sch-Comm 3 credits  
This course is designed to teach students the knowledge base and skills necessary to form partnerships with families and the community to enhance the care and education of young children. In addition, this course teaches students the knowledge base and skills necessary to design an environment, develop policies and adopt strategies that will assist children in developing prosocial behaviors. Students will learn skills of problem solving and negotiating with children who exhibit challenging behaviors which will lead to children learning to solve their own problems effectively and appropriately. Students learn how to set limits, engage in active listening, acknowledge children’s feelings, and other important child-centered strategies to facilitate prosocial behaviors in a developmentally appropriate manner. Observing practices in high quality programs is an important feature of the course.  
Prerequisites: EDF 3076 with a minimum grade of C

EEC 4408 Child Family & Teach Relations 3 credits  
Focuses on developing understanding of traditional and nontraditional families including structural and lifestyle variations and understanding of parenting in diverse cultures including high-risk families. Implications from these understandings will guide development of parent conferences, parent meetings and home visits.  
Prerequisites: EDF 4112 with a minimum grade of C and EEC 4300 with a minimum grade of C and EEC 4303 with a minimum grade of C

EEC 4510 Infants and Toddlers 3 credits  
This course is designed to teach students the knowledge base and skills necessary to provide a high-quality infant and/or toddler program. The course will integrate knowledge of individualizing care and education for all children including children with special needs and children from diverse cultural groups. Child growth and development will be used as the basis for understanding how to plan and implement a program for a very young children. Observing practices in high quality infant-toddler classrooms is an important feature of the course. Finally, this course will assist students in understanding the importance of establishing meaningful relationships with families and co-teachers.  
Prerequisites: EDF 3076 with a minimum grade of C

EEC 4706 Language & Emerging Literacy 3 credits  
Focuses on developing an understanding of language development, processes of emerging literacy and how teachers support development through appropriate integrated curriculum experiences.

EEC 4936 Sr. Seminar: Early Childhood 3 credits  
This course is taken concurrently with the final internship. It is a capstone experience in which trends and issues within the field of early childhood education are examined from the perspective of the final internship experience. The action research component will encourage preserve teachers to a) indentify questions about their own teaching; b) develop skills in the use of action research as an approach for addressing those questions; c) implement a systematic, intentional plan of action in a classroom setting that is designed to seek answers to the questions; d) share findings and implications of the inquiry through writing, discussion, and oral presentation.  
Prerequisites: EDG 3300 with a minimum grade of C and EEC 3268 with a minimum grade of C and EEC 4300 with a minimum grade of C and EEC 4303 with a minimum grade of C and SSE 4314 with a minimum grade of C and LAE 4415 with a minimum grade of C and TSL 4344 with a minimum grade of C and EEX 4231 with a minimum grade of C and EEC 4211 with a minimum grade of C and EEC 4942 with a minimum grade of C and EEC 4201 with a minimum grade of C and EEC 4510 with a minimum grade of C and EEC 4402C with a minimum grade of C  
Corequisites: EEC 4940

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EEC 4940 Internship: Early Childhood 9 credits
Full day, full semester internship, with field placement in a kindergarten, pre-kindergarten, or primary grade where teacher candidates demonstrate the ability to apply knowledge, skills and dispositions in authentic situations.
Prerequisites: EDG 3300 with a minimum grade of C and EEC 3268 with a minimum grade of C and EEC 4300 with a minimum grade of C and EEC 4303 with a minimum grade of C and SSE 4314* with a minimum grade of C and LAE 4415 with a minimum grade of C and TSL 4344 with a minimum grade of C and EEX 4231 with a minimum grade of C and EEC 4211 with a minimum grade of C and EEC 4942 with a minimum grade of C and EEX 4201 with a minimum grade of C and EEC 4510 with a minimum grade of C and EEC 4402C with a minimum grade of C.
Corequisites: EEC 4940

EEC 4942 Integrated Field Exp. - EC 3 credits
Students will be in a semester long internship, the equivalent of 2 full days per week, to observe and demonstrate effective teaching practices. Students will partially assume the teacher role in selected schools or agencies. Students will be in two integrated field experiences, two consecutive days per week, for a total of 12 weeks. Field experiences will be carried out in selected school and community agencies. It is an opportunity to apply and refine what has been learned in university classes. More specifically, it is an opportunity to integrate knowledge, child development, teacher behavior and state mandates, which may include Educator Accomplished Practices and Florida Performance Measurement System, in teaching skills, in making classroom decisions, and in thinking reflectively about decisions.
Prerequisites: EDG 3303 with a minimum grade of C and EDF 3216 with a minimum grade of C and EEC 3268 with a minimum grade of C and EEC 4303 with a minimum grade of C and SSE 4313 with a minimum grade of C and LAE 4415 with a minimum grade of C.
Corequisites: TSL 4344

EEC 4943 Field Experience III 3 credits
Field placement in kindergarten or primary grade where teacher candidates have opportunity to apply knowledge and skills in authentic situations. Focus on developing deeper understanding of growth and development and relationship to curriculum planning and emphasis on self evaluation of knowledge, skills and dispositions essential for teaching.
Prerequisites: EEC 4942 with a minimum grade of C

EED 4011 Theories & Practices In BD 3 credits
Designed for students who plan to work with this population, this course reviews the current approaches to understanding and working with children with behavior disorders. The overall goal of the course is to help students gain an understanding of the diagnostic and treatment issues associated with various perspectives that guide our work. Students who develop an understanding of the conceptual issues that guide the thought and action of professionals working with children with behavior disorders will be better able to: 1) make informed decisions about how best to teach behavior disordered children, 2) collaborate with other professionals, and 3) evaluate the diverse treatment approaches currently being used in clinical work.
Prerequisites: EDF 3076 with a minimum grade of C

EED 4941 Practicum: Behavior Disorders 2 to 4 credits
Supervised field experiences in assessment, behavior management, and clinical teaching with children who have behavior disorders. Repeatable up to a total of five credit hours. First time taken for two credits, second time taken for three credits. (S/U only) A corequisite of EEX 4604 or 4846 is required based on practicum level.
Prerequisites: EEX 4011 with a passing grade

EEX 2010 Intro to Special Education 3 credits
The purpose of the course is to provide students with a broad introduction to exceptionality with particular emphasis on educational aspects. It is essential now to provide students not only with a firm grounding in the foundations of Special Education, but also to expose them to reconstruction of the field so that they be better able to deal with new and ever changing developments. This course is required by the State for certification in all areas of exceptional student education.

EEX 4011 Foundations of Special Ed 3 credits
The purpose of the course is to survey the various exceptional student populations with a particular emphasis on the educational aspects of 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.

EEX 4070 Integ. Excep. Students in Reg 2 to 3 credits

EEX 4201 Young Children with Spec Needs 3 credits
Teachers of young children with special needs and other early interventionists need to develop a clear understanding of the needs presented by these children and their families. This course will present early childhood professionals with both a comprehensive overview of the field of early childhood special education (ECSE), and in depth information on state of the art practices which facilitates both teacher and child competencies. The focus of this course is on “application,” with an emphasis on “hands on” experience.
Prerequisites: EDF 3076 with a minimum grade of C

EEX 4221 Educ Assess of Exceptional Stud 3 credits
The purpose of the course is to introduce students to the complex policies, procedures, and legal mandates that guide the assessment of children for services in programs for exceptional children and to provide an introduction to the techniques and methods commonly used in the assessment process. This course is linked to a practicum that requires students to apply concepts learned in the course. This course is required of all special education majors. Florida Department of Education standards and the Council for Exceptional Children standards both require this content.
Prerequisites: EEX 4011 with a minimum grade of C and EDF 3122 with a minimum grade of C

EEX 4231 Assess, Eval, & Report Prog 3 credits
This course is designed to provide early childhood specialists/teachers a clear understanding of the purposes and methods of assessing children with special needs and their progress from an ecological perspective.

EEX 4231• Assessing Prog Child w/Disab 3 credits
This course has two components. The first is preparation in assessment used to inform educational decisions. The second is to prepare early childhood teachers with action research skills to maintain a stance as a reflective practitioner. Early interventionists, teachers of young children and other early childhood specialists (e.g. program developers and applied researchers) need a clear understanding of the purposes and methods of assessing children with special needs and their progress from an ecological perspective. This understanding will enable early childhood educators of ALL children to develop, implement, and evaluate effective instructional programs to enhance the development of competence in infants and young children. This course presumes a foundation in typical and atypical child development and provides a focus on applied practice within the child service sector. This course which provides the interventionist and teacher the knowledge to plan assessments for the purposes of identification and diagnosis, program planning and program evaluation for infants and young children with and without disabilities. Teachers will also develop skills in teamwork action research projects in which they can apply their assessment knowledge to real-life classroom settings.
Prerequisites: EDG 3300 with a minimum grade of C and EEC 3268 with a minimum grade of C and EEC 4300 with a minimum grade of C and EEC 4303 with a minimum grade of C and SSE 4314 with a minimum grade of C and LAF 4415 with a minimum grade of C

EEX 4243 Edu of Excep Adolesc & Adult 2 to 3 credits
This course is designed to prepare personnel to plan and implement multicultural educational programs for adolescent and secondary level exceptional students. In an effort to complement traditional educational programs that focus primarily on younger students with special needs, curriculum models, materials, teaching strategies, and transition requirements for the full range of students with disabilities, including gifted and talented will be addressed. Evaluation for career and vocational planning is covered. This particular course, which is required for all of the department’s 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 4255 Techg students mod/sev disabil 3 credits
The purpose of this methods course is to prepare students to teach students that are earning a specialized diploma II option. Particular emphasis will be given to school to career plans, community based instruction, inclusion, and functional curriculums.
Prerequisites: EDF 3076 with a minimum grade of C and EED 4011 with a minimum grade of C or ELD 4011 with a minimum grade of C or EMR 4011 with a minimum grade of C

EEX 4604 BehavMgmt SpecNeed/ArtRisk Stud 3 credits
The purpose of this course is to provide students with basic knowledge and skills about establishing and maintaining order in the classroom, teaching children requisite social skills, helping children learn how to solve problems, teaching children self-control and dealing with behavioral crises when they arise in the classroom. Such skills are consistently identified as essential skills for beginning teachers. They are also among the standards required by both the Council for Exceptional Children and Florida Department of Education. This course emphasizes the importance of a proactive, positive approach to classroom discipline through preventing disruptions and motivating students to achieve rather than through punishing challenging behaviors.
Prerequisites: EEX 4011 with a minimum grade of C

EEX 4742 History & Narr Pers Expection 3 credits
This course is designed to use literature as a way to interpret the lives of individuals with disabilities, their lives. The course also addresses cultural and ethnic diversity so as to better analyze the role of ethics and values in decisions made pertaining to individuals with disabilities.

EEX 4846 Teching Students w/Mild-Med Dis 3 credits
This course is designed to provide beginning special education teachers with special This course is designed to provide beginning special education teachers with special instruction strategies accommodations, and modifications needed for students with exceptionalities to succeed in general education settings, and to achieve standard high school diploma if possible.
Prerequisites: EDF 3076 with a minimum grade of C and EED 4011 with a minimum grade of C or ELD 4011 with a minimum grade of C or EMR 4011 with a minimum grade of C

EEX 4905 Independent Study 1 to 3 credits

EEX 4930 Spec Topics in Spec Ed 3 credits
This course will examine an area related to special education that may be of interest to the student. The purpose of the course is to extend the knowledge base of a student beyond the required program of study. The special topic will be discussed in depth based on current research and required observations in the field. The student will examine the applicability to classroom practice. This course is to be taken just prior to the final internship semester. The student may elect to take another education course in lieu of this one.
Prerequisites: EDF 3076 with a minimum grade of C

EEX 4936 Senior Seminar: Special Ed 3 credits
This course is taken concurrently with the final internship. It is a capstone experience in which trends and issues within the field of special education are examined from the perspective of the final internship experience. Students will carry out an actions research project during their final internship and that project will be discussed in relation to current trends and issues in the field. Students will also have opportunities to reflect on issues and to analyze case studies from an experiential and growing knowledge of practice perspective.
Prerequisites: IDS 3920 with a minimum grade of C and EDF 3076 with a minimum grade of C and EDF 3216 with a minimum grade of C and EDG 3300 with a minimum grade of C and RED 4313 with a minimum grade of C and MAE 4310 with a minimum grade of C and SSE 4314 with a minimum grade of C and EED 4011 with a minimum grade of C and ELD 4011 with a minimum grade of C or ELD 4011 with a minimum grade of C or EMR 4011 with a minimum grade of C
Corequisites: EEX 4940

EEX 4940 Internship: Special Ed 9 credits
Students will be in a ten-week internship, five days per week, to refine and demonstrate effective teaching practices. Students will assume the teacher role in selected schools or agencies.
Prerequisites: IDS 3920 with a minimum grade of C and EDF 3076 with a minimum grade of C and EDF 3216 with a minimum grade of C and EDG 3300 with a minimum grade of C and RED 4313 with a minimum grade of C and MAE 4310 with a minimum grade of C and SSE 4314 with a minimum grade of C and EED 4011 with a minimum grade of C and ELD 4011 with a minimum grade of C or ELD 4011 with a minimum grade of C or EMR 4011 with a minimum grade of C
Corequisites: EEX 4936

EEX 4942 Integr Field Exper in Spec Ed 3 credits
Students will be in a semester long internship, the equivalent of two full days per week, to observe and demonstrate effective teaching practices. Students will partially assume the teacher role in selected schools or agencies.
Prerequisites: EDF 3076 with a minimum grade of C and EDF 3216 with a minimum grade of C and EDG 3300 with a minimum grade of C and RED 4113 with a minimum grade of C and MAE 4310 with a minimum grade of C and SSE 4314 with a minimum grade of C and ESC 4310 with a minimum grade of C and EEX 4846 with a minimum grade of C and EED 4011 with a minimum grade of C or ELD 4011 with a minimum grade of C or EMR 4011 with a minimum grade of C
Corequisites: TSL 4344

EGN 1006 Intro to the Engineering Prof. 1 credits
Overview of academic and professional requirements in various engineering disciplines.

EGN 111C Engineering Computer Graphics 3 credits
Spatial visualization, descriptive geometry and design communication methodology. Computer graphics techniques used to conceive, model, analyze, simulate, and evaluate design ideas. Emphasis in state-of-the-art Computer-Aided Design and geometric modeling software tools.
EGN 1930  Engineering Concepts & Methods  1 credits
Overview of problem-solving strategies, the design process, the engineering method, applied engineering concepts and fundamentals, and the computational tools for engineers.

ELD 4011  Theories & Practices in SLD  3 credits
The course is designed to provide a comprehensive overview of the field of learning disabilities that focuses on the theories, issues, trends, and philosophies that have shaped the field. Exposure of students to the historical perspective of learning disabilities along with an analysis of the many viewpoints, definitions, and characteristics of what is considered an individual with learning disabilities provides the students with valuable background information for their observation in the field. The course emphasizes the life-long nature of a learning disability and the various supports needed from pre-school through adulthood. An overview of the many types of evaluation methods that are utilized for eligibility criteria and IEP development will be highlighted. The needs of students with learning disabilities will be discussed in light of current best teaching practices.
Prerequisites: EDF 3076 with a minimum grade of C

ELD 4941  Pract. Specific Learn Disabili  2 to 4 credits
Supervised field experiences in assessment, behavior management, and clinical teaching with children who have learning disabilities. Repeatable up to a total of five credit hours. First time taken for two credits, second time taken for three credits. (S/U only) A corequisite of EEX 4604 or 4846 based is required based on level of practicum.
Prerequisites: EEX 4011 with a minimum grade of C

EME 2040  Intro to Computers in Educ.  3 credits
Introduction to computers and technologies, and their function in the classroom to augment the teaching and learning processes. This course prepares students for the computer intensive program in every education curriculum. Students investigate the constructivist model of learning and how they 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 multi-media applications, and how each of these tools constructively supports content area learning.

EME 4402  Infusing Technology in Ed  2 credits
An introduction to the use of technology in the K-12 classroom.

EMR 4011  Theories & Pract in Mental Ret  3 credits
The purpose of the Introduction to Mental Retardation course is to provide students with a broad introduction to the classification system that allows communication among multi-faceted field of mental retardation with particular emphasis on the educational aspects.
Prerequisites: EDF 3076 with a minimum grade of C

EMR 4941  Supvsd. Pract.: Mental Ret.  2 to 4 credits
Supervised field experiences in assessment, behavior management, and clinical teaching with children who have 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) A corequisite of EEX 4604 or 4846 is required based on practicum level.
Prerequisites: EEX 4011 with a minimum grade of C

ENC 1101  Composition I  3 credits
This course provides instruction and practice in the skills of writing and reading. The course will require 6,000 words of graded written work and will thus satisfy 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  3 credits
This course provides instruction and practice in the skills of writing and reading and will require at least 6,000 words of graded written work in order to satisfy a portion of the Gordon Rule. The grading for this course will be “A” through “C” and “NG” (No Grade). Prerequisites: ENC 1101 with a minimum grade of C

ENC 2160  Introduction to Nature Writing  3 credits
This course focuses on an analysis of the major techniques used in creative nonfiction, thematically based in nature. Students develop skills in reading, reviewing, and editing creative nonfiction prose that is steeped in an environmental awareness. 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

ENC 3213  Professional Writing  3 credits
This course teaches the techniques and types of professional writing, including correspondence and reports most often found in business, technical, and scientific communities. This course will require at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

ENC 3310  Expository Writing  3 credits
This course teaches the techniques for writing effective prose, excluding fiction, in which student essays are extensively workshoped, edited, and discussed in the classroom and with the instructor. This course will require at least 6,000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

ENG 3014  Intro to Lit & Cultural Stds  3 credits
This course provides students with an introduction to the English Concentration. The course includes a review of the literary periods of English and United States literature, an introduction to literary terms and applied theory, and a review of research and writing in the field of English. The course will also explain the nature of the portfolio that students will build during the course of their studies. This course is required for students in the English Concentration and should be taken as early as possible in their Junior year.

ENG 4013  Literary Theory  3 credits
This is a seminar in literary criticism from Aristotle to the present. The course focuses on the relationships between literary theory and "real life" politics, philosophy, religious struggles, and assumptions about the nature of "knowledge."

ENG 4060  History of English Language  3 credits
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  1 to 4 credits
This is a directed study in special projects. Permission of the English Program Leader is required.

ENG 4907  Directed Reading  1 to 4 credits
This is a directed readings course in special topics. Permission of the English Program Leader is required.

ENG 4930  Sr Sem in Literary & Cultural  3 credits
This seminar focuses on the final development of the portfolios that have been created during the course work for the English Concentration, including revision of essay exams, research and literary analysis papers, and other work. Students also prepare for a final exam that will be used to assess their course work and the English Concentration.
ENL 2012  British Literature/Culture I  3 credits
This course is a survey of the literature of Great Britain as it reflected and influenced culture from Medieval times through the late eighteenth century. Readings include both canonical texts (selections from Chaucer, Shakespeare, Milton, and others) and marginal texts. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C

ENL 2022  British Literature/Culture II  3 credits
This course is a survey of the literature of Great Britain as it reflected and influenced culture from the early romantic period through the present day. Readings include both canonical texts (selections from Wordsworth, Tennyson, T.S. Eliot, and others) and marginal texts. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C

ENL 3210  British Lit/Culture to 1485  3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture in medieval times. Readings include canonical texts, such as Beowulf, Sir Gawain and the Green Knight, and selections from Malory’s Morte D’Arthur and Chaucer’s Canterbury Tales, as well as marginal and non-literary texts.

ENL 3220  British Lit/Culture 1485-1605  3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the English Renaissance. Readings include canonical texts by authors such as Spenser and Shakespeare as well as marginal and non-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  3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the turbulent Seventeenth Century. Special attention will be given to issues of religion and politics as reflected in, and reflecting on, literary efforts. Readings include canonical texts by authors such as Donne, Marvell, Milton, and Dryden as well as marginal and non-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  3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the Eighteenth Century. Readings include canonical texts by authors such as Pope, Swift, and Johnson as well as marginal and non-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  3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the early Nineteenth Century (traditionally labeled the “Romantic” period). Readings include canonical texts by authors such as Wordsworth, Coleridge, Keats, and Shelley as well as marginal and non-literary texts. Each offering of this course may center on a particular complex of cultural issues that fall under headings such as “Romanticism in relation to Eighteenth-Century Science” or “Revolutionary Thinking.”

ENL 3251  British Lit/Culture 1832-90  3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the later Nineteenth Century (traditionally labeled the “Victorian” period). Readings include canonical texts by authors such as Tennyson, Browning, Arnold, the 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  3 credits
This readings course centers on the literature of Great Britain as it reflected and influenced culture during the early Twentieth Century. Readings include canonical texts by authors such as Conrad, Woolf, Joyce, Yeats, and Eliot as well as marginal and non-literary texts. Each offering of the course may center on a particular complex of cultural issues that fall under headings such as “Modernism as a Cultural Phenomenon” or “The Literature of War.”

ENL 3281  British Lit/Culture 1945-Pres  3 credits
This readings course centers on the literature of Great Britain as it has reflected and influenced culture during the late Twentieth Century. Readings include canonical, marginal, and non-literary texts. Each offering of the course may center on a particular complex of cultural issues.

ENL 4112  18th Century British Novel  3 credits
This seminar is an in-depth study of the British novel as it evolved from its origins to about 1780. The course focuses on the emergence of the novel form, the cultural forces leading to the writing of novels, the culture as reflected in novels, and the influence of the novel on traditions of writing and thinking in England.

ENL 4122  19th Century British Novel  3 credits
This seminar is an in-depth study of the British novel from 1780 to 1900. The course focuses on the developing forms of the novel, the cultural forces at work within the novels, and the ways that the novels both reflected and influenced the culture at large.

ENL 4132  20th Century British Novel  3 credits
This seminar is an in-depth study of the novel from 1900 to present. The course focuses on the developing forms of the novel, the cultural forces at work within the novels, and the ways that the novels both reflected and influenced the cultural at large.

ENL 4303  Selected British Authors  3 credits
This seminar is an in-depth study of two or three selected authors in British literature and culture. This course focuses on the issues and ideas raised by the selected authors within their own culture, on the comparison of their styles, ideas, and approaches, and on the ways in which their work speaks to us in the later twentieth century.

ENL 4338  Shakespeare & Elia Culture  3 credits
This seminar is an in-depth study of Shakespeare’s plays within the context of Elizabethan history and culture. The course focuses on major themes and issues, on close critical reading of Shakespeare’s plays, and on related Elizabethan social, political, religious, and cultural contexts.

ENL 4503  Brit Lit/Culture Period Stds  3 credits
This seminar is an in-depth study of selected writings, genres, and/or authors of a particular period in British Literature and Culture (Medieval, Renaissance, Seventeenth-Century, Restoration, Eighteenth-Century, Romantic, Victorian, Modern, Contemporary). This course focuses on how these writings, genres, and/or authors reflect and redefine the literary, philosophical, and cultural values of the time.

ENL 4930  Selected Topics/British Lit  3 credits
This seminar is an in-depth study of a particular topic or issue such as gender, cosmology, or industrialization as it is dealt with in British literature and culture. This course 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.

ENS 3385 Tching & Lrning in English 2 credits
This Intermediate English Language course is designed for non-native English speakers with some prior instruction. The course will combine all aspects of communicating in English with special attention to practice of English and to using English in teaching and learning situations. Admission to SWISS Summer Institute required.

EUH 1000 Western Tradition, Part 1 3 credits
Survey of the development of Western Civilization from ancient times through the Greeks, Romans, Middle Ages and early Renaissance. Interdisciplinary approach will emphasize political, social, economic, religious, and cultural development and periods.

EUH 1001 Western Tradition, Part 2 3 credits
Survey of the development of Western Civilization from the late Renaissance through the Reformation, Age of Absolutism, Enlightenment, Age of Revolutions, and regional and world wars. Interdisciplinary approach will emphasize political, social, economic, religious and cultural development and periods.

EUH 2011 Ancient European History 3 credits
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 understanding the nature and contributions of Classical civilizations through the Hellenistic period.

EUH 2031 Modern Euro History 3 credits
This course provides a thematic survey of Europe in the modern age from the French Revolution to the present.

EUH 3140 The Renaissance 4 credits
This telecourse 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 4 credits
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 4 credits
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 4 credits
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 German History 1870-Present 4 credits
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 3502 Modern Britain 4 credits
This course is a survey of the social, cultural, economic, and political history of modern Britain since 1750.

EUH 3572 Russian Hist 1865 to Present 4 credits
Examines the nature and fall of late imperial society, the Russian Revolution, the roots of Marxist-Leninist society, and dissolution of the Soviet Empire. Attention will be given to the past and present role of Russia as an international power.

EVR 3020 Environmental Philosophies 3 credits
This course examines a number of different environmental philosophies as they have been presented through a variety of forms of human expression. The course goal is to develop an in-depth understanding of the diversity of views concerning the way human beings relate with their natural environment, and to examine the trends in environmental thinking that have developed over time. The course will center on environmental thought in North America, but philosophies from other cultures, particularly indigenous peoples, will also be studied.

EVR 3021 Environmental Literature 3 credits
Fictional and nonfiction written expression of the natural environment and its significance to different cultures and philosophies will be studied in this course in relation to ecological concerns and cultural values by means of integrated lectures and class projects.

EVR 3025 Cultural Ecology 3 credits
Relationships between human cultures and their environments will be studied in this course with emphasis on the adaptive importance of culture and cultural development to the human species and the modification of environments by human cultures. Cross-cultural approaches will be used to discuss the importance of belief systems, values, ethics, and technology as adaptive mechanisms in different environmental settings with integrated lectures and class projects.

EVR 4028 Simulation and Modeling 3 credits
Systems simulation and modeling techniques are used in this course to investigate environmental problems and issues and to develop practical solutions. Students will work in teams to develop models for selected issues. The use of models for predicting future impacts and developing policy will be discussed.

EVR 4035 Environmental Law 3 credits
The evolution of environmental law at international, federal, state, and local levels will be studied in relation to the development environmental issues, technologies, and attitudes. Florida-oriented issues will be emphasized in the course with integrated lectures and class projects.

EVR 4324 Integrated Ecosystems Mgmt I 3 credits
In this course the students will take a holistic approach to planning and management, incorporating ecological, social, and economic concepts into an examination of selected case studies. Students will work in collaborative teams to develop management plans or recommendations for conflict resolution.

EVR 4325 Integrated Ecosystems Mgmt II 3 credits
Following on the examination of case studies in Integrated Ecosystems Management I, teams of students will work with organizations or agencies outside the university to develop, and where appropriate begin to implement, management plans for selected sites.

EVR 4326 Conservation Strategies Future 3 credits
Conservation strategies enabling communities to build sustainable futures will be studied in this course. Such strategies will include maintaining healthy and diverse natural environments, renewable natural resources, and sustainable economies. Case studies will be used to identify practical problem-solving approaches by means of integrated lectures and class projects. Prerequisites: Any introductory ecology, environmental biology, or environmental science course.
EVR 4867 Risk Assessment 3 credits
In this course students learn and apply techniques associated with risk assessment including: dose-response assessment, threshold responses, exposure assessment, risk characterization, and risk-benefit analysis. Case studies will be used to illustrate these techniques and students will work collaboratively to assess the risk associated with selected environmental hazards. The application of risk analysis to policy development will be discussed.

EVR 4905 Ind. Study in Enviro. Studies 1 to 4 credits
Individual study by students under the direction of a faculty member.

EVR 4910 Sr Proj Res in Environ Studies 1 to 3 credits
Research projects are developed by one or more students under the supervision of a faculty mentor. The research project is designed to hone skills in applying research principles, obtain practice in data collection and analysis, and to develop knowledge and skills in potential professional areas.

EVR 4911 Sr Proj Pres in Environ Studies 1 to 3 credits
A continuation of the senior project, students will be expected to prepare and present a summary of their research. The presentation may be oral, written, multimedia, or in another form but accompanied by a report, and completed with a faculty mentor.
Prerequisites: EVR 4910 with a minimum grade of C

EVR 4920 Current Topics in Environ Studies 1 credits
Special sessions exploring the current issues in Environmental Studies. Topics may vary, they are selected on the basis of what is new or currently relevant in the field.

EVR 4924 Environmental Education 3 credits
Environmental Education considers the relationships between people and their surroundings and the processes by which they learn about them. The course surveys historical and current philosophies and their applications in practice, and it explores interpretations of what the content and processes of environmental knowledge and understanding ought to be.

EVR 4930 Spec Topics in Environ Studies 1 to 4 credits
Courses will be developed based on topics of current or special interest to students or faculty. Topics or focus vary depending on student/faculty interest.

EVR 4940 Internship in Environ Studies 1 to 3 credits
An internship provides the student with an opportunity to work on a project in the field or laboratory setting, with an environmental agency or education program. This work is usually completed off-campus and the student will have a qualified supervisor at the site as well as a faculty mentor who will jointly evaluate the student’s progress.

EVS 4008 Environmental Technologies 3 credits
Appropriate technologies to address resource issues in human societies such as energy use, water use, waste water treatment, solid waste, land use, and food production on a sustainable basis will be studied in this course along with examples of inappropriate and unsustainable technologies in integrated lectures and field exercises.

EXP 3202 Sensation & Perception 3 credits
Psychophysical and neurophysiological data and theory underlying sensory systems and perceptual processes.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

EXP 4304 Motivation 3 credits
Examination of human and animal motivation from physiological and psychological perspectives.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

EXP 4404 Psychology of Learning 3 credits
Survey of methods, empirical findings and theoretical interpretations in respondent and instrumental conditioning.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

EXP 4523 Cognitive Psychology 3 credits
Survey of methods, empirical findings and theoretical interpretations of human learning, attention, memory, verbal learning, judgment, and decision making.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

FIL 2001 Introduction to Film 3 credits
Introduction to the basic terminology, techniques, and contributors of film-making and critical analysis skills of film form and content.

FIL 3100 Scriptwriting 3 credits
Introduction to writing scripts utilizing computer programs.

FIL 3400 History of Film 3 credits
An overview of film as an art form, an industry, mass medium from its beginnings, the silent era, the sound development, the studios, the rise of the independents, and the current circumstances, including foreign films.

FIN 2020 Mathematics of Finance 1 credits
An elective course designed as an introduction to time value of money or as a review of time value money principles. Basics of simple and compound interest, present value, future value, and annuity concepts are covered. This class will also cover the use of electronic spreadsheets in solving time value of money problems. Note: This course is not applicable for credit towards a College of Business degree, and may not be used for Finance elective requirements.

FIN 2104 Personal Finance 3 credits
Survey of the problems and techniques of personal financial planning. Includes consumer credit, insurance, home ownership, and personal investing with attention to current economic and legal constraints. This class also covers personal tax considerations, budgeting, retirement, and estate planning. (Note: This course is not applicable for credit towards a College of Business degree, and may not be used for Finance elective requirements.)

FIN 3126 Financial Plan/Case Analysis 3 credits
A study of current issues in financial planning by case analysis and discussion.
Prerequisites: FIN 3504

FIN 3244 Money & Capital Markets 3 credits
An examination of money and capital markets with primary emphasis placed on the role of interest rates within these markets.
Prerequisites: FIN 3240 or FIN 3403

FIN 3324 Commercial Banking 3 credits
An examination of the administrative areas of commercial banking including operations, management of bank assets and liabilities, lending policies, trust and fiduciary activities, and the international and regulatory aspects of finance.
Prerequisites: FIN 3240 or FIN 3403

FIN 3403 Business Finance 3 credits
A study of financial decision making in the corporate form of enterprise. An analysis of the sources and uses of funds Emphasis is placed on working capital management; capital budgeting techniques; short and long term financing; and capital structure and value of the firm.
Prerequisites: ACG 2021 with a minimum grade of C and ACG 2071 with a minimum grade of C and ECO 2013 with a minimum grade of C and ECO 2023 with a minimum grade of C
FIN 3414 Financial Management 3 credits
An examination of the financial policies of corporations, with special reference to dividend policy, financial structure, capital expenditure, acquisitions, mergers and reorganizations. No case study.
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C

FIN 3470 Financial Mgt for Entrepreneur 3 credits
This course emphasizes how entrepreneurs can create value and obtain and manage financial resources. Among the topics covered are: alternative sources of capital, the impact that alternative forms of organization have on the availability of capital, the management and sources of short-term working capital, and the advantages and disadvantages of going public.
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C

FIN 3504 Principles of Investments 3 credits
An introduction to investment/security analysis. Includes an examination of investment instruments, the investment environment, the concepts of risk-return, and the interactive forces between the economy, industries, and individual firms.
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C

FIN 3514 Security Analysis 3 credits
An advanced and comprehensive coverage of investment topics including bond analysis, stock options, commodities, interest rate futures, options on futures contracts, portfolio analysis and management, and security market efficiency.
Prerequisites: FIN 3504

FIN 3604 Multinational Financial Mgt 3 credits
This course introduces the environment of international capital and foreign exchange markets and examines the effects of the international business environment on risk, capital budgeting, working capital management, and capital structure decisions of the firm.
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C

FIN 3930 Special Topics Seminar 3 credits
This course deals with selected contemporary topics in finance and other issues of special interest. This course may also be used to offer advanced versions of undergraduate finance courses presently offered.
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C

FIN 4424 Case Studies-Corporate Finance 3 credits
Case Studies in Corporate Finance is an applications-oriented course designed to confront students with the challenges of making complex financial decisions. A variety of corporate finance topics such as working capital management, capital structure decisions, capital budgeting decisions, and dividend policy will be discussed and analyzed. Students will be required to devise solutions, explain their conclusions, and defend their ideas.
Prerequisites: FIN 3414

FIN 4442 Financial Policy/Sr Seminar 3 credits
A capstone course for seniors majoring in finance. Involves quantitative and qualitative analysis of financial policies from an internal managerial policy-making perspective and integrates all areas of business. Coursework may be based on independent reading and empirical research.
Prerequisites: FIN 3240 with a minimum grade of C or FIN 3403 with a minimum grade of C

FIN 4533 Derivative Securities 3 credits
Introduction to the valuation of derivative securities and their use in risk management. Topics covered include options and futures pricing models, options and futures strategies, arbitrating, and portfolio issues.
Prerequisites: FIN 3414 and FIN 3504

FIN 4900 Independent Study in Finance 1 to 4 credits
Individual study by students under the direction of a faculty member. Topics vary and are usually selected on an individual basis. Not automatically transferable. (Permission of the instructor and department is required.)
Prerequisites: FIN 3240 or FIN 3403

FIN 4941 Internship in Finance 3 credits
This course is an experiential learning exercise that allows for practical application of knowledge acquired in the classroom. Internship hours are not automatically transferable. (Departmental approval is required.) (S/U only.)

FRE 1120 Beginning French I 3 credits
This is the first course in the first-year French sequence and introduces students to the French language and culture. Includes grammar, syntax, vocabulary building, cultural readings. Not open to native or bilingual speakers of French.
Corequisites: FRE 1120L

FRE 1120L Beginning French I Lab 1 credits
This is the lab that accompanies FRE 1120.
Corequisites: FRE 1120

FRE 1121 Beginning French II 3 credits

FRE 1121L Beginning French II Lab 1 credits

GEA 2000 Intro to Geography 3 credits
Principles and concepts of the discipline: maps, earth-sun relationships, weather, climate, soil, water and landforms.

GEB 1030 Career Explorations-Business 3 credits
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 3 credits
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 Business Strategy 3 credits
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 and advisor permit required.)
Prerequisites: MAN 3025 and MAR 3023 and (FIN 3240 or FIN 3403)

GLY 1010C Physical & Historical Geology 4 credits
This course introduces students to the materials which compose the earth, the processes that have changed those materials, and the history of change that has occurred throughout the planet’s 4.5 billion years of existence. Topics include historical development of the sciences, formation of rocks and minerals, deformation of rocks, mountain build-
ing & ocean basin formation, surface processes and landform evolution, and geological hazards. Plate tectonics is the unifying principle controlling historical change; this will therefore be the central focus of the course.
Fee Required

GLY 4074C Climatology 3 credits
Students will investigate the atmospheric processes of climate that link terrestrial and marine systems through the cycling of water and the flow of radiant energy over the surface of the globe, and the climatic factors that maintain the biotic diversity of ecosystems. This course is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies.
Prerequisites: ISC 3145C with a passing grade
Fee Required

GLY 4203C Earth's Lithosphere 3 credits
Many of life's environmental concerns are a consequence of processes which occur at the interface between the atmosphere and the earth's crust. This course considers those "surficial processes," their effects upon crustal evolution, and the implications this has for the biosphere. Topics include: earth materials (minerals, rocks, soil); processes of physical and chemical weathering; soil composition, formation, and its influence on the biosphere, geomorphology and physiography; influence of surface and subsurface water; and human-induced effects and environmental problems.
Prerequisites: ISC 3145C with a passing grade
Fee Required

GLY 4244C Biogeochemistry 3 credits
The importance of chemical cycling of life's most critical elements (e.g. carbon, oxygen, nitrogen, phosphorus, & sulfur) among the earth's spheres is considered in this upper division, INS course.
Prerequisites: ISC 3145C with a passing grade
Fee Required

HIS 2003 Introduction to Historical Stu 1 credits
This course will provide the student with an introduction to basic practices of history in the areas of research, writing and interpretation of sources. Students will be exposed to various tools, strategies, and methods available to the historian.

HIS 3065 Introduction to Public History 4 credits
The course explores the intellectual and career challenges of practicing applied history in the public sector. It emphasizes the various roles played by public historians, for example, writers, administrators, managers, researchers, site evaluators, and policy analysts. Students will learn that public history draws on a wide range of skills and knowledge of other disciplines. Students will be expected to complete at least one influential and stimulating project in the field of public history using local resources and institutions.

HIS 3470 History of Science & Technology 4 credits
Examines the development of scientific thought and demonstrable technology and their impacts on societies, cultures, and economies. Incorporates material from numerous disciplines, including mathematics.

HIS 3930 Special Topics in History 4 credits
Emphasizes selected historical issues or problems of particular interest to students. Topics vary and will incorporate interdisciplinary approaches.

HIS 3955 Study Abroad 1 to 6 credits
An intensive study-travel program is the focus of the course.

HIS 4104 Historical Epistemology 4 credits
This course is required for the History Concentration (but is open to all upper-level students) and is recommended to be taken during the first semester of the senior year. It is essentially an analysis of historical schools of thought and methodologies from ancient times through the present.

HIS 4900 Directed Readings 1 to 4 credits
Intensive readings in selected historical topics. Students should be prepared to read literature across disciplines and to synthesize that material into meaningful intellectual discourse for mid-term and final course examinations or exercises. Approval from the instructor is required prior to registration for this course.

HIS 4920 Colloquium in History 4 credits
Emphasizing in-depth examinations of selected historical problems or issues. Is designed to challenge students to reach new levels of rigorous use of evidence and argument. Will include a variety of interdisciplinary instructional approaches.

HIS 4931 Special Topics 4 credits
This course is designed to emphasize a selected historical problem or issue that is meaningful and challenging to the student. A variety of instructional approaches will be taken to the material. Topics will be changed each semester.

HIS 4936 Pro-Seminar in History 4 credits
This course is required for the History Concentration (but is open to all upper-level students) and is recommended to be taken during the second semester of the senior year. Emphasis is on learning the techniques of quality research and on completing a major research paper. Topics will vary, and it may be repeated one time.

HSA 3117 Prins of Health Services Admin 3 credits
This course provides an introduction to the underlying principles of health services administration. Emphasis is placed on health policy, health planning, marketing health care services, current health problems, personal health care services, bioethical decisions, and health personnel. Contemporary issues and principles of health services administration, and the effects of shifts of economic, social, political, and technological forces that merge and sometimes coalesce to meet or fail to meet the changing health and medical needs of the U.S., state, and local populations are addressed. Students examine selected issues from historical perspectives, present status, and future directions within health services administration. Special Conditions: Admission to a program in the College of Health Professions or consent of the Department Chair.
Prerequisites: HSA 3119 and HSA 3183

HSA 3184 Leadership & Super in Hl Svs 3 credits
This course focuses primarily on leadership theories, philosophies, concepts, and applications to roles of supervisors and managers in health services organizations. Organizational theory and the economic and financial aspects of the health care delivery system as related to leadership and supervision are also emphasized. Current issues that affect leadership and supervision are addressed. Case studies on assigned topics are employed throughout the course to provide practical applications of the various theories presented. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite course; or consent of the Department Chair.
Prerequisites: HSA 3117

HSA 4170 Financial Mgt in Health Care 3 credits
Models and principles of health care financial management and their implications for decision making are emphasized. Health care reimbursement policies and related accounting principles, financial principles, and tools employed to manage finance in a health service organization are a major focus. Students apply the knowledge gained to practice situations in health care settings through simulations and case studies to better understand the theories and concepts and to gain an appreciation of the value of financial management in health care decision making. Special Conditions: Admission to a program in the
College of Health Professions and completion of the prerequisite or consent of the Department Chair.
Prerequisites: HSA 3184

HSA 4185 HR Mgmt in Health Servs Orgs. 3 credits
This course introduces the student to human resources, a critical and problematic component of health services organizations. The course encompasses theories, principles and concepts related to human resource management, including management of occupational stress of employees in health services organizations. The primary focus is on the human resource policies, functions, and outcomes that influence the effectiveness of an organization’s employees. Attention is also devoted to understanding how external market, public policy, and technological forces affect business strategies, managerial values, and shaping and constraining human resource management policies and practices, in the presence or absence of unions and collective bargaining. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite course or consent of the Department Chair.
Prerequisites: HSA 3184

HSA 4191 Health Care Info Systems 3 credits
The course introduces the student to the study of health care information systems essential to health care delivery. Emphasis is placed on technological advances in information technology, the general applications and management of information in health services administration, and the health care system as a whole. Databases and database management systems, microcomputer, internet, and medical informatics concepts and applications are integrated within the course. Simulations are employed to enhance students’ skills in information management.

HSA 4222 Long Term Care Administration 3 credits
This course presents an overview and examination of the administrative structure, services, and regulatory requirements of long term care facilities. Licensing, structural requirements, roles and duties of administrators, staffing patterns, services, resident care issues, and reimbursement are the focus. Special emphasis is placed on organizational management, operations control, and developing operating standards, regulations, codes, and practices related to long term care in the United States, and particularly in Florida. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite courses or consent of the Department Chair.
Prerequisites: HSA 4185 and HSA 4170 and IHS 4504

HSA 4503 Risk Mgmt in Health Services 3 credits
This course introduces the student to principles, processes, and systems of risk management in health services organizations. The course examines the principles of risk management, the development of risk management programs, and the role of the health care organization’s managing the liabilities of risk. Special emphasis is placed on the role and function of regulatory agencies in risk management. Federal and state laws governing health service organizations and their impact upon the organization’s risk management policies are also discussed. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite courses or consent of the Department Chair.
Prerequisites: HSA 3184

HSA 4817 Practicum in Health Serv Admin 3 credits
Under the supervision of a community health services administrator preceptor, the student gains practical experience and applies knowledge gained in the health services administration core. Selected projects are jointly decided by the faculty, preceptor, and student. Special Conditions: Admission to the B.S. program in Health Science and completion of all prerequisite courses or consent of the Department Chair.
Prerequisites: HSA 4185 and HSA 4170 and IHS 4504

HSA 4901 Dir Study in Hlth Serv Admin 3 credits
Students enter a learning contract of supervised study of a health services administration topic. Content is selected by students in conjunction with their course director. The course broadens knowledge and may include a practice experience. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required.

HSA 4931 Topics in Health Services Admin 3 credits
A current concept, selected problem, or issue in health services administration is examined. The topic covered varies according to recent developments in health services administration. The course may be repeated for different topic areas. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required.

HSC 2577 Nutri Human Health & Wellness 3 credits
Principles of human nutrition and the relatedness of nutrition, health, disease and wellness are examined. Emphasis is placed on dietary goals, food pyramids and recommended allowances; psychosocial influences and perceptions related to diverse populations; nutrition, nutritional risk factors and related diseases. Nutrition education and promotion methods are also addressed.

HSC 3032 Intro to Health Prof Practice 4 credits
This course introduces the student to the principles and concepts of health professions practice, and examines the multi-faceted 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), quality assessment (CQI), clinical outcomes assessment, basic clinical skills and problem solving abilities that form the foundation of future career work in health professions practice. Law and ethics and their implications for health professions practice are examined.

HSC 3231 Client Ed in Health Care 3 credits
This course focuses on methods for training and educating health care professionals and clients at the institutional, programmatic, and individual level. Emphasis is placed on a working relationship with the community and health care service organizations to develop educational programs related to health, wellness, disease, disease prevention, and quality of life as defined by organization of community needs, culture, and strategic planning. The importance of effective and appropriate communication skills in the delivery of educational and training components is also emphasized. Students also acquire skills to train and evaluate health care personnel in the health care system. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair.
Prerequisites: HSC 3243
Corequisites: IHS 3203

HSC 3243 Teach & Learn in Health Profs 3 credits
This course introduces different styles of learning and teaching strategies and their application to individualized, small, and large group instruction, structured classroom teaching, presentations, and practitioner training. Evaluation and analysis of each learning method and teaching strategy are utilized by students to determine effective selection for implementation in training and educating clients. Students are required to implement different teaching strategies as they apply them to their specific discipline. Student interdisciplinary teams develop strategies. The application of learning methods and teaching styles as they relate to the enhancement of patient education and community interaction is also emphasized. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair.
HSC 3720 Health Persp & Assessment 4 credits
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. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair.

HSC 4007 Accred for HP Educators 3 credits
This course examines the accreditation guidelines for health professions practice facilities and education programs, the different types of accreditation agencies, and the process of self-assessment in accreditation. Students are introduced to legislation and other forces which impact and influence certification, licensure, and accreditation standards and guidelines. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSC 4250

HSC 4250 Task Analy & Curr Dev in HP 3 credits
This course presents task analysis techniques as they apply to the classroom and practice settings, and a broad overview of theoretical approaches to curriculum and program development. Students are required to perform a task analysis as it relates to their discipline. Students are prepared for their role in education and training in the health professions, and for future roles as educators in developing and implementing health professions programs. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite course or consent of the Department Chair.
Prerequisites: HSC 3243

HSC 4265 Cont Educ for the Health Prof 3 credits
Theories and principles of adult education and the applications to health professions continuing education and professional development are examined. Emphasis is also placed on the history, philosophy, process and requirements for obtaining continuing education and continuing education credits (CEUs) in various health professions. Students and student teams participate in projects that involve development of a continuing education program thereby enhancing their understanding of materials presented. Special Conditions: Admission to a program in the College of Health Professions completion of the prerequisite courses or consent of the Department Chair.
Prerequisites: HSC 4250

HSC 4500 Epidemiology 3 credits
This course introduces the student to epidemiology principles, concepts, and applications to health professions practice and health policy. Distribution studies and determinants of health, disease, injuries, environmental relationships to diseases, and methods of evaluating patterns as disease determinants are examined. Epidemiological studies and research methods are also emphasized. Special Conditions: Admission to a program in the College of Health Professions and completion of the prerequisite courses or consent of the Department Chair.
Prerequisites: IHS 4504

HSC 4729 Statistical Meth for Hlth Care 3 credits
This course introduces the student to select statistical techniques and their applications to the analysis and evaluation of health services delivery. The content includes basic descriptive and inferential statistics. Application of statistical methods and techniques to health services is integrated within the course and through student projects. Special Conditions: Admission to a program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair.

HSC 4736 Health Prof Pract Correlation 2 credits
Students focus on the application of theories and models of health professions practice learned in core courses to professional practice. Students select a case or problem in consultation with the course director, interpret and relate to the problem, and develop and recommend solutions. Simulation projects are integrated to enhance learning. Special Conditions: Admission to the B.S. in Health Science program in the College of Health Professions and completion of prerequisite courses or consent of the Department Chair.
Prerequisites: HSC 3720 and IHS 4504

HSC 4818 Practicum in Health Prof Educ 3 credits
Under the supervision of a community health professions educator preceptor, the student gains practical experience and applies knowledge gained in the health professions education core. Selected projects are jointly decided by the faculty, preceptor, and student. Admission to the B.S. in Health Program program in the College of Health Professions and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSC 4007 and IHS 4504

HSC 4819 Practicum in Health Prof Prac 3 credits
Under the supervision of a community practitioner preceptor, the student gains practical experience and applies knowledge gained in the health professions practice core. Selected projects are jointly decided by the faculty, preceptor, and student. Special Conditions: Admission to the B.S. in Health Science program in the College of Health Professions and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSC 4736 and HSC 4906

HSC 4905 Dir Study: Hlth Prof Education 3 credits
Students enter a learning contract of supervised study of a topic in health professions education. Content is selected by students in conjunction with their course director. The course broadens health professions education expertise. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required.

HSC 4906 Dir Study: Health Prof Prac I 2 credits
Students enter a learning contract of supervised study of practice and/or practice topics in the health professions. Content is selected by students in conjunction with their course director, and is usually specific to the student's practice discipline. This course broadens practice expertise. Special Conditions: Admission to the B.S. in Health Science program in the College of Health Professions and completion of the prerequisite courses; or consent of the Department Chair.
Prerequisites: HSC 3032 and IHS 4504

HSC 4907 Dir Study: Health Prof Prac II 3 credits
Students enter a learning contract of supervised study of practice and/or practice topics in the health professions. Content is selected by students in conjunction with their course director, and is usually specific to the students' practice discipline. This course broadens practice expertise. Special Conditions: Admission to the B.S. in Health Program and consent of the Department chair. Prerequisites may be required depending on the directed study.

HSC 4930 Topics in Health Prof Practice 3 credits
A current concept, selected problem, or issue in health professions practice is examined. The topic covered varies according to recent developments in health professions practice. The course may be repeated for different topic areas. Prerequisites may be required depending on the topic. Consent of the Department Chair is required.

HSC 4932 Topics in Health Prof Educ 3 credits
A current concept, selected problem, or issue in health professions education is examined. The topic covered varies according to recent developments in health professions education. The course may be re-
peated for different topic areas. Prerequisites may be required depending on the topic. Consent of the Department Chair is required.

HUM 2510 Underst Visual & Perform Arts 3 credits
This survey provides students with an understanding of and exposure to both the visual and performing arts. Basic components of this course will be an introduction to theory and structure of a variety of art forms combined with visits to theaters, music productions, and art galleries. Emphasis will be on personal and critical responses to these experiences.

HUM 1001 Introduction to Human Services 3 credits
This course explores the field of human services including health, mental health and retardation, public administration, education, social welfare, recreation, criminal justice, youth services, and rehabilitation. Emphasis is placed on the variety of expectations and perceptions of consumers of human services. Basic helping and communication skills will be developed by the students.

HUM 2110 Basic Counseling Skills 3 credits
Emphasis is placed on the encouragement of personal growth and the development of fundamental interpersonal helping skills, as well as the promotion of knowledge of styles of helping fostered in a variety of human service settings.

HUM 3020 Human Growth & Development 3 credits
The nature of social systems perspective for analyzing the impact of family, culture, societal institutions and ethnicity on individual growth and development will be examined. The major theories of human growth and development across the life span will be explored. The interdependence of social functioning and the impact of such factors as race/ethnicity, minority status, developmental disabilities, sexual orientation, socio-economic status will be examined. Also explored will be the impact on social functioning and human development of specific environmental stressors, including poverty, membership in oppressed and/or disadvantaged populations. Personal values will be examined in relation to issues surrounding cultural diversity, human worth and dignity and their impact on practice.

HUM 3201 Interventions w/Gps &Commun 3 credits
The structure and function of groups in society will be explored. Included will be the community and its formal and informal helping networks. Applications in human service organizations and client interventions will be illustrated. Students will apply skills to case studies. Topics highlighted are: group processes and team functioning, treatment groups and problem solving, task groups and communication systems.
Prerequisites: HUM 1001 with a passing grade and HUM 2110 with a passing grade and HUM 3601 with a passing grade

HUM 3304 Intervention w/Indiv &Families 3 credits
An introduction to practice knowledge and skills necessary for beginning human services practice will be presented. This course is a prerequisite for field instruction and integrative field seminar. Pluralistic, eclectic framework for planned orderly change process with individual and family client systems will be examined. Self-awareness, personal values, observation skills, basic assessment skills, relationship development skills, communication skills, interviewing skills will be introduced and practiced. A human services ethical decision-making model is introduced. Sensitivity to populations at risk and interventions in multi-cultural/ethnically diverse settings is developed.

HUM 3410 Case Mgmt Prob Solvng-HumServ 3 credits
This course in case management will describe various approaches used by the human services professional to meet the service needs of the client. The use of case management with children and families, elderly, chronically mentally ill, developmental and physically disabled, and those in health care settings will be investigated. Skills in case management will be demonstrated including networking, recording, case monitoring, advocacy, and outcome evaluation. Prerequisites: HUM 1001 with a passing grade and HUM 2110 with a passing grade.

HUM 3601 Human Services Delivery System 3 credits
Systems servicing health and welfare needs at the local, state, and national levels will be described and illustrated. The institutional origins of human services systems will be delineated. Included will be types of systems, and similarities and differences among fields of practice. Forces promoting and resisting change or modification will be investigated. Evaluation criteria for health and welfare systems will be developed. Prerequisites: HUM 1001 with a passing grade and HUM 2110 with a passing grade.

HUM 3720 Evaluative Rsrch in Human Svcs 3 credits
This course deals with the understanding and application of experimental and quasi-experimental research and program evaluation tools. Students not only learn how to gather data and to operationalize research and evaluative hypotheses, they learn to analyze, interpret, and critique evaluative research produced by other human services professionals. Various survey research and data gathering skills will be introduced. Students will be exposed to basic statistical applications and the use of program software in generating statistics. Emphasis will be placed on interpreting statistical output and understanding the limitations in utilizing quantitative and qualitative techniques in evaluating human services policies and programs. Upon completion of this course students will be able to: develop program-specific evaluation design, access human services data bases, conduct field study 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.

HUM 4500 Ethics in Human Services 3 credits
The course identifies and analyzes a diverse number of ethical issues encountered by human services professionals. Ethical theory is discussed within the context of administrative discretion, professional misconduct, authority and responsibility, privacy, human dignity, and other issues. In addition, the political and media environments surrounding the development of social policy and other issues. In addition, the political and media environments surrounding the development of social policy and the delivery of social programs are discussed. The course develops practical ethical frameworks that professionals can employ on the job. Upon completion of this course students will be able to: Identify ethical issues and problems encountered in the human services professions, have a comprehensive understanding of the ethical principles that guide the use of discretionary authority, recognize the ethical implications of human service interventions, recognize the ethical obligations that professionals have maintaining public trust, and recognized the ethical obligation to be an advocate for diversity and multiculturalism.

HUM 4508 Substance Abuse & the Family 3 credits
Definition and scope of substance abuse as a social and family problem. The impact of substance abuse on family relationships. Substance abuse education in families. Approaches to support for families of persons with substance abuse problems. Treatment and intervention strategies for families of substance abusers.

HUM 4538 Bereavement Counseling 3 credits
This course is designed to familiarize students with the process of loss and bereavement. Students will develop a theoretical foundation regarding issues of grief and loss and will be provided an opportunity to develop a clinical perspective to counseling. Course will focus on a broad range of responses to loss ranging from losses associated with physical relocation, loss of relationships, divorce and separation, loss of function, job loss, to losses associated with death and illness to name about a few.
HUS 4539 Elder Abuse & Neglect 3 credits
This course is designed to provide an overview of elder abuse and neglect within the society. The course strives to differentiate among the various forms of elder abuse (emotional, physical, financial and institutional) and clarify how elder abuse differs from neglect. In so doing, the course contextualizes elder abuse and neglect within the larger family violence literature and suggests approaches for prevention and intervention.

HUS 4560 Social Problems & Policy 3 credits
This is a survey course in social policy that exposes and engages the student in analysis and dialogue in a number of policy issues involving the delivery of social programs. The political and administrative context in which public policies are developed, implemented, and evaluated is explored. Program funding and financial reporting requirements as they impact state and local governments are discussed. Students learn about the policy and the policy cycle. The course exposes the student to policy specific content areas including long term care, gerontology, mental health, substance abuse, homelessness, child and family programs, migration/immigration, and juvenile crime and criminology. Upon completion of this course students will be able to identify and understand the multiple components of social policy, understand the political and financial environment in which social policies developed and delivered, understand the complexities of the various policy specific content areas, understand the role of the human services professional in the delivery and management of programs with each policy area.

HUS 4638 Substance Abuse Treat & Resource 3 credits
Survey of contemporary treatments available to substance abusers. Examination of multidisciplinary approaches to substance abuse treatment. Compare available treatment facilities with model programs. Review educational materials and resources for use with substance abusers. Self-evaluation using common screening instruments.

HUS 1450 Experience in Human Services 3 to 9 credits
500 hours of supervised field hours in community agency are required. A FGCU approved supervisor in an FGCU approved agency is also required. An individualized Learning Contract based on 34 required competencies is developed. Emphasized is the learning of basic human service generalist skills.
Corequisites: HUS 4940

HUS 4901 Directed Study in Human Svs 1 to 3 credits
Individualized instruction to meet the needs for study in areas of a particular interest for which there may be insufficient students to offer as a regular class.

HUS 4931 Human Svcs Integrat Senior Sem 3 credits
This seminar is the capstone course in the program. The seminar integrates classroom theory and practicum experiences. All basic human services generalist knowledge is integrated and skill development is reinforced from field practice. Documentation of community service and achievement of university and college learning goals will take place in this course.
Prerequisites: HUS 3410 with a passing grade and HUS 3304 with a passing grade

HUS 4932 Public Policy and Aging 3 credits
The major federal and state legislation affecting older adults is reviewed and analyzed within this course. The course focuses on the Older Americans Act, American's with Disability Act, housing Act of 1959 and the Social Security Act.

HUS 4935 Perspective on Death & Dying 3 credits
This course focuses on death and dying from a psychological, medical, legal, economic, cultural, historical and spiritual perspective. Advanced medical directives, including history, living wills and durable power of attorney for health care are also discussed.

HUS 4937 Special Topics in Human Service 1 to 3 credits
A course offered on an intermittent basis to include emerging areas of study a special theme explore a contemporary issue, meet a particular community need, or other situations where a topic may not be regularly included in the curriculum.

HUS 4940 Human Services Field Seminar 1 to 3 credits
This seminar is taken concurrently with Experience in Human Services, which is an individually tailored field experience. The seminar integrates classroom theory and practicum experiences. All basic human services generalist knowledge is integrated and skill development is reinforced from field practice.
Prerequisites: HUS 3410 with a passing grade and HUS 3304 with a passing grade

IDH 1001 Honors Seminar I 3 credits
This is the first of a series of courses required of all students in the honors program. In the Honors Seminar I, students will explore issues important in self-discovery and understanding, as well as the student's role in the educational process. Topics include styles and ways of learning, basics of computer use (which will include building a web page for the honors program), methods of inquiry, logic and writing a persuasive argument, building a life philosophy career exploration, and dealing with stress and perfectionism. Prerequisite: Admissions into the Honors Program.

IDH 1930 Honors Readings 1 credits
Each semester, we will discuss 3 books. Groups comprised of no more than 4 students per faculty will meet at a mutually acceptable time. The three books will have a common theme and the theme will lend itself to an interdisciplinary approach. Ideally, the books will be a mix of fiction and non-fiction. In these small groups, the students will have the chance to freely express their thoughts. They will also have the opportunity to develop a close association with dedicated faculty members, which is one of the foundations of our Honors Program. At the end of the semester, we hope to get the students and faculty together with one of the authors of the books for a discussion of the ideas and themes discussed over the semester. To take the course, students must be in the University Honors Program, or must have a cumulative GPA of a least 3.5, or by permission of the instructor.

IDH 2002 Honors Connections 2 credits
The goal of this course is to explore the role of the active relationship of the self to content, context, and to other people. Students are encouraged to explore the diverse and connected knowledge of how we get to be who, what, and where we are as humans. Students are asked to see the connections among the ideas they encountered in the general education course they took and to see how this work lays the foundation for the continuation of their intellectual journey.
Prerequisites: IDS 1301L or IDH 1001

IDH 4945 Honors in Washington 3 to 6 credits
Honors in Washington provides academic credit for student internship experiences arranged through the Washington Center, in Washington, D.C. Students develop a portfolio of their internship experience. The composition of the portfolio and the criteria for grading it are determined by FGCU faculty. FGCU faculty also grade the portfolio. Second semester sophomore standing required to participate in program.

IDS 1301L Styles & Ways of Learning 1 credits
All entering freshmen will be required to take a one-hour course entitled “Styles and Ways of Learning.” The course is designed to introduce the students to the interdisciplinary and multidisciplinary nature of the curriculum in the General Education program at Florida Gulf Coast University. This course serves as mechanism for establishing a shared understanding of the mission of the university and the intention and approaches to the curriculum. It will provide students with training in the basic skills necessary to perform well in the university setting (e.g., time management, intergroup skills, facilitative and in-
teractive 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.

Fee Required

IDS 2110 Connections 2 credits
This course is the capstone interdisciplinary experience for general education, and is taken the second semester of the sophomore year. The Connections course summarizes major points in the bodies of knowledge acquired while participating in the General Education Program; illustrates the integration of the Program; and provides opportunities for the students to utilize the knowledge and skills gained from the General Education experience in an applied manner. This course involves research, application of theoretical models and utilization of learned skills. It allows the students to engage in research related to their majors and/or areas of interest.
Prerequisites: IDS 1301L with a minimum grade of C-
Fee Required

IDS 3301 Issues in Culture & Society 3 credits
This course is part of the Collegium of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary cultural/social issues and problems and how they have developed across time. Individually and in teams students will develop "intellectual histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

IDS 3302 Issues in Politics & Economics 3 credits
This course is part of the Collegium of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary political/economic issues and problems and how they have developed across time. Individually and in teams, students will develop "intellectual histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

IDS 3303 Issues in Science & Technology 3 credits
This course is part of the Collegium of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary science/technology issues and problems and how they have developed 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 inter-disciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

IDS 3304 Issues in Ecology & Environment 3 credits
This course is part of the Collegium of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary ecology/environmental issues and problems and how they have developed across time. Individually and in teams, students will develop "integrated histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in inter-disciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

IDS 3305 Issues in Media, Lit. & Arts 3 credits
This course is part of the Collegium of Integrated Learning and is required for the B.A. in Liberal Studies. Students and faculty will work together to investigate selected contemporary media, literature and arts issues and problems and how they have developed across time. Individually and in teams, students will develop "intellectual histories" of an issue or problem. These "histories" will require building an integrated context by examining issues through the perspectives and methods of knowing in the social sciences, natural sciences, and humanities. Organized in interdisciplinary ways and problem-based, the course will stress engaged learning. Students will be expected to formulate their own interpretations and responses to the issues. Consequently, success in the course will rely heavily on critical, creative, systematic, and collaborative thinking and the sophisticated use of communication, information, and technological skills.

IDS 3920 University Colloquium 1 to 3 credits
The University Colloquium brings together students from all four colleges in a series of interdisciplinary learning experiences. These experiences are designed to address the ecological perspective outcome in relation to other university outcomes and guiding principles. Critical thinking and communication skills will be enhanced through field trips, discussion, projects, and a journal to be maintained by each student.
Fee Required

IDS 4158 Southwest Florida Bioregion 3 credits
This course is designed to allow students from outside the College of Arts and Sciences to develop environmental literacy through an investigation of regional environmental issues and is intended to help students meet the university goal of developing an ecological perspective. The course content focuses on a systems perspective of our bioregion as we discuss historical, cultural, economic, and ecological factors that affect our ability to manage native ecosystems and natural resources sustainably.

IDS 4901 Directed Individual Study 1 to 6 credits
This course provides the opportunity for a faculty member to work with an individual student to design and carry out a special interdisciplinary project. Course may be taken only with the permission of the instructor.

IDS 4910 Integrated Core Senior Seminar 3 credits
This course serves as the capstone experience for the Collegium of Integrated Studies and as the student's University senior seminar requirement. In conference with selected faculty, students will devise a senior project that will emphasize the use of synthesis thinking and skills. The project may be related to, or have grown out of, previous courses in the College on Integrated Learning and/or be connected to the student's discipline concentration. The course will be a combination of formal class meetings and individual study. Students will be
required to make a presentation of their projects to panels of faculty and students and/or a panel or audience external to the University. The course should be taken the final semester of the student’s degree program.

**IHS 3101 Found & Dynamics of HS Deliver 3 to 4 credits**
This interdisciplinary course examines the concepts of health and health status: death and dying; the fundamentals and dynamics of the health care delivery system and its services; including history, legislation, regulation, safety requirements, financing, education and diversity. Identification and analysis of issues and trends with the integration of theories, principles and perspectives of social sciences, change theory, communication, ethics, professionalism, technology, the community and its diverse socioeconomic, multi-cultural health care clientele underlie the focus. Students’ interdisciplinary team projects foster teambuilding, constructive communication, critical thinking, instructional planning, ethical decision making, and empowerment. Special conditions: Admission to a program in the College of Health Professions or consent of the department chair.

**IHS 3203 Dyn. of Orgzn. Mgmt. of HSO 3 credits**
This interdisciplinary course introduces the student to organizational management and leadership concepts; models and research findings associated with organizational theory; and the applicability to the health care organizations and independent practices, such as planning, financial management, directing, communicating, public speaking, conflict resolution, decision-making, motivating, team building, inter- and intra-organizational relationships and risk assessment. Ethical considerations, quality control, and continuous quality improvement are addressed. Simulated and applied interdisciplinary experiences emphasizes assessing, mobilizing, and motivating a health care organization’s work force. Special conditions: Admission to a program in the College of Health Professions or consent of the department chair.

**IHS 4504 Res Mth & Appl to Hlth Care Sy 2 to 3 credits**
This interdisciplinary course introduces the student to research design and selected statistical techniques that apply to the health professions. The course focuses on methods of inquiry and acquisition of knowledge in the health professions; critical evaluation and determination of the applicability of research reports to health care; and scientific manuscript writing for the health professions. The application of qualitative, non-experimental, quasi-experimental, and experimental research methodologies, and selective descriptive and inferential statistic 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. Special conditions: Admission to a program in the College of Health Professions or consent of the department chair.

**IHS 4938 Health Profess Senior Seminar 3 credits**
This capstone course synthesizes student knowledge and experiences across disciplines via interdisciplinary teaming exercises and experiences with the development and presentation of a senior project. The course prepares students for their professional roles as individuals and interdisciplinary planners, change agents, and care givers. The course emphasizes client directed health care, critical thinking, ethical decision making, professional commitment, civic responsibility, community alliances, and the principles of interdisciplinary collaboration. Special conditions: Admission to a program in the College of Health Professions and completion of 75% of all upper division degree requirements including prerequisite courses; or consent of the faculty advisor and the Department Chair. Prerequisites: IHS 4504 and IHS 3101 and IHS 3203

**INP 4004 Intro to Indus/Organiz Psych 3 credits**
Applications of psychological principles to industry. Topics include selection, training, job satisfaction, supervision and decision making. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2112 with a minimum grade of C

**INR 2015 Global Studies 3 credits**
This course introduces the student to the realities of current global issues and problems. The course content includes changing demographic patterns, food, energy and human resources, the structure of international relations, with a special emphasis upon sustainable development. An interdisciplinary approach is used in analyzing the issues.

**INR 3002 Intro to Internatl Relations 3 credits**
Concepts and analytical tools are applied to events such as politics among nations, control of foreign policies, types of actors, war and peace constitute the content of this course. Prerequisites: SYG 2000 with a passing grade

**INR 3081 International Issues & Actors 3 credits**
The course examines the most important issues in international affairs. It analyses the behavior of major foreign policy actors in the international arena, including nation states, non-governmental and international organizations.

**INR 3084 International Terrorism 3 credits**
A study of contemporary and historical terrorism is provided in this course. Topics include causes, types and implications of terrorism. Analyses of actual case studies is an intrinsic part of this course.

**INR 3930 Sel. Topics in Int’l Relations 3 credits**
Course centers around topics of current interest or of special interest to students and instructors. Topics of focus may vary from semester to semester.

**INR 3955 Overseas Study 1 to 3 credits**
This course is program of individual or group research in a foreign country.

**INR 4254 Africa in World Affairs 3 credits**
This course examines the place and role of Africa in world affairs. It includes an analysis of post colonial Africa, the relations of African States with major World Powers, the UN and its agencies, and among themselves.

**INR 4703 International Political Econ 3 credits**
This course examines the major structures and key actors within the contemporary global economy. Topics include international monetary order, regional and multilateral trade regimes, international financial flows, the roles of multinational corporations, economic development strategies, and world cities. These topics will be investigated from a variety of theoretical perspectives (e.g., liberal, mercantilist, structuralist). Prerequisites: ENC 1102 and (ECO 2013 and ECO 2023 and POS 2041)

**INR 4900 Directed Reading 1 to 3 credits**
Under the guidance and supervision of an instructor, students develop a program of reading and possibly research which fits their individual interest, needs, or topic. Prerequisites: SYG 2000 with a passing grade

**INR 4910 Directed Independent Study 1 to 3 credits**
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.
INR 4931 Selected Topics 3 credits
As a telecourse, the content provides an overview of the Americas. It discusses the sociocultural, historical, economic, and political nature of the region.

ISC 1004C Integrated Natural Sciences I 3 credits
Students will examine integrative concepts in biology, chemistry, geology and physics relative to the human organism. Topics include: human physiology, diet and nutrition, genetics, disease, neural systems and computer technologies, and environmental health risks. This course is inquiry based and fully integrated laboratory experiences which emphasize active learning strategies.
Fee Required

ISC 1005C Integrated Natural Sciences II 3 credits
Students will examine integrative concepts in biology, chemistry, geology and physics relative to the human organism. Topics include: the atmospheric pollution, water pollution, sustainable agriculture, production of energy, and natural catastrophic events. This course is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies.
Fee Required

ISC 1210C Integrated Science & Math. I 4 credits
This course will develop fundamental ideas in science and mathematics relative to earth systems from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development.
Fee Required

ISC 1211C Integrated Science & Math. II 4 credits
This course will develop fundamental ideas in science and mathematics relative to the human organism from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development.
Prerequisites: ISC 1210C with a minimum grade of C
Fee Required

ISC 2212C Integrated Science & Math. III 4 credits
This course will develop fundamental ideas in science and mathematics relative to technology from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development.
Prerequisites: ISC 1211C with a minimum grade of C
Fee Required

ISC 2213C Integrated Science & Math IV 4 credits
This course will develop fundamental ideas in science and mathematics relative to the regional environment from a qualitative and quantitative viewpoint. A variety of disciplines will be included in this development.
Prerequisites: ISC 2212C with a minimum grade of C
Fee Required

ISC 3120C Scientific Process 3 credits
Students are introduced to the philosophy, methodology and ethics of scientific practice through classroom discussion and literature review. Students, through self-practice and collaborative review, learn: philosophical and practical differences between physical & 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 BSC 1051C with a minimum grade of C or PCB 3063C with a minimum grade of C or PCB 3134C with a minimum grade of C or ZOO 3713C with a minimum grade of C and STA 2023 with a minimum grade of C or STA 2037 with a minimum grade of C
Fee Required

ISC 3145C Global Systems 3 credits
"Global Systems" is an interdisciplinary science course introducing students to the dynamic and interactive process which shape our planet. The physical, biological, and chemical processes which have defined the composition of each of the four "spheres" of the planet (biosphere, hydrosphere, atmosphere, and lithosphere) throughout the earth's 4.5 billion years of history will be explored. Each sphere depends intimately upon changes which occur in the other three. This course is intended as an introductory overview to FGCU's program in Interdisciplinary Natural Sciences.
Prerequisites: CHM 1046C with a minimum grade of C and PHY 2054C with a minimum grade of C and BSC 1010C with a minimum grade of C and GLY 1010C with a minimum grade of C
Fee Required

ISC 4910 Sr. Proj Resch Intrdisc Nat Sci 2 credits
Research projects or certain aspects of research are carried out by one or more students under the supervision of a faculty member. The research project is designed to hone skills in applying research principles and obtaining practice in data collection, analysis.

ISC 4911 Sr Proj Pres Intrdisc Nat Sci 2 credits
A continuation of the senior project, students will be expected to 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 Intl Natl Science 1 to 3 credits
Special sessions exploring the literature in Interdisciplinary Natural Sciences. Topics may vary; they are selected on the basis of what is new or currently relevant in the field. Students are encouraged to choose topics which are relevant to their prospective research thesis or internship students will receive "S" or "U" grades.
Prerequisites: ISC 3120C with a minimum grade of C

ISC 4940 Int'ship in Interdis Nat'l Sci 2 to 4 credits
An internship provides the student with an opportunity to work on a project in the field or laboratory setting. This work is usually completed off-campus and the student will work with a qualified supervisor at the site as a faculty mentor. Students will receive Satisfactory "S" or "U" Unsatisfactory grades for this course.

ISM 3010 Information Systems 3 credits
This course provides an overview of information systems technology. Students gain an understanding of the profession including the flow and control of information in an organization as well as how information is used to make decisions in an organization. In addition, students study information systems' strategy case studies, current security issues, hardware platforms, and software systems including both operating and application software.
Prerequisites: CGS 1100 with a minimum grade of C

ISM 3011 Info Systems Fundamentals 3 credits
An introduction to computer hardware and software tools for knowledge workers. Software tools include spreadsheets, word processing, two- and three-dimensional presentation graphics, electronic mail, and network browsers. In addition, the course explores computer information systems in organizations and the use of computers to enhance productivity.

ISM 3113 Systems Analysis 3 credits
Systems concepts, structured methods, techniques, and computerized tools used in systems analysis projects. Both procedural and object-oriented analysis approaches are covered. Students as a group will work on a real life project to apply concepts and methods they learned. (Fundamental computer programming knowledge required.)
Prerequisites: ISM 3232 and ISM 3231
ISM 3142 Advanced Bus Programming 3 credits
Advanced business application development, problem solving, and
testing and maintenance using a modern programming language.
Projects cover business applications, including web development with
programming options such as Java, C/C++, ActiveX/COM, ASP, VBS
and JAVA script. 
Prerequisites: ISM 3232

ISM 3212 Database Concepts & Admin 3 credits
Principles of database administration. Information systems design and
implementation with database management systems. The course cov-
ers conceptual, logical, and physical design of database; SQL; various
database administration issues; and differing models for databases (re-
lational, hierarchical, network, and object oriented). Students will de-
sign and construct a physical database system to implement the logical
design. 
Prerequisites: ISM 3010 and ISM 3230

ISM 3220 Data Communication &Networking 3 credits
Students will gain an in-depth knowledge of telecommunications fun-
damentals, including coverage of voice technology, LANs, WANS,
Internet, intranets, and international standards. Installation, configu-
ration, troubleshooting, and management of the technologies are prac-
ticed in a project environment. Case studies and sample projects are
reviewed. 
Prerequisites: ISM 3010 with a minimum grade of C

ISM 3230 Introduction Bus Programming 3 credits
Introduction to problem-solving and business application development.
Review of programming and basic programming concepts in a mod-
ern programming language, such as Visual Basic, Visual C++, or CO-
BOL. Principles of programming style are emphasized. Projects and
assignments cover business applications. 
Prerequisites: CGS 1100

ISM 3232 Intermediate Bus Programming 3 credits
Intermediate programming of business applications using a modern
programming language, such as Visual Basic, Visual C++, or COBOL.
Topics include data structures, indexing, file processing, and user in-
terfaces. Principles of programming style are emphasized. Projects and
assignments cover business applications. 
Prerequisites: ISM 3230

ISM 3400 Decision Support Sys Apps 3 credits
Study of the principles of decision making and the human/computer
alliance. Hands-on computer-assisted decision making for an organi-
zational environment.

ISM 4331 Information Systems Design 3 credits
Students will gain an understanding of the information system devel-
opment process, including problem identification, definition, and
scoping. The focus of this course will be on Information Systems De-
sign, 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 stu-
dents and the course instructor. Students will gain an understanding of
the information system design process, including detailed program
design, implementation, and testing. The focus of this course will be
on Information Systems Design, using Structured Design and Object-
Oriented software engineering approaches. Design and programming
assignments will allow students to practice concepts taught in class.
Computer-aided Software Engineering tools as well as Objected Ori-
ented software languages, such as C++, and JAVA, will be used for
assignments and projects. 
Prerequisites: ISM 3113

ISM 4332 Info Sys Capstone Project 3 credits
Students will gain an understanding of the entire information system
development process; including problem identification, analysis, de-
sign, implementation, and management. Student teams will learn and
use project management techniques, such as problem estimation, re-
source allocation, scheduling, and quality assurance. Software reuse,
configuration management, and reengineering will also be discussed.
Teams will design and develop a prototype system that satisfies the
functional requirements of a "real" organization. Computer-aided
Software Engineering, database, software languages, and planning &
scheduling tools will be used for the project. The project will be jointly
selected by the students and the course instructor. 
Prerequisites: ISM 3113
Corequisites: ISM 4331

ISM 4380 Info Sys for Hospitality/Tour 3 credits
Domain specific information systems focusing on the hospitality, tour-
ism, and travel industry. The first part of this course focuses on infor-
mation systems issues in the hospitality/tourism area, such as, customer
data collection, event management, billing systems, facility schedul-
ing, and procurement. The second part of the course focuses on the
travel industry information systems trends using the Internet.

ISM 4381 Health Care Info Sys 3 credits
Domain specific information systems course focusing on managed
health care systems. The first part of this course focuses on informa-
tion systems issues in the health care area, such as, patient data collec-
tion, 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 1 to 3 credits
Independent studies as directed by designated faculty. (Permission of
the instructor and department required.) 
Prerequisites: ISM 3113

ISM 4930 Topics in Computer Info Sys 3 credits
Selected topics in information systems. 
Prerequisites: CGS 1100 with a minimum grade of C

ISM 4941 Practicum in Computer Info Sys 3 credits
This is a joint faculty/Industry directed remote and/or on-site course
experience in information systems development. The course is usu-
ally available during the summer semester and may involve a third-
party at a local, national, international, or emerging organization.
(Departmental approval required.) (S/U only.)
Prerequisites: ISM 3113

ISS 2011 Interdisciplinary Social Science 3 credits
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 3 credits
Students are introduced to the general area of International Studies,
the interdisciplinary nature of International Studies, the basic theo-
retical perspectives used in analyses and the specific areas for concen-
trated research or further reading.

ISS 3010 Intro to Social Sciences 3 credits
Using an interdisciplinary approach, this course examines social insti-
tutions 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 inter-
ested in learning about the different approaches to the analysis of
issues, strategies for addressing needs relating to those issues and
relationships among the disciplines.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISS 3930</td>
<td>Selected Topics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ISS 4910</td>
<td>Directed Independent Research</td>
<td>1 to 3</td>
<td>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. The course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.</td>
</tr>
<tr>
<td>ISS 4934</td>
<td>Program Evaluation</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ISS 4935</td>
<td>Sr. Seminar in Soc. Sciences</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ISS 4940</td>
<td>Interdisciplinary Practicum</td>
<td>3</td>
<td>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.</td>
</tr>
<tr>
<td>ISS 4955</td>
<td>Study Abroad</td>
<td>3</td>
<td>This course provides the student with a practical application of knowledge in a real setting.</td>
</tr>
<tr>
<td>LAE 3334</td>
<td>Reading &amp; Writing Content Area</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>LAE 4314</td>
<td>Language Arts in Child. Educ.</td>
<td>3</td>
<td>Implements a coordinated and integrated language arts curriculum and guides the developmental language experiences of children in elementary school. Explores the content, organization, and instruction of oral and written expression in childhood education.</td>
</tr>
<tr>
<td>LAE 4323</td>
<td>Methods of Teach Eng. Middle</td>
<td>3</td>
<td>Methods of integrating reading, writing, speaking, listening, viewing and critical thinking activities into a literature-based program for middle school students. Must be taken one or two semesters prior to internship. Includes school-based practicum. Includes strategies for working with lower-level readers.</td>
</tr>
<tr>
<td>LAE 4414</td>
<td>Lit. in Childhood Education</td>
<td>3</td>
<td>The selection, evaluation and use of fiction, nonfiction and poetry for instructional, informational, and recreational purposes in Childhood Education. It addresses the literature and writing component of the liberal arts exit requirements and the following skills and dimensions are included: analytical thinking, writing skills, oral expression, race and ethnicity, and gender.</td>
</tr>
<tr>
<td>LAE 4415</td>
<td>Children's Literature</td>
<td>3</td>
<td>The selection, evaluation and use of fiction, nonfiction, and poetry for instructional, informational, and recreational purposes in Childhood Education. Included in this course are analytical thinking, writing skills, oral expression as they are applied to the study of children's literature. Prerequisites: EDF 3076 with a minimum grade of C</td>
</tr>
<tr>
<td>LAE 4464</td>
<td>Adolescent Literature</td>
<td>3</td>
<td>Study of the types of literature read by adolescents. Emphasis on criteria for selection of literature and teaching materials for middle and high school teaching. Correlation of literature-based materials with state curriculum standards and assessment procedures.</td>
</tr>
<tr>
<td>LAE 4936</td>
<td>Senior Seminar: Eng. Ed.</td>
<td>2 or 3</td>
<td>Senior standing. Synthesis of teacher candidate's courses in complete college program. Required concurrently with internship.</td>
</tr>
<tr>
<td>LAE 4940</td>
<td>Internship in English Ed</td>
<td>9 or 10</td>
<td>One full semester of internship in a public or private school. Intern takes Senior Seminar in English concurrently. In special programs where the intern experience is distributed over two or more semesters, student will be registered for credit which accumulates from 9-12 semester hours. (S/U only)</td>
</tr>
<tr>
<td>LAE 4941</td>
<td>Methods of Teach Eng: Pract</td>
<td>3</td>
<td>Taken one semester prior to internship. Required concurrently with LAE 4335 or LAE 4325.</td>
</tr>
<tr>
<td>LAH 3130</td>
<td>Colonial Latin America</td>
<td>4</td>
<td>Examines the indigenous populations of The Americas and the creation of Spanish and Portuguese colonial empires in this region from the late 15th century through the rise of independent states (1830s). Discusses pre-Columbian cultural forms and their impact on the blending of cultures in The Americas.</td>
</tr>
<tr>
<td>LAH 3200</td>
<td>Modern Latin America</td>
<td>4</td>
<td>Examines the development of The Americas since the rise of independent states in the early 19th century through the 20th century. Special attention is given to the cross-cultural character of the region and the placing of Latin American works of art and literature into a cultural context.</td>
</tr>
<tr>
<td>LAH 3300</td>
<td>The Americas</td>
<td>4</td>
<td>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.</td>
</tr>
<tr>
<td>LAH 3430</td>
<td>History of Mexico</td>
<td>4</td>
<td>Survey of Mexican history from Pre-Columbian time to the present, with emphasis on the rich cultural heritage of its people and the economic, social, political, and religious forces that have shaped its history.</td>
</tr>
<tr>
<td>LAH 3470</td>
<td>History of the Caribbean</td>
<td>4</td>
<td>Survey of the thematic factors that have shaped life in the Caribbean region from pre-Columbian time to the present. Particular concern will be given to the racial and ethnic concerns that have affected the identities of various peoples of this distinct region of Latin America.</td>
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<tr>
<td>LAS 2000</td>
<td>Intro. to Latin Amer. Studies</td>
<td>3</td>
<td>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.</td>
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LAS 3004 The Americas-Lat Amer & Carib 3 credits
This is a telecourse designed to introduce the complexities of Latin American and the Caribbean to students. Through an interdisciplinary approach to analysis, the course examines the cultural, historical, social, political and economic dynamics of the region.

LAS 3007 Latin American Environments 3 credits
The natural environments of Latin America and critical environmental issues are examined within their ecological, cultural, economic, and historical contexts. Multiple sources of information including scientific data and artistic impression are utilized.
Prerequisites: BSC 1051C or IDS 3304

LAS 3022 Caribbean Environments 3 credits
The natural environments of the Caribbean Basin and critical environmental issues are examined within their ecological, cultural, economic, and historical contexts. Multiple sources of information including scientific data and artistic impression are utilized.
Prerequisites: BSC 1051C with a minimum grade of C or IDS 3304 with a minimum grade of C

LAS 4932 Select Topic in Caribbean Studies 3 credits
This course is the study of selected issues, scholarly works, themes or movements relating to some aspect of Caribbean culture and society.

LIN 2670 English Grammar & Usage 3 credits
This course introduces the basics of English grammar and usage.
Prerequisites: ENC 1101 with a minimum grade of C

LIN 4671 Traditional English Grammar 3 credits
This course primarily uses sentence diagramming to present detailed analysis of the parts of speech, verb tenses, sentence functions, and other basic grammatical classifications of traditional English Grammar.
Prerequisites: ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

LIN 4680 Structure of American English 3 credits
This course is a survey of traditional, structural, and generative transformational grammars and their techniques for the analysis and description of linguistic structure in general, and contemporary American English in particular.
Prerequisites: ENC 1101 with a minimum grade of C and ENC 1102 with a minimum grade of C

LIT 2110 Intro to World Lit & Culture I 3 credits
This survey of World Literature from Ancient and Classical times through the Renaissance centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of this era with a solid foundation in both the authors/texts and the contexts of each period. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C

LIT 2120 Intro to World Lit & Culture II 3 credits
This survey of World Literature from the Seventeenth Century to the Present centers on both canonical and marginal texts in their cultural and historical contexts. Students gain a strong knowledge of the various literary periods of the era with a solid foundation in both the authors/texts and the contexts of each period. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C

LIT 3144 Modern European Novel 3 credits
This readings course focuses on the Modern European Novel in translation as it developed from the nineteenth century to WW II, including such writers as Dostoevsky, Kafka, Hesse, Camus, and Unamuno.

LIT 3301 Cultural Studies/Popular Arts 3 credits
This course is a study of twentieth-century popular culture as represented in film, fiction, music, and television.

LIT 3400 Interdisciplinary Topics 3 credits
This interdisciplinary readings course focuses on the relationship between literature and the other creative arts, the other humanistic disciplines, and/or the sciences and technology.

LIT 3662 Lit of Conquest & Exploration 3 credits
This readings course examines journals, letters, narratives, memoirs which document early European contact with the landscape and inhabitants of the Americas. Students focus on texts that predate the English settlements to consider such diverse figures as Columbus, Cabeza de Vaca, de Champlain, and Menendez de Aviles.

LIT 4093 Contemporary Literature 3 credits
This seminar centers on examination of a variety of international literary works written after 1945. The course draws upon the social, cultural, and political contexts of these works.

LIT 4099 Postmodern Narrative Technique 3 credits
This seminar explores the theory and practice of postmodern narrative, comparative and international in scope, including such authors as Barth, Calvino, Coover, Pynchon, Kundera, and Garcia Marquez.

LIT 4183 Postcolonial Lit & Theory 3 credits
This seminar explores the historical and literary significance of postcolonialism, and examines its influence on aesthetic theories and practices in African, Caribbean, and Latin American nations.

LIT 4192 Caribbean Literature 3 credits
This seminar explores Caribbean poetry and fiction in the context of post-Negritude struggles for collective and individual identity. This course examines works by major authors from the Caribbean and Caribbean diaspora.

LIT 4353 Ethnic Studies 3 credits
This seminar examines the political, cultural, and social significance of ethnic identity within a variety of contexts. The course poses the methodological 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 intermingled wars and conflicts, or evaluate the cultural value of ethnic identity.

LIT 4355 African & Diaspora Literature 3 credits
This seminar examines the African diaspora from the period of decolonization (1960s) to the present. The course considers major issues (neocolonialism and postcolonialism, black nationalism, identity politics and conflicts, racism, and cultural imperialism) as expressed in selected texts and contexts. Readings span a generation of Black writers from such diverse regions as Africa, the Caribbean, and the American South.

LIT 4404 Interdisciplinary Literature 3 credits
This seminar examines the literature of a specific discipline or field or a specific topic of human inquiry, with a focus on how 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 3 credits
This seminar examines the relationship between literature and politics within a variety of historical and geographical contexts. Students examine the techniques and forms that writers use to represent, critique, and subvert an illegitimate State or other political authority.
LIT 4554 Feminist Theories 3 credits
This seminar explores feminist literary criticism and theory from a variety of approaches, including psychoanalytic, linguistic, Marxist, French, postcolonial, and postmodern modes of gender analysis.

LIT 4663 Magical Realism 3 credits
This seminar examines the formal and thematic characteristics that distinguish Magical Realist writing. The course begins by considering some of the major authors of the Boom period (1960s) in Latin American literature, such as Alejo Carpentier, Julio Cortazar, and Gabriel 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 3 credits
This seminar centers a comparative study of major contemporary authors from North, Central, and South America. Students explore literary techniques, contextual influences and points of convergence and divergence in the works.

LIT 4853 Topics in Cultural Critique 3 credits
This seminar is an in-depth look at critical perspectives offered and applied in literary, film, media, and culture criticism. The course focuses on the critical principles developed in areas studied and the broader application of those principles.

LIT 4930 Selected Topics in English 3 credits
The content of this course will be determined by student and instructor needs and interests and will focus on a specific topic of study. This course may be repeated with different topics and permission of the concentration coordinator.

LIT 4931 The Exile in Literature 3 credits
This seminar examines exile as theme and metaphor in the twentieth century novel. Selections may include such diverse works as Rushdie's Shame, Cesaire's Return to My Native Land, and Garcia's Dreaming in Cuba.

MAA 4211 Vector Analysis 3 credits
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: MAA 2121 with a minimum grade of C-

MAA 4226 Advanced Calculus 4 credits
MAA 4226 is a rigorous development of the fundamentals of differential and integral calculus, with emphasis on those aspects necessary to understand 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: MAA 2313 with a minimum grade of C- and MAA 2191 with a minimum grade of C-

MAA 4227 Foundations of Real Analysis 3 credits
MAA 4227 gives the student a rigorous introduction to fundamental concepts of analysis necessary for graduate study in mathematics. Topics include: topology of metric spaces, Heine-Borel theorem, sequences and continuity in metric spaces, spaces of functions, introduction to measure and Lebesgue integral. Students will be expected to develop some proficiency in writing proofs and in reading mathematical texts independently. Prerequisites: MAA 4226 with a minimum grade of C-

MAA 4250 Survey of 20th Century Math 3 credits
MAA 4250 is a survey of the discoveries in the early part of this century that influenced the development of mathematics. Topics will come from the following: Lebesgue measure and integral, point-set topology, paradoxes of set theory and Zermelo-Frankel axiomatization, infinite-dimensional vector spaces and Hilbert space. Prerequisites: MAA 4226 with a minimum grade of C-

MAA 4402 Complex Variables 3 credits
MAA 4402 is an introduction to the general theory of functions of one complex variable. Topics include algebra of complex numbers, analytic functions, Cauchy-Riemann equations, Taylor and Laurent series, line and contour integral, poles of functions, integration theorems, residues and the Residue Theorem, conformal mappings and Riemann surfaces, Riemann mapping theorem. Prerequisites: MAP 3161 with a minimum grade of C-

MAC 1105 College Algebra 3 credits
A general course in techniques of algebraic representation and solution of problems. Topics will include: review of properties of exponents and radicals, functions and functional notation, symbolic, graphical, and numerical representation of functions and equations, polynomial, exponential and logarithmic functions, systems of equations and inequalities, matrix representation of linear systems, matrix methods for solving systems of equations. Applications to modeling and solving problems will be emphasized, as well as using technology as an aid to the problem-solving process. Prerequisites: MAT 1033 with a minimum grade of C or STA 2023 with a minimum grade of C-

MAC 1147 Precalculus 4 credits
MAC 1147 is a survey of the basic properties of classes of functions commonly used in applications: polynomial, trigonometric, exponential, logarithmic. Conic sections, matrices, mathematical induction, and polar coordinates will also be discussed. Prerequisites: MAC 1105 with a minimum grade of C

MAC 2233 Elementary Calculus 3 credits
MAC 2233 is an introduction to the techniques of calculus of primary use to business students. Topics include: differentiation and integration of algebraic functions with applications, exponential and logarithmic functions with applications to finance and economics. This course is NOT equivalent to MAC 2311. Prerequisites: MAC 1105 with a minimum grade of C

MAC 2311 Calculus I 4 credits
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. Prerequisites: MAC 1147 with a minimum grade of C

MAC 2312 Calculus II 4 credits
This course is a continuation of MAC 2311. Topics include: Integration by substitution, inverse functions, exponential and logarithmic functions, inverse trig functions, solids of revolution, arc length, techniques of integration, parametric curves 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. Prerequisites: MAC 2311 with a minimum grade of C

MAC 2313 Calculus III 4 credits
A continuation of MAC 2312. Topics in this course include: vectors in the plane and 3-space, topics from plane and solid analytic geometry,
curves in space, tangential and normal acceleration, directional derivatives and the gradient, tangent and normal to surfaces, extrema of multivariable functions, Lagrange multipliers, double and triple integrals, integration in cylindrical and spherical coordinates. This course will emphasize conceptual understanding and modeling of physical phenomena, and will use computer technology as an aid to the modeling process. Prerequisites: MAC 2312 with a minimum grade of C

MAC 2331 Integrated Math I 4 credits
Topics in this course include vectors, vector geometry and applications, systems of equations, matrices and matrix operations, modeling by systems of equations, Gaussian elimination, LU decomposition, eigenvalues and eigenvectors, Sequences, first and second differences, extrema and points of inflection, difference equation. Prerequisites: MAC 1105 with a minimum grade of C

MAC 2332 Integrated Math II 4 credits
Topics in this course include derivatives and antiderivatives, parametric curves, position, velocity, and acceleration, kinematics, slope fields, Euler’s method, exponential growth and decay, logarithms, optimization, integration by substitution, introduction to differential equations, general theory of limits and L’Hospital’s Rule. Prerequisites: MAC 2331 with a minimum grade of C

MAC 2333 Integrated Math III 4 credits
Topics in this course include integration by parts and partial fraction decomposition, linear spaces and linear differential equations, inverse trig functions and trig substitutions, numerical integration, polar coordinates, power series, series solutions of differential equations, line integrals and work, lengths of curves. Prerequisites: MAC 2332 with a minimum grade of C

MAC 2334 Integrated Math IV 4 credits
Among the topics included in this course are curvature, tangent and normal acceleration, functions of several variables, partial differentiation, Picard iteration, tangent plane and differentials, quadratic forms and quadratic surfaces, extrema of functions of two variables, multiple integrals, cylindrical and spherical coordinates, and change of variable in multiple integrals. Prerequisites: MAC 2333 with a minimum grade of C

MAC 2421 Calculus with Diff Equations I 4 credits
In this course, integrated treatment of the techniques of calculus and differential equations, with an emphasis on modeling physical phenomena, and utilizing computer technology in the modeling process are provided. Topics include: vectors, curves in the plane, derivatives and antiderivatives, position, velocity, and acceleration, differentiation rules, differentials and approximation, initial-value problems, Euler’s method, exponential and logarithmic functions, extrema of functions, integration by substitution, separation of variables. Satisfactory score placement exam. Prerequisites: MAC 1147 with a minimum grade of C

MAC 2422 Calculus w/ Diff Equations II 4 credits
Continuation of MAC 2421. Topics include: tangent and normal acceleration, curvature, areas and the Riemann integral, Fundamental Theorem, inverse trig functions, techniques of integration, solids and surfaces of revolution, line integrals, first-order linear differential equations with applications, second-order linear differential equations and harmonic motion, general theory of limits and L’Hospital’s Rule, Taylor series. Prerequisites: MAC 2421 with a minimum grade of C

MAC 2423 Calculus w/ Diff Equations III 4 credits
This course is a continuation of MAC 2422. Topics include: polar coordinates, theory of space curves, multivariate functions and quadric surfaces, partial derivatives, existence-uniqueness theory for DE, Picard iteration, gradient and directional derivative, tangent plane and Taylor series, extrema of multivariable functions, double and triple integrals, cylindrical and spherical coordinates. Prerequisites: MAC 2422 with a minimum grade of C

MAC 3107 Discrete Mathematics 3 credits
MAC 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

MAC 4301 Graph Theory 3 credits
MAC 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: MTH 2191 with a minimum grade of C- and MAS 2121 with a minimum grade of C-

MAC 4401 Numerical Analysis 3 credits
MAC 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-

MAC 4504 Theory of Computation 3 credits
MAC 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: MTH 2191 with a minimum grade of C- and MAD 3107 with a minimum grade of C-

MAE 4310 Math Content & Processes 3 credits
This course deals with the philosophy, methods, and materials for teaching elementary school mathematics. Emphasis is placed on the use of hands on learning approach using a constructivist approach. Prerequisites: EDF 3076 with a minimum grade of C

MAE 4320 Teaching Math in Middle Grades 3 credits
Techniques and materials for instruction in middle grades mathematics. Familiarity with state curriculum standards. A school based practicum is required as part of this course.

MAE 4326 Teaching Elem School Math I 2 credits
Methods for teaching informal geometry, measurement, probability, and statistics.

MAE 4330 Teach Senior H.S. Mathematics 3 credits
Techniques and materials of instruction for senior high school mathematics. Applications of technology in mathematics. Familiarity with state curriculum standards. Students will complete 30-hour practicum experience as part of course requirements.

MAE 4551 Reading Language of Math 2 credits
Reading and writing issues in the teaching of mathematics. Strategies for assisting students who do not possess appropriate reading and writ-
ing 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 2 or 3 credits
Synthesis of teacher candidate's courses in complete college program.

MAE 4940 Internship: Mathematics Educ. 9 or 10 credits
One full semester of internship in a public or private school. In special programs where the intern experience is distributed over two or more semesters, students will be registered for credit which accumulates for 9-12 semester hours. (SU only)

MAN 3025 Contemporary Mgt Concepts 3 credits
This course is the study of the fundamentals of effective management from an organizational behavior perspective. It is designed to provide essential tools and skills for understanding contemporary business activity in such areas as decision-making, planning, communications, staffing, and controlling. These concepts are applied to industry, government, and not-for-profit organizations. (Junior standing is required.)

MAN 3063 Organizational Ethics & Values 3 credits
This course explores the roles of personal, organizational, and societal values and ethics in our society. Topics covered include the exploration of individual ethics, values and goals; the study of ethical behavior within organizations, as it influences people, products, and the work environment; the exploration of the values, ethics, and beliefs upon which the free market system of production and exchange is built; and the exploration of individual roles as well as the appropriate roles of organizations and government in society.

MAN 3301 Human Resource Management 3 credits
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 3 credits
The purpose of this course will be to provide students with a detailed overview of the staffing activities performed by organizations. Within the context of an organization's specific environment and the body of pertinent laws and regulations, this course will examine the process of determining how many and what type of employees are needed by the organization and when they are needed; generating a pool of qualified job candidates; selecting the "best" job candidate through utilization of various selection devices including interviews, assessment centers, and various paper and pencil evaluation tools; and making a successful job offer. By the end of this course, students should be able to critically evaluate and interpret an organization's staffing policies and practices and be able to develop and implement their own valid and legally defensible selection procedures within an organization.
Prerequisites: MAN 3301

MAN 3322 Human Resource Info Systems 3 credits
This course will provide a broad overview of the importance and uses of HRIS in organizations to enable managers to make better use of human resources. It will also provide a practical working knowledge of the use of HRIS for HR database planning, development, implementation, and evaluation.
Prerequisites: MAN 3301 and ISM 3010

MAN 3350 Training & Development 3 credits
This course will provide the knowledge, skills, and ability for students to develop programs that train and develop employees to deal with global, technological, quality and leadership challenges. To provide organizations with a competitive edge, managers need to be able to assess organizational training needs, clarify training objectives, choose or develop a training program, and evaluate the outcomes of these programs. The course will focus on both current skills training and the development of employees for an on-going role within organizations.
Prerequisites: MAN 3301

MAN 3401 Labor-Management Relations 3 credits
A study of the historical, legal, social, and economic framework of both private and public sector labor relations in the U.S. The respective philosophy, objectives and strategies of unions and management are examined, as is the key role of Federal agencies such as the National Labor Relations Board and the Federal Mediation and Conciliation Service. A variety of collective bargaining and arbitration cases are considered.
Prerequisites: MAN 3301

MAN 3441 Conflict Management 3 credits
The causes of various forms of interpersonal, intra-group and inter-group conflict, and how to effectively manage conflict are the principal focus of this course. Among the topics covered are: stakeholder analysis, political processes and power within organizations, competitive rivalry and 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 3025

MAN 3504 Operations Management 3 credits
This course introduces the application of management systems, quantitative principles and techniques to the effective planning and utilization of resources in the operation of manufacturing, research and service activities.
Prerequisites: STA 2023 with a minimum grade of C

MAN 3512 Design of Prod & Service Sys 3 credits
This course examines the design of systems for production and delivery of goods and services; emphasizes the impact of alternative designs on the competitive posture of the firm; and discusses the concepts, tools and techniques for designing facilities, jobs and systems for continuous performance and improvement.
Prerequisites: MAN 3504

MAN 3522 Total Quality Management 3 credits
The application of statistics to the control of quality in organizations. Emphasis is on the design, implementation, and management of quality throughout the firm using models and distributions in statistical quality control, process capability, control charts, acceptance sampling, and reliability.
Prerequisites: MAN 3504

MAN 3581 Project Management 3 credits
This course studies the three phases of project management; planning, scheduling and control. Project planning tools such as time and cost estimation; project scheduling tools such as the Critical Path Method; and project control tools such as Project Evaluation and Control Technique will be an integral part of the course. Real projects and cases will also be utilized.
Prerequisites: MAN 3504

MAN 3583 Management of Small Business 3 credits
The purpose of this course is to educate men and women for leadership roles in small to mid-sized companies. This course will focus on managing and building small to mid-sized businesses into enduring great companies. Although venture initiation will be covered in some discussions and cases, the emphasis will be on building companies that are past the initial start-up phase. Students will be exposed to some of the practical realities, transition points, issues and dilemmas that are particularly relevant to smaller companies. The course will concentrate on the elements of long term health and success - on laying the groundwork for making a company healthy and prosperous
five, ten, twenty, and even fifty years in the future. Although short term survival tactics will be discussed, the focus of the course is on building a small to mid-sized business into a truly outstanding and enduring organization - a company that might be thought of as admirable or excellent.

Prerequisites: MAN 3025

MAN 4120 Leadership & Group Dynamics 3 credits
This course focuses on group theory, concepts, research and application principles and development of communication skills necessary to lead and work effectively in groups, through group exercises and experiential learning.

Prerequisites: MAN 3025

MAN 4129 Leadership Lab 3 credits
This laboratory course is designed to diagnose and assess individual values, leadership style and managerial behavior. Experiential exercises, computer simulation and role-playing exercises are designed to strengthen those areas of leadership behavior needing skill enhancement.

Prerequisites: MAN 3025

MAN 4280 Org Development & Change 3 credits
This course covers research literature relevant to organizational functioning including behavioral effects of power and authority, formal organization, structural variation, leadership, motivation, and organizational change.

Prerequisites: MAN 3025

MAN 4330 Management of Compensation 3 credits
The evolution of innovative compensation policies aimed at aligning individual and organizational performance with competitive business strategies in domestic and global markets is covered, as are key motivation theories. Comparative compensation policies across selected industrialized nations are included. The influence of relevant labor market pay practices and government policies such as ERISA and COBRA are examined. Internal organization pay policies, ESOPs, and pay-for-performance incentive systems are covered as are various indirect compensation benefits.

Prerequisites: MAN 3301

MAN 4402 Employment Laws & Regs 3 credits
Federal and state regulation of the employment relationship is the principal focus of this course. Comparative employment law practices across selected industrialized nations are also covered. A case analysis approach is utilized. Among the contemporary issues examined are: managing workforce diversity including EEO and immigration laws, employment-at-will and employee job rights, occupational safety, health and worker’s compensation, and employment, drug, and health testing.

Prerequisites: MAN 3301

MAN 4521 Operations Planning & Control 3 credits
This course focuses on solving managerial problems associated with planning and controlling operations. Major topics include inventory, capacity and demand management, aggregate planning, project management and activity control.

Prerequisites: MAN 3512

MAN 4530 Management of Technology 3 credits
Examines the changing technical environment that is confronting managers in corporate and nonprofit organizations. Attention is focused on the integration and the management of new technical areas including flexible manufacturing systems, new product development, computer networks, and quality control issues.

Prerequisites: MAN 3025 and MAN 3504

MAN 4534 Automation in Operations Mgt 3 credits
This course offers an in-depth treatment of the structure and function of computer integrated manufacturing (CIM) processes; integration of automation in design and manufacturing; product and process design; computer aided design (CAD) and computer aided manufacturing (CAM) systems; process planning; and robotics and flexible manufacturing systems (FMS).

Prerequisites: MAN 4521

MAN 4722 Decision Analysis 3 credits
This course provides an analysis of the managerial role of the decision-maker and investigates the logic of the decision process, including the effect of environmental factors and the role of qualitative and quantitative techniques. Consideration is given to the behavioral implications of decision activity.

Prerequisites: QMB 3600

MAN 4802 Entrepreneur & Bus Plan Devel 3 credits
This course provides hands-on business planning experience, working closely with a faculty mentor. Students develop business plans for an independent startup or acquisition, resulting in professional-quality written business plans and oral business plan presentations. Case study is used to facilitate understanding of the entrepreneurial process. This class includes (1) an orientation to library and computer research resources and (2) an orientation to a business planning software package.

Prerequisites: MAN 3025 and MAR 3023 and (FIN 3240 or FIN 3403)

MAN 4804 Entrepreneurial Field Studies 3 credits
This is a practical, experiential course that provides students opportunities to work in the field. Students apply concepts mastered in previous business and entrepreneurship courses either by implementing their own business plan or by working with an entrepreneur on a specific, mutually agreed upon project. Examples of projects include: (1) analyzing problem areas and making recommendations for improvement, (2) preparing pre-business feasibility studies, and (3) creating comprehensive business plans.

Prerequisites: MAN 4802 and FIN 3470 and MAN 3803

MAN 4905 Independent Study in Mgt 1 to 3 credits
Specialized independent study determined by the student needs and interests. (Senior standing and permission of department required.)

Prerequisites: MAN 3025

MAN 4930 Seminar in Management 1 to 3 credits
Topics to be selected by instructor and department chair for pertinent management issues.

MAN 4941 Management Internship 3 credits
A course providing the opportunity to work in and deal with profit or nonprofit organizations to gain insight into the real side of modern business and management. (Senior standing and permission of the department required.) (S/U only.)

MAP 2302 Differential Equations 3 credits
The focus of this course is methods of solution of first and second order ordinary differential equations. Topics include: slope fields, existence and uniqueness theorems, first-order linear equations, integrating factors, exact equations, applications to modeling of physical phenomena, second-order linear equations, annihilators and method of undetermined coefficients, variation of parameters, Laplace transform, Euler and Runge-Kutta methods, systems of equations, applications.

Prerequisites: MAC 2312 with a minimum grade of C

MAP 3161 Methods of Applied Math I 4 credits
The intermediate theory of linear algebra and differential equations is discussed, with applications. Topics include: finite-dimensional linear spaces and transformations, eigenvalues, eigenvectors and generalized eigenvectors, invariant subspaces, canonical forms, special matrices: unitary, symmetric, quadratic forms and positive-definite
matrices, applications of matrix methods to systems of DE, phase plane and equilibria of linear systems, introduction to nonlinear systems, equilibria and bifurcation of low-order nonlinear systems. Emphasis is on techniques and applications to modeling and representation of physical systems.
Prerequisites: MAC 2313 with a minimum grade of C and MAS 2121 with a minimum grade of C

MAP 3162 Methods of Applied Math II 4 credits
MAP 3162 is an introduction to mathematical aspects of probability and statistics. Topics include: discrete and continuous probability distributions, random variables and their distributions, sums and transformations of random variables, limit theorems, hypothesis testing and confidence intervals, general linear statistical models, regression and ANOVA, nonparametric statistics, introduction to queuing theory.
Prerequisites: MAC 2313 with a minimum grade of C and MAS 2121 with a minimum grade of C

MAP 3163 Methods of Applied Math III 3 credits
MAP 3163 is an introduction to mathematical aspects of decision science and operations research. Topics include: systems of inequalities and linear programming, simplex algorithm, sensitivity analysis, integer programming, branch and bound methods, graph and network models, shortest paths, matchings, network flows, duality theory, introduction to game theory.
Prerequisites: MAC 2313 with a minimum grade of C and MAS 2121 with a minimum grade of C

MAP 4101 Probab & Stochastic Processes 3 credits
MAP 4101 covers fundamental notions of mathematics of probability and probabilistic modeling of random processes. Topics include: expectation, conditional probability and expectation, characteristic functions, central limit theorem, sums of random variables, laws of large numbers, random walks and Poisson processes, Brownian motion, Markov processes, introduction to queuing theory, applications. Students will be expected to develop and write computer simulations as part of the course.
Prerequisites: MAP 3162 with a minimum grade of C-

MAP 4231 Intro to Operations Research 3 credits
MAP 4231 consists of a review of linear programming, linear program models of problems, integer programming, branch and bound methods, queuing, CPM and PERT, network flows, duality principles in modeling and problem solving, statistical models in OR.
Prerequisites: MAP 3163 with a minimum grade of C-

MAP 4314 Dynamical Systems 3 credits
MAP 4314 covers the following topics: discrete dynamical systems: fixed points and stability, bifurcations, classification of equilibria, self-similarity, fractals. Continuous dynamical systems: kneading bifurcations, attractors, limit cycles and their classification, chaotic behavior.
Prerequisites: MAP 3161 with a minimum grade of C-

MAP 4341 Partial Differential Equations 3 credits
MAP 4341 covers the elements of the classical theory of partial differential equations. Topics include: classification of PDEs and boundary value problems, Fourier series and 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 3 credits
MAP 4484 is an introduction to deterministic and probabilistic methods for modeling biological phenomena. Topics will be chosen from genetics, population dynamics, ecosystem modeling, statistical and Markovian models, perturbation of biological systems, diffusion systems, pattern formation, and epidemic models.
Prerequisites: MAP 3162 with a minimum grade of C-

MAR 3023 Introduction to Marketing 3 credits
Survey of the marketing of goods and services in a global economy with emphasis on the identification of target markets and the elements required to develop effective marketing strategies. The course describes the market environment, elements for consumer satisfaction and organization success, introduces emerging marketing technologies, and reinforces the importance of ethics and social responsibility in the orderly operation of the market system. (Junior standing is required.)

MAR 3025 Entrepreneurial Marketing 3 credits
Application of the fundamental concepts, techniques and tools to issues and concerns involved in the start-up and operation of the marketing function of an organization. Topics will include environment and competitive analysis, determining customer needs, identifying and quantifying market segments, target market selection, positioning, conducting marketing research, creating marketing plans, marketing strategy development and implementation, and assessment of customer satisfaction with a marketing mix. The course includes the development and analysis of case or the presentation of a marketing plan.
Prerequisites: MAR 3023

MAR 3326 Direct Marketing 3 credits
This course shows how the key elements of Direct Marketing data drive promotion strategies, accountability, and continuing relationships with customers in all types of business. Students apply the fundamentals of marketing to a new setting, while preparing for possible employment in this very large and fast-growing field. Students also learn how direct response marketing fits with database marketing, Internet marketing, and traditional marketing of goods and services.
Prerequisites: MAR 3023 and CGS 1100

MAR 3400 Professional Selling 3 credits
Study of the selling function and strategy as an interdisciplinary business activity. Knowledge of buyer behavior and skill requirements necessary for successful selling; the sales process, business and social responsibilities of salespersons. Emphasis is placed on the role of selling in today's marketing-oriented environment, including assessing customer needs, preparing for and professional sales presentations, and on developing problem-solving and decision-making skills necessary in consumer and industrial selling environments.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 3503 Understanding Consumers 3 credits
A study of basic concepts of buyer behavior, including pre- and post-purchase attitudes and behavior patterns, information processing related to the functional areas of marketing and the buyer's decision-making process. Managerial applications to marketing are emphasized.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 3613 Marketing Research 3 credits
Study of the research methods and techniques applicable to problem solving in marketing. Using state-of-the-art technologies for research, students develop skills in questionnaire design, data collection, data entry and analysis, and presentation of written research reports. Focus on the use of market research findings in marketing management decision making involving market identification, demand estimation, product design, channel selection, promotion and pricing. Attention is also given to defining information needs, determining the value of information for business decision-making, and social/ethical issues in marketing research.
Prerequisites: MAR 3023 with a minimum grade of C and QMB 3200 with a minimum grade of C and CGS 1100 with a minimum grade of C

MAR 4156 International Marketing Mgt 3 credits
A study of international trade concepts, world markets, international marketing strategies, and the processes and problems associated with establishing marketing operations in foreign countries. Examines is-
sues involving trends, factors, and forces (e.g., institutions, cultural, political, legal, and environmental) which impact global marketing activities.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4203 Logistics & Channels of Dist. 3 credits
A detailed study of marketing channels as a functional area of market-
ing management and a part of marketing strategy. Emphasis is placed on structure and functioning of marketing channels, legal, economic and ethical considerations, and on the dynamic interrelationship among other functional areas of business as they affect the movement, handling and storage of raw materials and the flow of finished products from producer to consumer. Issues are addressed relating to wholesale and retail inventory, management, warehousing, packaging, transportation and information processing techniques useful in establishing customer service levels.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4232 Retail Management 3 credits
A comprehensive study of retailing structures, institutions, environments, and operations. Course will include application of tools and techniques useful for analyzing, organizing, planning, implementing, and controlling retail operations including merchandising and promotion. 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 3 credits
A study of the role of promotion in the firm. Examines problems of persuasive marketing strategy, promotional objectives, methods of implementing these objectives, and the approaches by which these methods might be blended. Includes the promotional tools available to marketing managers, and the various types of decisions that must be made when developing and managing promotion strategy in the context of a firm's marketing strategy. MAR 3613 is recommended as a prerequisite.
Prerequisites: MAR 3023 with a minimum grade of C and (MAR 3503 or ADV 3000)

MAR 4403 Sales Management & Control 3 credits
An application approach of the management of the sales force focusing on the necessity of coordinating and integrating sales force activities within the organization. Emphasis is placed on problem-solving and decision-making skills required of the modern sales manager. 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 3 credits
An introduction to the objectives, control and direction of industrial purchasing. Additional topics include procedures, supplier and development, quality control, price determination, global sourcing, and methods of inventory control.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4645 GIS/Database Marketing 3 credits
Marketing databases are essential for analysis and continuous updating of data used in Interactive/Direct/Internet Marketing. This courses exposes students to the many ways that business functions have and can be improved through the use of databases, including GIS (Geographic Information Systems). Thus, this course provides an in-depth study of the strategic and ethical use of databases for marketing communications and strategy.
Prerequisites: ISM 3010 and MAR 3023

MAR 4713 Hospitality/Tourism Marketing 3 credits
A study of tourism and hospitality marketing as a subset of marketing management. Emphasis is placed on the analytical tools and techniques necessary to develop and implement marketing strategy in this domain.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4721 Marketing on the Internet 3 credits
This course provides an introduction to and analysis of the strategic and ethical use of the Internet for marketing communications and strategy. Topics include the utilization of email, usenet, FTP, PPP, Mosaic, and Listserv as marketing tools. Focus is on the development and analysis of Web-based communication strategies for domestic and global entities.
Prerequisites: MAR 3023 and CGS 1100

MAR 4804 Market Analysis & Strategy 3 credits
An applications-oriented course focusing on the identification and evaluation of markets for business and non-business opportunities. Various analytical techniques and problem-solving methods are employed. The course integrates market mix variables and applies market information necessary for developing and implementing overall marketing strategy to solve problems facing marketing executives.
Prerequisites: MAR 3503 with a minimum grade of C and MAR 3613 with a minimum grade of C

MAR 4841 Services Marketing 3 credits
The primary theme of this course is that service organizations (i.e., banks, transportation companies, hotels, hospitals, educational institutions, professional services, etc.) require a distinctive approach to marketing strategy in both development and execution. The course is managerial in nature with a focus on understanding the distinguishing features of services as differentiated from goods, the magnitude of the services marketing industry, and the implications of differences from both the consumer and provider perspective.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4905 Independent Study in Mkt 1 to 3 credits
Individual study and research under faculty direction and based on student's interests. (Permission of the instructor and department required.)
Prerequisites: MAR 3023

MAR 4930 Special Topics in Marketing 3 credits
Deals with selected contemporary topics in marketing. Topics will vary. This course may also be used to offer advanced versions of undergraduate courses presently offered.
Prerequisites: MAR 3023 with a minimum grade of C

MAR 4944 Internship in Marketing 3 credits
Experiential course that allows students the opportunity to gain credit by working with a profit or non-profit entity in a marketing-related capacity. The marketing related work must meet the College of Business and the Department of Marketing requirements for credit to be granted. (Senior standing and permission of the department required.) (S/U only.)
Prerequisites: MAR 3023 with a minimum grade of C

MAS 2103 Elementary Linear Algebra 3 credits
This course introduces basic principles of linear algebra for secondary education majors. Topics include: vectors and vector spaces, systems of equations, matrices, determinants, elementary matrices, Gaussian elimination and LU decomposition, Cramer's Rule, linear transformations, eigenvalues and eigenvectors. Emphasis is on geometric properties of transformations on real spaces.
Prerequisites: MAC 2312 with a minimum grade of C

MAS 2121 Linear Ops & Diff Equations 4 credits
This course exposes students to the elements of linear algebra and linear differential equations. Topics include: matrices and matrix operations, Gaussian elimination and LU factorization, determinants, vector spaces,
Prerequisites: MAC 2312 with a minimum grade of C

MAS 4106 Matrix Analysis 3 credits
MAS 4106 covers the following topics: exponential matrices, unitary and positive-definite matrices, QR, polar, and singular value decompositions, matrix norms, perturbation methods for eigenvalues, numerical methods for matrix equations (with error analysis), weighted least squares, Kalman filtering, introduction to Hilbert space.
Prerequisites: MAP 3161 with a minimum grade of C- and MHF 2191 with a minimum grade of C-

MAS 4214 Elementary Number Theory 3 credits
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 3 credits
MAS 4301 is an introduction to fundamental concepts of modern algebra. Topics include: group axioms, subgroups, Lagrange’s Theorem, homomorphism, quotient groups, permutation and symmetry groups, rings, integral domains and fields, rings of polynomials, field of quotients.
Prerequisites: MHF 2191 with a minimum grade of C-

MAS 4302 Abstract Algebra II 3 credits
MAS 4302 is a continuation of MAS 4301. Topics include: subgroups and Sylow theorems, homomorphisms and quotient groups, ideals in rings, principal ideal domains and Euclidean domains, quotient rings, fields and extension fields. Emphasis is on skills and topics needed for graduate study in mathematics; accordingly, students will receive considerable practice formulating and writing proofs of theorems.
Prerequisites: MAS 4301 with a minimum grade of C-

MAT 1033 Intermediate Algebra 3 credits
Reinforcement and development of algebra skills needed for further study in mathematics. Topics include operations with polynomials and rational expressions, radicals, rational exponents, linear and quadratic equations, linear inequalities, systems of equations, functions, and applications. This course does not count toward completion of FGCU general education or Gordon Rule requirements.

MAT 4906 Independent Study 1 to 4 credits
This is an individual study by a student under the direction of an instructor. Topics are selected on an individual basis, and are not allowed to duplicate existing FGCU courses. Credit hours may vary. Students must obtain an access code from the instructor in order to register for the course.

MAT 4930 Special Topics 1 to 4 credits
MAT 4930 is a course centering around a topic of current interest, or subject of study not normally offered by FGCU. Topics may vary according to interest and needs of instructor and students. Credit hours may vary. Prerequisites may vary depending on the content of the course; students must consult with instructor before registering.

MAT 4937 Senior Seminar 2 credits
MAT 4937 is the senior capstone course. Students will undertake a variety of problem-solving activities and/or research projects to provide an integrative experience within the discipline.
Prerequisites: MAS 4301 with a minimum grade of C- and MAA 4226 with a minimum grade of C and MAP 3163 with a minimum grade of C-

MAT 4940 Internship 1 to 4 credits
MAT 4940 is a practical application of knowledge in an external setting. Credit hours may vary. Departmental approval required. Grading criteria to be jointly determined by supervising faculty member and supervisor at place of employment.

MCB 2010C Microbiology with Lab 4 credits
Students study the biology of microorganisms. Structure, physiology and ecology of bacteria, algae, viruses, protozoa and lower fungi will be investigated. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.
Prerequisites: BSC 1010C
Fee Required

MCB 3020C General Microbiology 4 credits
A study of the structure, function and genetics of bacteria and other microorganisms, their relationships in natural and controlled environments emphasizes the interactions of pathogenic bacteria with their hosts. Laboratory includes an introduction to the isolation, identification and culture techniques of bacteria and other microbes and their physiological and pathological properties.
Prerequisites: CHM 2210C and BSC 1010C
Fee Required

MCB 4203C Pathogenic Microbiology 3 credits
Biologic basis of infectious disease associated with human microbial infections provides an integrated format for laboratory and lecture. Topics include host-parasite relationships, pathogenic characteristics, virulence mechanisms and modes of action of antimicrobial agents. Laboratories cover methods of isolation, detection, enumeration and identification of human pathogenic microorganisms encountered in the clinical microbiology laboratory. Departmental permission or any General Microbiology with Lab course at the 2000 level or above.
Prerequisites: MCB 3020C or MCB 2010C
Fee Required

MCB 4507C Virology Mycology Parasitology 3 credits
Lecture and laboratory course highlights medically important viruses, parasites and fungi. Topics include clinical presentation, mechanisms of infection, diagnostic techniques and treatment. Laboratory exercises emphasize culture and identification techniques used to investigate specific human pathogens. Departmental permission of any Microbiology with lab course at 2000 level or above.
Prerequisites: MCB 3020C or MCB 2010C
Fee Required

MGF 1106 Math for Liberal Arts I 3 credits
A survey course of various topics in mathematics, intended for students pursuing a degree in a nonscience field. Topics will come from the general areas of combinations, probability and statistics, history of mathematics, geometry, set theory, and logic.
Prerequisites: MAT 1033 with a minimum grade of C

MGF 1107 Math for Liberal Arts II 3 credits
A survey course of various topics in mathematics, intended for students pursuing a degree in a nonscience field. Topics will come from the general areas of financial mathematics, exponential growth, number systems and number theory, history of mathematics, and graph theory.
Prerequisites: MAT 1033 with a minimum grade of C

MGF 2501 Principles of Modern Math I 3 credits
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, extreme of sequences, differences and difference equations, analytic solution to difference equations, equi...
librium and stability of difference equations introduction to the der-
ivative, applications to engineering, business, and natural sciences.
Prerequisites: MAC 1105 with a minimum grade of C

MFG 2502 Principles of Modern Math II 3 credits
Aspects of discrete mathematics used in contemporary applications
are discussed in this course. Topics include: Counting and enumera-
tion principles, probability and conditioning in finite sample spaces,
Bayes’ Theorem, computational complexity, graphs and trees, short-
est path and matching algorithms, symmetry operations, introduction
to groups, principles of error-detecting codes.
Prerequisites: MAC 1105 with a minimum grade of C

MHF 2191 Mathematical Foundations 3 credits
This course provides an introduction to axiomatic systems and tech-
niques of proof, in preparation for upper-level study in mathematics.
Topics include: symbolic logic, boolean algebra, set theory, count-
table and uncountable sets, techniques of proof, functions and rela-
tions, mathematical induction, group axioms. Emphasis is on preparing
the student to read and write mathematical proofs, and to work with
abstract definition and axioms.
Prerequisites: MAC 2312 with a minimum grade of C

MHF 4404 History of Math 3 credits
MHF 4404 is the study of the evolution of mathematical thought and
methods from antiquity through the Renaissance. Topics include: de-
velopment of the concepts of number, quantity, and magnitude, alge-
braic techniques and symbolic notation, solution of polynomial
equations, the evolution of the concept of proof, development of nu-
meration 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 con-
sidered.
Prerequisites: MAC 2312 with a minimum grade of C-

MLS 3038C Essentials of Clinical Lab Sci 3 credits
This introduction to the principles and practices of Clinical Labora-
 tory Science includes laboratory history, ethics, safety, accreditation,
regulations, phlebotomy, quality management, diagnostic predictive
test selection, education, laboratory information systems, and profes-
sional roles.
Fee Required

MLS 3220C Biological Fluid Analysis 2 credits
Lecture and laboratory highlight the structure and function of the kid-
ney and other endocrine organs. Students perform specimen collec-
tion, handling, macroscopic examination, physicochemical, and
microscopic evaluation of urines and other biological fluids and cor-
relate with disease states.
Prerequisites: CHM 1046C and BSC 1010C
Fee Required

MLS 4150 Case Studies Clinical Lab Sci 1 credits
Students present case studies of current topics in clinical laboratory
science. Departmental permission, acceptance into the Department of
Clinical Laboratory Science and senior standing.
Prerequisites: MLS 3038C

MLS 4191C Molecular Diagnostics 3 credits
The course presents the molecular mechanisms of human diseases and
focuses on diagnosis through cytogenetic and nucleic acid molecular
technology. Laboratories emphasize basic and clinical techniques of
DNA-based diagnostic methods. Departmental permission of any ge-
netics course at the 2000 level or above.
Prerequisites: PCB 3063C
Fee Required

MLS 4308C Hematology/Hemostasis 3 credits
Lecture and laboratory course integrates theory with application of
hematology and hemostasis diagnostic procedures, interpretation, prob-
lem solving and correlation of laboratory findings with disease states.
Topics include hematopoiesis, cell morphology and hematologic evalu-
ation of peripheral blood and bone marrow, anemias, thalassemias and
hemoglobinopathies, myelodysplastic syndromes, lymphoproliferative
and myeloproliferative disorders, immunoproliferative disorders, and
malignant lymphomas. Overview of hemostasis provides studies in
coagulation, platelet disorders and bleeding abnormalities.
Prerequisites: BSC 1010C
Fee Required

MLS 4506C Clinical Immunology 2 credits
Course integrates basic and clinical immunology featuring clinical
presentation, immunopathological features, diagnosis and treatment
of immunologically related diseases. Laboratories include procedures
and diagnostic techniques utilized in a clinical immunology labora-
tory. Departmental permission or any Immunology course at the 2000
level or above.
Prerequisites: PCB 4233C
Fee Required

MLS 4550C Immunohematology &Transfusion 3 credits
Lecture and laboratory course integrates theoretical concepts and prac-
tical application related to the blood donation process, transfusion
therapy practice and blood group system biochemistry, genetics and
serology. Departmental permission or any Genetics and Immunology
course at 2000 level or above.
Prerequisites: PCB 3063C and PCB 4233C
Fee Required

MLS 4625C Clinical Biochemistry 3 credits
Students study the relationship and application of clinical biochemistry
to the diagnosis, prognosis, and treatment of human disease. Lect-
ure and laboratory integrate theoretical principles and the application
of analytical techniques of carbohydrates, proteins, lipids, enzymes,
electrolytes, nitrogen metabolites, inborn errors of metabolism, thera-
peutic drug monitoring, and toxicology.
Prerequisites: BCH 3023C
Fee Required

MLS 4820C Clinical Biochemistry Practicum 3 credits
Advanced practical experience and didactic information in a clinical
biochemistry laboratory emphasize chemistry instrumentation, immu-
nochemical analysis, electrophoresis, blood gases, TDM, and toxicology.
Departmental permission, acceptance into the Department of Clinical
Laboratory Science and senior standing.
Prerequisites: MLS 4625C
Fee Required

MLS 4821C Clinical Microbiology Practicum 3 credits
Students gain advanced practical experience and didactic information in
a clinical microbiology laboratory utilizing diagnostic techniques
in the identification of pathogenic bacteria, viruses, parasites and fungi.
Departmental permission, acceptance into the Department of Clinical
Laboratory Science and senior standing.
Prerequisites: MCB 4203C
Fee Required

MLS 4822C Clinical Hematology Practicum 3 credits
This advanced practical experience in a clinical hematology/ hemato-
stasis laboratory includes performance of diagnostic procedures and
presentation of didactic information with emphasis on clinical corre-
lation. emphasis on clinical correlation. Departmental permission, ac-
cognition into the Department of Clinical Laboratory Science and senior
standing.
Prerequisites: MLS 4308C
Fee Required
MLS 4823C Clinical Immunohematology Prac 3 credits
This advanced practical experience in a clinical immunohematology laboratory and perfusion service includes compatibility testing, blood/blood component transfusion procedures and antibody detection and identification testing. Clinical experience and didactic information incorporates the operation and management of a transfusion service and a donor center. Departmental permission, acceptance into the Department of Clinical Laboratory Science and senior standing.
Prerequisites: MLS 4550C
Fee Required

MLS 4824C Clinical Enrichment 1 credit
Clinical laboratory experience and didactic information in areas such as flow cytometry, tissue typing, forensics, or cytogenetics, or in clinics, rural settings, reference laboratories or other laboratory settings provide advance practice opportunities. The course may be repeated for different content areas. Departmental permission, acceptance into the Department of Clinical Laboratory Science and senior standing.
Fee Required

MLS 4826C Clinical Immunology Practicum 2 credits
This advanced practical experience in a clinical immunology laboratory includes diagnostic techniques with emphasis on clinical correlation. Departmental permission required.
Prerequisites: MLS 4506C
Fee Required

MLS 491IL Research in Molecular Diagnost 4 credits
Research in Molecular Biology is gained under the guidance and supervision of department faculty in an industrial biotechnology laboratory, molecular diagnostic laboratory or research facility. Departmental permission required.
Prerequisites: PCB 4523C and MLS 4191C
Fee Required

MLS 4940C Biotechnology/Molecular Practi 12 credits
Practical experience provides application of Molecular Biology in a biotechnology laboratory, molecular diagnostic laboratory or research facility. Departmental permission required. Departmental permission required.
Prerequisites: PCB 4523C and MLS 4191C
Fee Required

MMC 3602 Mass Comm & Society 3 credits
A survey of the history, theory processes, and philosophy of mass communications and the mass media in the United States, and their relationship to the other major institutions of American society.

MMC 4123 Film and Television Writing 3 credits
Introduction to writing for film and television utilizing computer programs.

MTG 4212 College Geometry 4 credits
This course is the study of axiomatic structure of Euclidean geometry, and introduction to non Euclidean and transformational geometry. Topics include: axioms of absolute geometry, Saccheri quadrilateral, parallel postulate and consequences, alternatives to parallel postulate, non-Euclidean geometries, vectors, vector approach to Euclidean geometry, symmetry transformations and isometries.
Prerequisites: MHF 2191 with a minimum grade of C-

MUE 4210 Music for the Child 3 credits

MVV 2111 Class Voice I 1 credit
Class instruction in fundamentals of voice production. May be repeated up to 2 credit hours with permission of instructor.

MVV 3131 Class Voice II 1 credit
Continued instruction in fundamentals of voice production. May be repeated up to 2 credit hours with permission of instructor. Completion of MVV 2111 or permission of instructor required.
Prerequisite: MVV 2111

NUR 3046C Pop Based Care: Rural Cultural 3 credits
A culturally congruent, holistic, environmental, and health focused approach serves as a foundation for examination of the health needs, health hazards, economics, access to care, and healing practices of rural and culturally diverse populations. Health promotion is integrated with practice experiences.
Prerequisites: NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C.
Fee Required

NUR 3065C Hlth Assess: Basis Prof Pract 4 credits
Key aspects of health assessment for culturally diverse groups of children, adults, and eldres are comprehensively examined and practiced in classroom and laboratory settings. Assessment outcomes lead to developing a prioritized plan of care for client directed care. The construct of health promotion and concepts of health, healing, empower- ment, and environment are quintessential components of the course. This course is addressed from a holistic, health-focused approach.
Prerequisites: BSC 1085C and BSC 1086C
Fee Required

NUR 3125 Physio Responses Alter Health 3 credits
Major concepts of inflammation, wounds, infections, pain and immune deficiency as well as basic concepts underlying pathological processes are examined. Physiological responses to environmental, sociocultural, genetic, lifestyle, and developmental factors are stressed with emphasis on practical application from an interdisciplinary holistic perspective. Processes and consequences of multiple systems pathologies are presented in a dialectic approach. This course complements NUR 3145 Chemical, Herbal, and Nutritional Therapies.
Prerequisites: BSC 1085C with a minimum grade of C and BSC 1086C with a minimum grade of C

NUR 3145 Chemical Herbal Nutr Therapies 2 credits
In-depth study and practice of polypharmacy, polytherapy, and the most commonly used chemical, herbal, and nutritional therapies are examined from an interdisciplinary perspective. Application of principles and practices of medication administration, herbal remedies, and nutritional therapies are studied. This course complements NUR 3125 Physiological Responses to Alterations in Health.

NUR 3465C Pop-Based Care: Spec Pops 5 credits
The impact of environment on the lived experiences of clients engaging life’s normal health related transition from birth to death is examined. The course focuses on client-empowering interdisciplinary coventions which promote health, wellness, and self-efficacy. Practice experiences center on health and healing with clients encountering transitional challenges to health.
Prerequisites: NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C.
Fee Required

NUR 3828 Caring Scholar Clinician I 1 credit
This seminar focuses on socializing students for a professional role within the nursing discipline. Immersion into Department purpose, philosophy, and goals form the point of departure for developing professional role, identifying commitment to a professional career, and appreciating development of the discipline. Seminars are based upon student identified learning needs and practice experiences. Course must be taken with any nursing practice course.
NUR 3935 Nursing Elective 3 credits
Students engage in an in-depth examination of a current or emerging topic or issue in nursing. This course may be repeated for credit for different topics.

NUR 4636C Community Partnered Care 4 credits
Students engage in community partnerships that are informed, flexible, and negotiable for empowering clients to determine their own health destinies. The health of communities as determined by the lived experiences, values, struggles, and interconnectedness of the people that make up the community are studied. Public health and community health are examined regarding policies and legislative issues that influence distribution of health resources. Prerequisites: NUR 3125 with a minimum grade of C and NUR 3145 with a minimum grade of C and NUR 3065C with a minimum grade of C Fee Required

NUR 4756C Pop Based Care: Vulnerable Pops 5 credits
The impact of environment on the lived experiences of clients when confronted with real or perceived threats to health is examined. Interdisciplinary, client-directed strategies for empowering and improving the health and well-being of institutionalized, cognitively impaired, and economically, emotionally, physically, and/or developmentally challenged clients form the focus of the course. Nursing practice experiences are with acutely, chronically ill clients in a 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 Fee Required

NUR 4767C Crisis Based Care 5 credits
Intensive examination of crises theories, crisis interventions and interventions, and crises environments is provided by nursing experiences in critical care, emergency, neonatal, maternal, perioperative, and mental health settings. High touch/high tech nursing care is emphasized. The lived experiences of clients with critical injury and life threatening problems are examined from a holistic caring perspective. Previously licensed students may take NUR 3125, NUR 3145, and NUR 3065C as corequisites. 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 3465C with a minimum grade of C and NUR 4756C with a minimum grade of C Fee Required

NUR 4825 Caring Scholar Clinician II 1 credits
The interrelationship of nursing theory, research, and practice is studied. Concurrent nursing practice experiences propel seminar discussion to strengthen understanding of nursing as a discipline. Seminars are based upon student identified learning needs, practice driven discussions, and use of active learning methods directed toward understanding praxis as an action for transformation. Course must be taken with any nursing practice course.

NUR 4826C Issues Based Care 5 credits
Contemporary legal-political, ethical, psychological, sexual and gender, environmental, social, professional, and practice issues are derived from student practice experiences. Classroom discussion arises from these experiences. Through praxis, innovative approaches to issues and dilemmas affecting the health and well being of people within western society are postulated. Fee Required

NUR 4837L Nur: Challenge Pres Shape Futur 2 credits
Students engage in the critical appraisal of nursing and the practice of nursing within the health care system. An expected course outcome is an understanding of the professional role as a forecaster and change agent. Fee Required

NUR 4905 Directed Independent Study 1 to 6 credits
The individualized pursuit of a selected topic is the focus of independent study.

NUR 4948L Practice Elective 3 credits
The Practice Elective is designed to strengthen student competency, self-confidence, leadership, clinical judgement, and to facilitate their integration into the social system. Students integrate the power of caring, communication, critical thinking, health promotion, and cultural connectedness as they engage in complex practice situations. This course is highly individualized as students engage in praxis and pursue their own career goals. This is an FSBN Level II precepted experience. Fee Required

OCE 1001C Marine Systems 3 credits
This course provides an interdisciplinary introduction to the study of the world's oceans. Students become acquainted with basic scientific and oceanographic concepts through a hands-on exploration of the marine environments of Southwest Florida. Topics to be addressed include: the role of the oceans in determining weather and climate; environmental stress and marine mammals; building on moving beaches; and estuaries: nurseries of the sea. Lecture, laboratory, and field experiences are fully integrated in this general education course designed primarily for students with a concentration other than in the natural sciences. Fee Required

OCE 4008C Oceanography 3 credits
A systems approach to the study of the world's oceans integrating elements of biological, chemical, geological and physical oceanography. This course focuses on the marine ecosystems of Southwest Florida to examine basic oceanographic principals and processes. A significant component of the course is field and laboratory-based, providing hands-on experience in investigating and understanding the marine environment. As part of this hands-on approach, students will work in teams to develop research projects exploring specific aspects of oceanography. The course is intended primarily for students with concentrations within the natural sciences. Permission of instructor required. Fee Required

ORI 3000 Intro Communication as Perform 3 credits
Course is designed to develop proficiency in the understanding and oral communication of literature and other written materials. Students learn the phonetic alphabet and transcription during the first few weeks; after which, emphasis is placed on voice, diction, and the oral interpretation of poetry, prose and dramatic readings. Students are exposed to and learn some of the basic fundamental vocabulary of a speech performance course, especially at the beginning of the semester. A prerequisite course of SPC 2023 is recommended but not required.

OTH 3000 Defining Occupational Therapy 2 credits
This course is designed to provide the history, philosophies and evolution of the profession. The roles of an occupational therapist are discussed, along with the practice acts, certifications and state licensure, professional associations, and legislation pertaining to the healthcare consumer. The Occupational Performance Process Model is presented as a framework for the delivery of occupational therapy services and as a basis for the occupational therapy curriculum design at FGCU. Students are introduced to the concepts of professional behaviors and initiate their own professional portfolio; in addition, ethical issues related to occupational therapy practice are introduced and are elabo-
rated upon in subsequent courses. Students are involved in Level I Fieldwork during this course. A self-paced medical terminology module is included in this course; student competency is evaluated at the end of the term. Admission to the occupational therapy program or departmental approval is required for enrollment.

Corequisites: OTH 3012C

OTH 3012C Dynamics of Communication 3 credits
This course provides an introduction to self-awareness, the concepts of interpersonal communication and various learning styles via online instruction, student-student and student-professional interaction on the course web-board, research and written assignments, and generalization of concepts to experimental lab activities, community and professional settings. The significance of effective professional communication in a therapeutic relationship, with other healthcare professionals, in formal and informal presentations, and client-family interactions is emphasized. Communication constructs and group theories, as they apply to interdisciplinary teams, conflict resolution and therapeutic groups are experienced and processed in weekly face to face lab.

Corequisites: OTH 3000
Fee Required

OTH 3016 Theoretical Approaches 2 credits
Theoretical approaches for today's occupational therapy practice are defined and compared. Case studies provide students opportunities to determine which theories will guide the occupational therapist's choice of assessment tools and therapeutic interventions. Level I fieldwork experiences enable students to observe, analyze and discuss the application of theoretical frames of reference used by occupational therapists in clinical and community settings. Admission to the occupational therapy program or departmental approval is required for enrollment.

Prerequisites: OTH 3000 and OTH 3012C
Corequisites: OTH 3220C
Fee Required

OTH 3220C Occupation Performance Issues 3 credits
This course emphasizes a dual client-therapist screening process which identifies occupational performance issues. Physical and psychosocial conditions across the lifespan are introduced. Using case studies, appropriate screening tools relating to a client's occupational roles are introduced as a method for obtaining client validation. Students identify theoretical approaches as the initial step in the process of client assessment, evaluation and intervention. Level I fieldwork experiences in clinics or community settings provide students with opportunities to observe and participate in the client-therapist screening process. Admission to the occupational therapy program or departmental approval is required for enrollment.

Prerequisites: NUR 3125 and OTH 3000 and OTH 3012C and OTH 3429C
Corequisites: OTH 3016
Fee Required

OTH 3413C Applied Kinesiology 3 credits
This course is given in lecture, seminar and/or practical formats, and is designed to provide students with an understanding of human movement. The physiological, neurologic, structural and mechanical bases underlying human movement are explored. Laboratory sessions focus on applied aspects of kinesiology, as they relate to normal and pathological movement patterns encountered across the lifespan.

Prerequisites: OTH 3414C
Fee Required

OTH 3414C Gross Human Anatomy 4 credits
This course explores the regional and functional anatomy of the human body in both the lecture and laboratory format with the emphasis on its application to the practice of occupational therapy. The subject content of this course is divided into four units: lower extremity; back and upper extremity; torso; abdomen and pelvis; and head and neck.

Laboratory activities are designed to enhance the lecture topics and consist of students studying pre-dissected cadavers, prosected tissues, radiographs, bone sets, models, videotapes, and CD-ROM computer programs. Admission to the occupational therapy program or departmental approval is required for enrollment.

Prerequisites: OTH 3413C
Fee Required

OTH 3424C Assistive Technologies 2 credits
This course explores the need for modifications, ergonomic interventions, and assistive technologies that will maximize client function and prevent further injury in relation to the clients' occupational performance deficits. Consultation skills related to assistive technologies issues for individuals and organizations are developed. Fabrication and/or modification of assistive devices are practiced. The use of off-campus clinics provides students with opportunities to observe and further practice these skills. Admission to the occupational therapy program and successful completion of OTH 4845 Fieldwork Level II are required for enrollment.

Prerequisites: OTH 4845
Corequisites: OTH 4232C
Fee Required

OTH 4224C Ass'mt Occupat. Performance I 3 credits
This course presents assessments used to identify physical, psychosocial, cognitive, perceptual, and motor components that influence occupational performance needs across the lifespan. Psychometric properties of assessments, analysis and psychometric properties of assessments, analysis and synthesis of assessment results, and ethical decision-making are emphasized in this course. In addition, students learn assessment of potential safety issues, transfer techniques, and methods for reinforcing appropriate use of mobility aids. Students practice the administration and documentation of assessments with each other and in Level I fieldwork experiences in local clinics and community settings. Admission to the occupational therapy program or departmental approval is required for enrollment.

Prerequisites: OTH 3016 and OTH 3220C and OTH 3413C
Fee Required

OTH 4225C Ass'mt Occupat. Performance II 3 credits
This is a continuation of OTH 4224C Assessment of Occupational Performance Components: Part I. This course covers musculoskeletal and neurological assessments to evaluate the client's occupational performance. Students refine their evaluation and documentation skills, including the analysis and synthesis of results. The principles and performance of task analysis is covered in relation to assessment of occupational performance issues. Ethical decision-making in the assessment process is included in this course. Students practice the administration of assessment in Level I fieldwork experiences in local clinics and community settings. Admission to the occupational therapy program or departmental approval is required for enrollment.

Prerequisites: OTH 4224C
Corequisites: OTH 4230
Fee Required

OTH 4230 Action Plan: Eval to Outcomes 2 credits
This course teaches the development of the action plan based on results of the screening and evaluation process and dual client-therapist
targeted outcomes. The action plan includes development, restoration, maintenance, promotion or prevention strategies related to the client-specific occupations. Students develop skills in writing measurable goals and objectives which are matched to targeted outcomes and supported by chosen theoretical approaches. Admittance to the occupational therapy program or departmental approval is required for enrollment.

Prerequisites: OTH 4224C
Corequisites: OTH 4225C

OTH 4232C Implementation & Evaluation 6 credits
This course teaches the selection and implementation of tasks and activities, as well as use of other therapeutic interventions appropriate to the chosen theoretical framework and the action plan developed to address the client’s occupational performance deficits. Students develop skills necessary to grade activities and adopt the action plan in response to the client’s feedback and progress. Evaluation of client outcomes and review of the occupational performance process are emphasized, and related to the determination of need for continued services. Ethical decision-making in the implementation process is included in this decision. The use of off-campus clinics provides students with opportunities to observe, and practice intervention techniques. Admittance to the occupational therapy program and successful completion of OTH 4845 Fieldwork Level II are required for enrollment.

Prerequisites: OTH 4845 and OTH 4109C
Corequisites: OTH 4109C
Fee Required

OTH 4845 Fieldwork Level II 3 credits
This is a seven (7) week, full-time internship in a clinical or community setting under the direct supervision of an Occupational Therapist, Registered (OTR). Working with clients, the student: names, validates, and prioritizes client performance issues; selects appropriate theoretical approaches to guide the screening and assessment of client occupational performance deficits; completes client screenings and assessments; and develops action plans with measurable goals and objectives which are matched to the client-therapist agreed upon targeted outcomes. This course includes a series of pre-fieldwork seminars, as well as the review of the professional portfolio. Admittance to the occupational therapy program and successful completion of all previous coursework are required for enrollment.

Prerequisites: OTH 4230 and OTH 4225C

OTH 4846 Fieldwork Level II 3 credits
This 2nd full-time internship is eight (8) weeks in length and is under the direct supervision of an Occupational Therapist, Registered (OTR). Students are assigned to a clinical or community setting which is significantly different from their previous fieldwork placement or which serves a different client population. Working with clients, students continue to utilize the skills developed in the previous fieldwork setting. The students also select and implement tasks and activities appropriate to the action plan, grade the activities according to the client’s abilities and needs, adapt the action plan, evaluate client outcomes, recommend and teach the use of appropriate technologies, and determine the need for continued service or discharge. Admittance to the occupational therapy program and successful completion of all previous coursework are required for enrollment.

Prerequisites: OTH 4232C and OTH 4109C

OTH 4847 Fieldwork Level II 3 credits
This 3rd full-time internship is nine (9) weeks in length is under the direct supervision of an Occupational Therapist, Registered (OTR). This fieldwork placement is chosen to further expand the students’ experiences with clients across age-span and representing various occupational performance issues and diagnostic groupings typically served by occupational therapists. Students assume responsibility for all aspects of clients’ occupational therapy programs, from initial screening through discharge from service. A final review of the professional portfolio is carried out. Admittance to the occupational therapy program and successful completion of all previous coursework are required for enrollment.

Prerequisites: OTH 4846

OTH 4932 Special Topics Seminar 2 credits
This course is designed around topics that are reflective of current health care needs related to Occupational Therapy practice. Topics are developed around instructor expertise with student input considered.

PCB 3023C Cell Biology 3 credits
Students will investigate cellular biochemistry and physiology. An in-depth study of prokaryotic and eukaryotic cellular organelles including their morphology and function will be carried out. Cellular mobility, growth, energetics, division, communication and regulation will be studied. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

Prerequisites: ISC 1005C with a minimum grade of C or BSC 1011C with a minimum grade of C and CHM 2045C with a minimum grade of C
Fee Required

PCB 3033C Concepts of Ecology 2 credits
Basic concepts of ecology at population, community, ecosystem and landscape levels will be studied in integrated lectures, laboratory and field exercises. This course will be integrated with Teaching Methods in the Secondary Sciences.

Prerequisites: ISC 1002C with a minimum grade of C
Fee Required

PCB 3043C General Ecology 3 credits
Basic concepts of ecology at population, community, ecosystem, and landscape levels will be studied in integrated lectures, laboratory, and field exercises.

Fee Required

PCB 3063C Genetics 3 credits
A study of the principles and theories of heredity including the gene concept, Mendelian and non-Mendelian inheritance. Basic concepts include: the nature, organization, transmission, expression, recombination, and function of genetic materials. Principles are derived for genetically characterizing populations. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.

Prerequisites: ISC 1005C with a minimum grade of C or BSC 1011C with a minimum grade of C and CHM 2045C with a minimum grade of C
Fee Required

PCB 3253C Developmental Biology 3 credits
An in-depth study of vertebrate development including: modes of reproduction, early embryonic development, organogenesis, differentiation, morphogenesis, human embryology, regeneration, aging and death. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies and collaboration.

Prerequisites: ZOO 3713C with a minimum grade of C or BSC 1086C with a minimum grade of C
Fee Required

PCB 3324C Soil Ecology 3 credits
This course integrates the study of the physical process of soil formation, the resulting biological communities, and the physical and chemical dynamics that affect these communities. The emphasis will be on soil structures and communities found in Southwest Florida.

Fee Required
PCB 3363C Physiological Ecology 3 credits
Key physiological and behavioral adaptations of animals and plants to temperate and tropical environment will be explored in integrated lectures, discussions, laboratory, and field exercises. A variety of topics will be considered including: the physiology of locomotion, 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.
Fee Required

PCB 3414C Behavioral Ecology 3 credits
Key behavioral adaptations of invertebrates and vertebrates to their environments will be studied in integrated lectures, laboratory, and field exercises involving such topics as exploration, habitat selection, feeding, reproduction, and social behavior. The adaptive roles of innate and learned behavior will be discussed in relation to different behaviors.
Fee Required

PCB 3422C Population Ecology 3 credits
This course involves the study of ecological principles as applied to populations and how they adjust and adapt to different abiotic and biotic factors. Topics include: population genetics, factors influencing population distributions, population regulation, interspecies interactions, interspecies interactions, community structure, and managing populations. This course is inquiry based and fully integrated with both laboratory and field experiences which emphasize active learning strategies.
Fee Required

PCB 3460C Ecosystem Monitor & Research Methods 3 credits
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.
Fee Required

PCB 3461C Terr Ecos Monit & Res Methods 3 credits
Basic ecological concepts and methods of inventorying, monitoring, and conducting research on terrestrial ecosystems including soil ecology, will be studied in this course in a series of integrated laboratory and field exercises, emphasizing hands-on experiences. Methods will include those used in describing climatic, chemical, and physical features as well as biotic features including field identification. The field emphasis will be on Southwest Florida ecosystems.
Fee Required

Fee Required

PCB 3462C Freshwat Ecos Mon & Res Methods 3 credits
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.
Fee Required

PCB 3463C Marine Ecos Mon & Res Methods 3 credits
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 including field identification. The field emphasis will be on Southwest Florida ecosystems.
Fee Required

PCB 3703C Human Physiology 3 credits
Students will study the organs and organ systems 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 3713 with a minimum grade of C or BSC 1011C with a minimum grade of C )
Fee Required

PCB 4233C Immunology 3 credits
An integrated lecture/laboratory course presents theory and basic principles of immunology including antigen-antibody reactions, immunoglobulin structure, genetics, cellular immunity and immunopathology.
Prerequisites: CHM 2211C and BSC 1010C
Fee Required

PCB 4303C Limnology 3 credits
An interdisciplinary approach to the examination of inland waters including lakes, streams, marshes, and swamps. Emphasis will be placed on the biotic, chemical and geological components of these aquatic ecosystems using Florida wetlands as models. The course is intended for students with interests in biology, environmental studies, and/or interdisciplinary natural sciences. Permission of instructor.
Prerequisites: PCB 3326C with a minimum grade of C
Fee Required

PCB 4330C Global Ecology 3 credits
Major bioregions of the world and the abiotic factors differentiating them will be studied, along with their unique geological and biological heritages. Global issues impacting and showing relationships between these bioregions will be investigated.
Fee Required

PCB 4441C Landscape & Ecosystems Ecology 3 credits
Species are not distributed at random but instead occur in living communities of co-evolved populations adapted to specific physical and chemical environments. These living communities and their abiotic environments constitute ecosystems. Ecosystem structure, function, and processes will be studied in this course along with broader landscape and watershed features that influence the distribution of ecosystems in a series of integrated lectures, laboratory, and field exercises.
Fee Required

PCB 4522C Molecular Genetics 3 credits
Genetics will be investigated at the molecular level. Gene structure, function, variation, and control will be studied with respect to animal and plant cell structure and function. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies.
Prerequisites: BCH 3023C with a minimum grade of C and PCB 3063C with a minimum grade of C
Fee Required

PCB 4674 Evolutionary Biology 3 credits
This course builds upon the introductory knowledge students in evolutionary biology to facilitate application of evolutionary theory to all sub-fields of the biological sciences (e.g., medicine, ecology, molecular biology, etc.). Patterns and processes of evolution are examined, as is evidence, and the history of evolutionary theory. Application of evol-
utionary theory to problems is stressed, with a further emphasis on the role of phylogeny across biological discipline boundaries. Prerequisites: ZOO 3713C with a minimum grade of C

PCB 4783C Cell Membrane Physiology 3 credits
Chemical and physical properties of the plasma membrane are studied in this course. Plasma membrane biosynthesis and functions in transport and signal transduction will be investigated. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies. Prerequisites: BICH 3023C with a minimum grade of C and PCB 3023C with a minimum grade of C
Fee Required

PGY 2401C Photography I 3 credits
This course studies photography as a creative means of expression. It uses 35 mm technology and introduces the students to fine black and white printmaking. Prerequisites: ART 1201C

PGY 4410C Photography II 3 credits
This course covers photography as fine art. The student develops a series of portfolios of images based on personal vision and understanding of the medium. Prerequisites: PGY 2401 with a passing grade

PHI 2000 Introduction to Philosophy 3 credits
This course introduces students to the various key philosophical orientations, thinkers, and topics which have evolved during the history of humankind. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule. Prerequisites: ENC 1101 with a minimum grade of C

PHI 3106 Principles of Rhetoric & Argum 3 credits
This course will introduce the formal principles of argumentative discourse, both logical and rhetorical, and apply those principles to the tasks of critical reading and constructing sound arguments. Prerequisites: ENC 1101 and ENC 1102

PHI 3223 Philosophy Human Communications 3 credits
This course will be an examination of the philosophical foundations of thinking, speaking, and writing: the nature and structure of human knowing; the mediation of inter-subjective relations through spoken language; and the fixing of human experience in texts. Prerequisites: ENC 1101 and ENC 1102

PHI 4905 Directed Independent Study 3 credits
Individual study by students under the direction of a faculty member. Topics vary: they are usually selected on an individual basis.

PHT 3106C Integrated Human Anat Neuro I 3 credits
This first course in a three-course sequence will lead students in an in-depth study of human anatomy, focusing on the musculoskeletal and neuromuscular systems. Anatomical histology, cytology, and embryology will be investigated. Laboratory experiences include surface anatomy, use of anatomical models and software, and observation of human dissection. Anatomical and neurophysiological changes through the lifespan and applications to physical therapy practice will be emphasized. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences. Fee Required

PHT 3156C Physio Dimensions Human Activity 3 credits
The course emphasizes the understanding and application of knowledge regarding human cardiopulmonary, neuromuscular and metabolic responses to exercise and adaptations as a result of chronic exercise training. Application of this knowledge includes the well population of all ages and 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. Fee Required

PHT 3902 Comm-Based Exper Hlth Care II 1 credits
This course, the second in a series of three for the physical therapy student, is an early guided community-based learning experience, allowing the student to observe a health care or human service professional(s) in 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 (PHT3901). The student identifies new learning objectives, building on experiences in PHT3901 which are approved by a faculty advisor and community mentor. The student is responsible for contacting a community mentor and arranging the learning experience with the support and guidance of a faculty advisor. The experience and learning outcomes are documented through journaling and other assignments. Prerequisites: PHT 3901

PHT 4008 Topics in Physical Therapy II 1 credits
This course provides an in-depth look at physical therapy regulations, physical therapy involvement in the legislative process, and the APTA Code of Ethics. Current issues which have a significant bearing on the delivery of physical therapy today and the future are explored. Physical therapy roles in the health care community and the local community are examined. Other topics are guided by course faculty and student participants, in response to current trends in physical therapy. Prerequisites: PHT 3007

PHT 4107C Integrated Human Anat Neuro II 5 credits
This second course in a three course sequence will lead students in an in-depth study of the anatomy of the human upper and lower extremities, thorax, abdominal cavity, digestive system, respiratory system, heart and circulatory system, as well as the Autonomic Nervous System. The neural basis of movement will be explored, including cortical and brain stem control, spinal integration and the functions of the basal ganglia and cerebellum. Laboratory experiences include surface anatomy, use of anatomical models and software, and observation of human dissection. Anatomical and neurophysiological changes through the lifespan and applications to physical therapy practice will be emphasized. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences. Prerequisites: PHT 3106C
Fee Required

PHT 4108C Integr Human Anat Neuro III 3 credits
This final course in a three-course sequence will lead students in an in-depth study of human anatomy focusing on the anatomy of the head, face and neck. Sensation and perception will be explored in addition to cortical functions and neural plasticity. Laboratory experiences include surface anatomy, use of anatomical models and software, and observation of human dissection. Anatomical and neurophysiological changes through the lifespan and applications to physical therapy practice will be emphasized. This web-based course will be enhanced by
faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.
Prerequisites: PHT 4107C
Fee Required

PHT 4123C Biomech Dimensions Human Mvmnt 3 credits
During this course, students will study the mechanical and neuromuscular components of human motion. To prepare for physical therapy practice, students learn both normal movement and the effects of pathological conditions on movement. Lifespan developmental changes are studied. In laboratory sessions, students actively participate in the application of biomechanical principles in the musculoskeletal system. This web-based course will be enhanced by faculty interaction through a designated course list-serv, and face-to-face involvement during laboratories and field experiences.
Prerequisites: PHT 3106C
Corequisites: PHT 4107C
Fee Required

PHT 4146 Lifespan Develop Across Domain 3 credits
This course, designed primarily for the physical therapy and occupational therapy student, explores the dimensions of development across the lifespan. Development across domains for each age group is examined within the context of family and culture with attention paid to individual differences and variations in development. Special emphasis is placed on the development of children, with an in-depth focus on motor development. Typical developmental stages and transitions of adulthood are also discussed. The interrelated nature of development is discussed throughout the course. This web-based course will be enhanced by faculty interaction through a designated course list-serv and face-to-face involvement during laboratories and field experiences.
Fee Required

PHT 4262C Skills PT Exam & Intervention 6 credits
This course focuses on basic patient examination and intervention skills. Students learn examination skills and data collection necessary for patient evaluation and development of a plan of care. Basic intervention skills including physical agents, mechanical modalities, electrotherapeutic modalities, functional training, massage, range of motion, and 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
Fee Required

PHT 4903 Comm-Based Exper Hlth Care III 1 credits
This course, the third in a series of three for the physical therapy student, is an early guided community-based learning experience in which the student observes a health care or human service professional(s) in his/her work setting. This early exposure is designed to provide an opportunity for the student to become immersed in an early learning experience, to increase the student's comfort level in community settings, and to continue the process of socializing the student to the role of health care and human service professionals. The experience is based on individual student-identified learning objectives and self-evaluation of experiences in Community Based Experience in Health Care I and II (PHT3901/3902). The student identifies new learning objectives, building on experiences in PHT3901/3902, which are approved by a faculty advisor and community mentor. The student is responsible for contacting a community mentor and arranging the learning experience with the support and guidance of a faculty advisor. The experience and learning outcomes are documented through journaling and other assignments.
Prerequisites: PHT 3902

PHY 2048C Genl Physics w/Lab I 4 credits
This course is the first semester of a calculus-based two semester sequence of general physics (mechanics, wave motion, sound, thermodynamics, geometrical and physical optics, electricity and magnetism) and laboratory for science, mathematics, and engineering students.
Prerequisites: MAC 2421 with a passing grade or MAC 2311 with a passing grade
Fee Required

PHY 2049C Gen'l Physics w/Lab II 4 credits
This course is the second semester of a calculus-based two semester sequence of general physics (mechanics, wave motion, sound, thermodynamics, geometrical and physical optics, electricity and magnetism) and laboratory for science, mathematics, and engineering students.
Prerequisites: MAC 2422 with a passing grade or MAC 2312 with a passing grade and PHY 2048C with a passing grade
Fee Required

PHY 2053C College Physics w/Lab I 4 credits
Students study the nature of the physical world. Principles of classical mechanics, introduction to wave theory, heat and elementary thermodynamics are investigated. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies. Note: A prerequisite equivalent to MAC 1147 is acceptable.
Prerequisites: MAC 1147 with a passing grade
Fee Required

PHY 2054C College Physics w/Lab II 4 credits
Students continue their study of the nature of the physical world in this course. Principles of electricity and magnetism, light and modern physics will be investigated. The curriculum is inquiry based and fully integrated with laboratory and/or field experiences which emphasize active learning strategies.
Prerequisites: PHY 2053C with a passing grade
Fee Required

PHY 3221 Intermediate Mechanics I 4 credits
Classical Mechanics, Laws of Newton, Particles, Lagrangian, and Hamiltonian formalisms. First of a two semester sequence.
Prerequisites: PHY 2049

PHZ 2102 Problem Solving I 1 credits
Additional problems in mechanics. Designed to allow investigation of problems not covered in the general physics course.
Corequisites: PHY 2048C

PHZ 2103 Problem Solving II 1 credits
Additional problems general physics with calculus.
Corequisites: PHY 2049C

POS 2041 American Nat'l Government 3 credits
This course analyzes the basic principles and procedures of the American government with emphasis on current issues and trends. It helps the students to gain an understanding of the U.S. American political processes.

POS 2112 State & Local Govt & Politics 3 credits
Through an analysis of the structure and function of state and local government, the social and political influences that shape them and the dynamics of their administrative processes, students gain an understanding of the U.S. American political processes.

POS 3024 Political Theorists 3 credits
This course is an introduction to political thought and philosophy. It will be organized around perennial normative questions. What is the good life? What is a just society? What obligations do individuals have to society? In answering these questions, the course will draw upon a wide range of classical, early modern, and contemporary po-
itical theory. Junior or Senior level standing required. This course will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation. Prerequisites: ENC 1102

POS 3033 Issues in Am. Govt. & Politics 3 credits
This course examines the dynamics of the political process. Attention is given to the influence of the media, interest groups, and public opinion in shaping political outcomes. The course also considers the impacts of socioeconomic change at both the national and the global levels upon the political process in the United States. This course will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation. Prerequisites: ENC 1102 and (POS 2041 with a minimum grade of C or POS 2112 with a minimum grade of C)

POS 4614 Constitutional Law 3 credits
This course examines the constitutional basis of the American legal system. Particular attention is paid to the processes of judicial review with regard to key provision of the constitution. Students study seminal cases decided by the Supreme Court. This course is designed for upper division students considering attending law school. Division standing (junior or senior) is necessary to enroll in this course. Prerequisites: POS 2041 with a minimum grade of C or POS 2112 with a minimum grade of C

POS 4905 Independent Study 3 credits
Independent study in political science under faculty supervision. Prerequisites: INR 3002 or COP 3002 or POS 3112 or POS 4002

POT 3003 Political Theorists 3 credits
This course is an introduction to political thought and philosophy. It will be organized around perennial normative questions. Questions like, is life worth living? What is the good life? What is a just society? What obligations do individuals have to society? In answering these questions, the course will draw upon a wide range of classical, early modern, and contemporary political theory. Junior or Senior level standing required. This course will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation. Prerequisites: ENC 1102

PPE 4004 Psychology of Personality 3 credits
Methods and findings of personality theories and evaluation of constitutional, biobehavioral, and determinants of personality. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

PSB 4013 Physiological Psychology 3 credits
Gross/cellular neural and physiological components of behavior. Structure and function of the central and peripheral nervous systems and theories of brain functions. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

PSY 2012 General Psychology 3 credits
A broad survey of psychology with an emphasis on cognition, sensory and perceptual, social, personality, abnormal, psychobiology, historical systems motivation, learning and development is provided in this course.

PSY 3044 Experimental Psychology 3 credits
Designed as an in-depth examination of the basic principles of psychological evidence; coverage given to areas of learning, perception, physiological, social and cognition. STA 2122 may be taken concurrently with this course. Prerequisites: PSY 2012 with a minimum grade of C and STA 2122 with a minimum grade of C

PSY 3213 Research Methods in Psych 3 credits
Logic of experimental design, concepts of control, ethical issues in the conduct of laboratory and applied research, and analysis of experimentally obtained data. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

PSY 4604 History & Systems in Psych 3 credits
Review of the historical roots of modern psychological theories. In-depth consideration of the various schools of psychology, such as behaviorism, Gestalt, psychoanalysis, and phenomenological psychology. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C

PSY 4911 Directed Individual Study 3 credits
Senior standing with permission of instructor. Applied practicum in community service agencies. Prerequisites: CLP 4143 with a minimum grade of B and PSY 2012 with a minimum grade of B and PSY 3044 with a minimum grade of B and PSY 3213 with a minimum grade of B and STA 2122 with a minimum grade of B

PSY 4913 Directed Study 3 credits
Student plans and conducts an individual research project or program of directed readings under the supervision of a faculty member. Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and PSY 3213 with a minimum grade of C and STA 2122 with a minimum grade of C

PUP 4002 Public Policy 3 credits
This course examines the policy making process across a number of different domains: trade defense, environmental, health, and welfare, among others. This course also examines the impact of interest groups and public opinion of policy formation. This course will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation. Junior or Senior status is highly recommended for this course. Prerequisites: ENC 1102 and (POS 2041 with a minimum grade of C or POS 2112 with a minimum grade of C)

QMB 3200 Economic & Business Stats II 3 credits
This course studies statistical methods for description of data, interval estimation and hypothesis tests, correlation and multiple regression analysis, analysis of variance, and analysis of qualitative data. The focus is on applications and interpretation. Students use a computer software package for analysis of data in course projects. Prerequisites: STA 2023 with a minimum grade of C

QMB 3600 Intro to Management Science 3 credits
This course studies fundamental methods of management science; including decision analysis, forecasting, networking, queuing, inventory and linear programming models. The focus is on application of these models to production and operations management problems. Students use a computer software package to assist in case problem analysis. Prerequisites: STA 2023

QMB 4703 Simulation & Modeling Tech 3 credits
A study of computer simulation techniques and their application to complex managerial problems. Topics include the process of simulation, the art of modeling, model formulation and validation, strategic and tactical planning, and experimentation and sensitivity analysis. Prerequisites: QMB 3600

RED 4310 Early Literacy Learning 3 credits
This course prepares preservice teachers to understand the foundations of literacy and the learning principles and instructional strategies necessary to provide literacy instruction to emergent, novice, and transitional readers and writers.
RED 4313 Literacy Content & Processes 3 credits
This course is the second course that examines literacy from an integrated perspective. The intermediate elementary and middle school child is the focus for the study that includes assessment and instructional planning for developmental reading, writing, listening, speaking, and the support skills for the language arts with an emphasis on content area literacy.
Prerequisites: EDF 3076 with a minimum grade of C

RED 4511 Lit in Intermed & Mid Grades 3 credits
This course prepares preservice teachers to facilitate literacy learning for students who are beyond the primary grades. Students will develop an understanding of instructional strategies and materials appropriate for remedial, multicultural, and mainstream students, including and theories of reading disabilities, develop ways to promote literacy development across the curriculum with an emphasis on content area reading.

REE 3103 Valuation of Real Property 3 credits
An introduction to the appraisal process. The course acquaints the student with the appraisal language and demonstrates the application of a variety of valuation techniques. Determination and estimation of future flows of income and costs, and market criteria that affect the value of commercial, industrial and residential real property.
Prerequisites: FIN 3240 or FIN 3403

REE 3204 Advanced Real Estate Finance 3 credits
Real estate financial analysis as applied to various types of property. The course includes a study of the underwriting process, sources of funds, portfolio problems, and governmental programs. Money and mortgage market analysis and the use of modern creative finance are emphasized.
Prerequisites: FIN 3240 or FIN 3403

REE 3303 Real Estate Inv Decision Mking 3 credits
Advanced concepts of acquisition, ownership and disposition of investment property, taxation, risk/return, cash flow forecasting, financial structuring process, case analysis, strategy formulation for real property.
Prerequisites: FIN 3240 or FIN 3403

REL 2306 Contemporary World Religions 3 credits
Students will explore the unity and diversity of religious traditions in a global context in order to understand the mutual interactions between religions and cultures. The emphasis will be on the role of religion in shaping human values which can either create or resolve conflicts, and the impact these values can have on issues of race, ethnicity, and religious diversity. In addition to a great deal of reading, this course will require at least 6000 words of graded written work and will thus satisfy a portion of the Gordon Rule.
Prerequisites: ENC 1101 with a minimum grade of C

REL 3111 Religion in Film 3 credits
This course will examine religious themes, images, symbols, and characters in various feature and short films. The course will seek to develop a philosophical and historical understanding of the nature of interpretation, and to apply that understanding to the critical analysis of contemporary and classic films. This course will require at least 6,000 words of graded written work and thus satisfy a portion of the Gordon Rule.

RMI 3011 Risk Management Insurance 3 credits
Identification of various types of risks; principles underlying selection of appropriate means of handling risks, introduction to life, health, property, liability and other areas of insurance, analysis of insurance as a principal means of managing risk for individuals and commercial entities; organization operation of insurance companies.
Prerequisites: FIN 3240 or FIN 3403

RTV 2000 Introduction to Broadcasting 3 credits
Survey of broadcasting history, evaluation, organization, and function. Includes economic and cultural influences on society and legal, educational, and artistic aspects.
Prerequisites: RTV 2000

RTV 3225 Video Workshop 3 credits
A course devised for students to gain experience in the production of television programs and video projects.
Prerequisites: RTV 2000 and RTV 3200

RTV 4310 Media Law and Ethics 3 credits
A study of the electronic media from the perspective of government regulation and the political process with special emphasis on how regulatory policy is determined. Ethical issues are considered in case studies. Senior standing required.
Prerequisites: RTV 2000 and RTV 3200 and RTV 3225

RTV 4467 Television Practicum 3 credits
General staff work at the university-affiliated TV station with possibility of participating in the production and direction of programs and projects as skills warrant.
Prerequisites: RTV 2000 and RTV 3200 and RTV 3225

SCE 4305 Comm Skills in Science Classroom 2 credits
Reading and communication skills important in understanding scientific literature and communicating findings to others.

SCE 4310 Science Methods 3 credits
This course focuses on methods of planning, assessment, and instruction for effective science and health education.
Corequisites: EDF 3076

SCE 4320 Teach Methods Mid Grades Sci 3 credits
Survey techniques and materials unique to science, grades 5-9. Not designed for high school certification purposes.

SCE 4330 Teach Methods in Secondary Sci 3 credits
Techniques and materials of instruction in secondary school sciences.

SCE 4940 Internship: Science Education 9 credits
One full semester of internship in a public or private school. In special program where the intern experience is distributed over two or more semesters, students will be registered for credit which accumulates for 9-12 semester hours. (S/U only)

SLS 1501 Effective Learning 3 credits
Development of strategies for success in higher education. Course includes assessment of individual learning styles and practical application to time management; effective note-taking; study and testing habits; and use of information resources.

SOP 3742 Psychology of Women 3 credits
Current psychological research and historical perspectives on gender differences. Topics include cognitive abilities, socialization, sexuality and psychology of reproduction.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C and PSY 3213 with a passing grade

SOP 3772 Human Sexuality 3 credits
Survey of the major themes and recent findings in the area of human sexuality. Emphasis will be on the major biological, psychological, and social aspects of human sexuality.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2023 with a minimum grade of C
SOP 4004 Social Psychology 3 credits
Survey of methods, empirical findings, and theoretical interpretations in the study of individual behavior and group processes. Topics include persuasion, stereotyping, aggression, altruism, and social influence.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C and PSY 3213 with a passing grade

SOP 4714C Environmental Psychology 3 credits
Explores the influences of environment on behavior. Topics considered include crowding, privacy, territorial behavior, environmental design, and pollution effects.
Prerequisites: PSY 2012 with a minimum grade of C and PSY 3044 with a minimum grade of C and STA 2122 with a minimum grade of C and PSY 3213 with a passing grade

SPA 3612 Basic American Sign Language 3 credits
Introduction to American Sign Language as used in the deaf community. General discussion of ASL systems and philosophies. Emphasis on building a basic vocabulary. One-hour laboratory course (SPA 3380L) to be taken concurrently.
Corequisites: SPA 3612L

SPA 3612L Basic American Sign Lang. Lab 1 credits
A laboratory designed to offer additional practice in sign language by means of videotapes. Concurrent enrollment at each level of sign language is required. There are no prerequisites. May be repeated up to two credit hours.
Corequisites: SPA 3612

SPA 4000 Communic Disorders in Pub Schls 3 credits
An examination of the speech, language and hearing problems affecting school age children and the classroom teacher's role in the detection, prevention and amelioration of communication disorders.

SPA 4383 Adv American Sign Language 3 credits
A continuation of the study of American Sign Language at the advanced level. Added emphasis on idioms, body language and facial expressions.
Prerequisites: SPA 4613 and SPA 4613L
Corequisites: SPA 4383L

SPA 4383L Adv American Sign Language Lab 1 credits
An advanced laboratory course designed to accompany Advanced American Sign Language (ASL) and to provide practice of the material presented through live demonstration as well as audio/video tapes.
Prerequisites: SPA 4613 and SPA 4613L
Corequisites: SPA 4383

SPA 4613 Interim American Sign Language 3 credits
A continuation of the basic course which expands the student's signing skills and introduces American Sign Language idioms. Provides a greater opportunity for skill development in ASL structure and idiomatic language. One-hour laboratory course to be taken concurrently.
Prerequisites: SPA 3612 and SPA 3612L
Corequisites: SPA 4613L

SPA 4613L Interim American Lang. Lab 1 credits
A laboratory designed to offer additional practice in sign language by means of videotapes. Concurrent enrollment in SPA 4613. May be repeated up to two credit hours.
Prerequisites: SPA 3612 and SPA 3612L
Corequisites: SPA 4613

SPC 1595 Intercollegiate Speech Debate 1 credits
Competitive forensics participation for students with limited experience. Areas of emphasis may include: public discussion of issues, speech and debate practice, public performances or tournament preparation. This course may be repeated for a maximum of 4 credit hours.
Prerequisite: Consent of instructor.

SPC 1596 Forensics Activity 1 credits
Noncompetitive forensics participation for students with limited experience. Areas of emphasis may include: public discussion of issues, speech and debate practice, public performance or tournament preparation. This course may be repeated for a maximum of 4 credit hours.

SPC 2023 Public Speaking 3 credits
Students receive instruction and practice to prepare them to speak effectively in public settings. This includes practical experience in speech composition, delivery, and critique. Opportunity for individual assistance in developing speaking skills is provided.

SPC 3210 Theories of Human Communication 3 credits
This course examines human communication theories in a variety of areas including: interpersonal, nonverbal, information processing, verbal, intrapersonal, message production, group and public communication.

SPC 3330 Nonverbal Communications 3 credits
Researchers estimate that as much as 93% of meaning comes from nonverbal cues. This course examines nonverbal communication theory and behavior. After laying a theoretical foundation, we will explore the areas of kinesics, proxemics, haptics, object language, paralanguage, and chronemics.

SPC 3360 Interviewing 3 credits
The interview is one of the most common forms of planned communication. This course teaches students the principles of interviewing both from the interviewer and interviewee perspectives. Students learn how to structure an interview, develop questions, and to understand the interview process. Students get practice in a variety of types of interviews including employment, survey, performance appraisal, and persuasive interviews.

SPC 3513 Argumentation and Debate 3 credits
Study of the theory and practice of argumentation and debate as applied in oral discourse, analysis of evidence and modes of reasoning. Students will gain practical experience with debate preparation, delivery, analysis, research and critical evaluation.

SPC 3593 Intercollegiate Speech Debate 1 credits
Competitive forensics participation for students with experience. Areas of emphasis may include: public discussion of issues, speech and debate practice, public performances or tournament preparation. This course may be repeated for a maximum of 4 credit hours. Prerequisites: Good academic standing, Junior Status and consent of the instructor.

SPC 3594 Forensics Activity 1 credits
Noncompetitive forensics participation for students of Junior or Senior standing. Areas of emphasis may include: public discussion of issues, speech and debate practice, public performances or tournament preparation. This course may be repeated for a maximum of 4 credit hours.

SPC 3602 Advanced Public Speaking 3 credits
Public Speaking is a powerful human tool for dissemination of information, shaping attitudes and opinions, and effecting social change. In Speech 2023, Public Speaking, students were introduced to the fundamentals of public speaking. Speech 3602 gives the students the opportunity to further develop their public speaking abilities and to become proficient in both the construction and delivery of a speech. Students will be required to deliver speeches both to their classmates as well as in the community.
Prerequisites: SPC 1025 or SPC 2023
SPC 3721  Interracial/Intercultural Comm  3 credits
This course examines interracial and intercultural communication theory and behavior. After laying a theoretical foundation, we will explore the effects of race, gender, exceptionality, age, regionality, occupation, and education.

SPC 4900  Directed Reading/Ind. Sty  1 to 6 credits

SPN 1120  Beginning Spanish I  3 credits
This is the first course in the first-year Spanish sequence and introduces students to the Spanish language. The topics included in the course are Spanish grammar, syntax, and vocabulary. Through the application of the grammar and vocabulary, students are introduced to some of the cultures and peoples of Spanish heritage. Not open to native or near-native speakers of Spanish.
Corequisites: SPN 1120L

SPN 1120L  Beginning Spanish I Lab  1 credits
This lab provides opportunities for students to practice listening comprehension, speaking, sounds, and the grammar and vocabulary learned in this course.
Corequisites: SPN 1120

SPN 1121  Beginning Spanish II  3 credits
This is the second course in the first-year Spanish sequence and continues to introduce students to the Spanish language. The topics included in the course are Spanish grammar, syntax, and vocabulary. Through the application of the grammar and vocabulary, students are introduced to some of the cultures and peoples of Spanish heritage. Not open to native or near-native speakers of Spanish.
Prerequisites: SPN 1120 with a passing grade and SPN 1120L with a passing grade.
Corequisites: SPN 1121L

SPN 1121L  Beginning Spanish Lab II  1 credits
This is the laboratory 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 Spanish for NN Speaker & Oths  1 to 6 credits
This is the entire first year of Spanish condensed into one semester consisting of two sessions of six weeks each. The course offers intensive exposure with emphasis on communicational Spanish and lab work, covering the same content as SPN 1120 and SPN 1121. It can be taken as a six-credit block, or the first part SPN 1130 alone (the second part can be satisfied with SPN 1121 in a regular semester). Highly recommended for Spanish majors.

SPN 2200  Intermediate Spanish I  3 credits
A review of the basic structure of spoken and written Spanish is offered in this course. The emphasis lies on communication, reading, and writing. The class is not open to native or near-native speakers of Spanish.
Prerequisites: SPN 1121 with a minimum grade of C and SPN 1131 with a minimum grade of C
Corequisites: SPN 2200L

SPN 2200L  Intermediate Spanish I Lab  1 credits
The course is a laboratory designed to offer additional practice using various instructional technologies and media. Concurrent enrollment with a lecture session is required and, if dropped, then dropped simultaneously. The class is not open to native or near-native speakers of Spanish.
Prerequisites: SPN 1120 with a passing grade
Corequisites: SPN 2200

SPN 2201  Intermediate Spanish II  3 credits
This is the second half of second year Spanish. Prerequisite: Placement Test
Corequisites: SPN 2201L

SPN 2201L  Intermediate Spanish II Lab  1 credits
This is the lab that accompanies SPN 2201.
Corequisites: SPN 2201

SPN 2240  Conversation  3 credits
This course offers development of basic conversational skills. The class is not open to native or near-native speakers of Spanish.

SPN 2241  Conversation II  3 credits
This is a continuation of SPN 2240. Prerequisite: Placement Test. Prerequisites: SPN 2200 with a minimum grade of C and SPN 2200L with a minimum grade of C and SPN 2201L with a minimum grade of C and SPN 2240 with a minimum grade of C

SPN 3013  Span for Professional Pers  3 credits
The course is geared to linguistic needs of professional groups and beginning language study with specific emphasis to meet interests and needs of the class, such as medical, business, technical.

SPN 3013L  Span for Professional Pers Lab  1 credits
The course is a laboratory geared to linguistic needs of professional groups and beginning language study with specific emphasis to meet interests and needs of the class, such as medical, business, technical.
Corequisites: SPN 3013

SPN 3022  Spanish for Teachers I  3 credits
This course focuses on the linguistic needs of those in education working with Spanish speakers.
Corequisites: SPN 3013L

SPN 3023  Spanish for Teachers II  3 credits
This course focuses on the linguistic needs of those in education working with Spanish speakers.
Prerequisites: SPN 3022 with a passing grade
Corequisites: SPN 3013L

SPN 3030  Span for Health Professions I  3 credits
This course emphasizes on the practical application of Spanish to communicational situations relative to patients and personnel.
Corequisites: SPN 3013L

SPN 3031  Span for Health Profession II  3 credits
This course emphasizes 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  3 credits
This course focuses on the linguistic needs of those in criminal justice working with Spanish speakers.
Corequisites: SPN 3013L

SPN 3041  Span for Crim Just Pers II  3 credits
This course focuses on the linguistic needs of those in criminal justice working with Spanish speakers. It is a continuation of SPN 3040.
Prerequisites: SPN 3040 with a passing grade
Corequisites: SPN 3013L

SPN 3043  Spanish for Human Services I  3 credits
This course focuses on the linguistic needs of those in Human Services working with Spanish speakers.
Corequisites: SPN 3013L
SPN 3044 Spanish for Human Services II 3 credits
This course focuses on the linguistic needs of those in Human Services working with Spanish speakers.
Prerequisites: SPN 3043 with a passing grade
Corequisites: SPN 3013L.

SPN 3270 Study Abroad 1 to 6 credits
An intensive study-travel program in a Spanish-speaking country is the focus of this course.
Prerequisites: SPN 1121 with a passing grade.

SPN 3300 Composition 3 credits
A study of syntax, grammar, vocabulary, and writing is the focus of this course. The class is not open to native or near-native speakers of Spanish. Prerequisite: Placement Test.
Prerequisites: SPN 2200 with a passing grade and SPN 2201 with a passing grade.

SPN 3314 Span Gram & Comp for Native Sp 3 credits
This course emphasizes those aspects of Spanish grammar, syntax, and phonetics which are problematic for the native speaker living in non-Spanish-speaking countries. Prerequisites: Instructor’s Authorization.

SPN 3340 Spanish for Native Speakers 3 credits
This course offers intensive Spanish grammar, syntax, and phonetics for native speakers who have had little or no formal training in the language. Prerequisite: Instructor’s Authorization.

SPN 3400 Conversation & Composition I 3 credits
Practice in listening comprehension, speaking, reading and writing is the focus of this course. The class involves reading texts, collateral reading, reports, and discussions of written compositions. Prerequisite: Placement Test, or Instructor’s Authorization.
Prerequisites: SPN 2201 with a passing grade.

SPN 3401 Conversation & Composition II 3 credits
This course is a continuation of practice in understanding, speaking, reading, and writing. It includes reading texts, collateral reading, reports, and discussions of written compositions.
Prerequisites: SPN 3400 with a passing grade.

SPN 3411 Advanced Oral Expression 3 credits
This course concentrates on oral skills, using literary text from Spain and Latin America as sources of discussions, oral reports, speeches, and conversation. It includes dictions 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 Span for Global Econ Market I 3 credits
This course is an introduction to basic Spanish for persons with commercial interests; emphasis on conversational and business language with limited grammatical structure pertaining to reading and writing in business Spanish.
Corequisites: SPN 3013L.

SPN 3441 Span for Global Econ Market II 3 credits
This course is an introduction to basic Spanish for persons with commercial interests; emphasis on conversational and business language with limited grammatical structure pertaining to reading and writing in business Spanish.
Prerequisites: SPN 3040 with a passing grade
Corequisites: SPN 3013L.

SPN 3500 Survey of Span Cult & Civil 1 3 credits
Introduction to the people, institutions, and culture of Spain, from its origins to the aftermath of Spain’s Golden Age and world influence. For third and fourth year Spanish majors, and non-majors. Lectures as well as assigned reports and papers are in Spanish. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C.

SPN 3501 Survey of Span Cult & Civil II 3 credits
The course is a continuation of SPN 3500. In this course emphasis lies on the ideological, political, economic, and cultural transformations begun with the Renaissance that form the background of contemporary culture.
Prerequisites: SPN 3500 with a passing grade.

SPN 3520 Latin Amer Cult & Civil I 3 credits
Introduction to the people, institutions, 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. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C.

SPN 3521 Latin Amer Cult & Civil II 3 credits
The course is a continuation of SPN 3520 Latin American Cultures and Civilizations I. In this course the emphasis lies on the ideological, political, economic, and cultural transformations triggered by the modern European Enlightenment that set Latin America on a course of independence from Spain, nationalism, and modernization. For third and fourth year majors and non-majors. Lectures as well as assigned reports and papers are in Spanish. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 3520 with a minimum grade of C.

SPN 3710 The Spanish Language 3 credits
This course applies the principles of linguistics to the design of professional and pedagogical material, and to the study and teaching of Spanish. Recommended for advanced majors, education majors, or teachers planning to teach Spanish. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 2240 with a passing grade.

SPN 4410 Advanced Conversation 3 credits
Intensive practice in the formulation and expression of ideas in standard Spanish is the focus of this course. The class is not open to native or near-native speakers of Spanish. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 3411 with a minimum grade of C.

SPN 4537 Spec Top in Afro-Hispanic Cult 3 credits
The course closely examines various topics related to the culture of African Diaspora groups in the Hispanic World. Lectures are in Spanish; materials may be available in Spanish and English; reports and research papers are accepted in both languages. Open to fourth year majors, and non-majors. The course may be cross-referenced with African Diaspora Studies (see prefix AFA), or with Latin American Studies (see prefix LAS). Prerequisite: Instructor’s authorization for majors.
Prerequisites: SPN 3300 with a minimum grade of C and SPN 3411 with a minimum grade of C.

SPN 4538 Cult Exp of Indig People in LA 3 credits
This course examines the various cultural expressions of indigenous peoples of Latin America. Topics include theater, literature, arts and social structures. Lectures are in Spanish; materials may be available in Spanish and English; assigned reports 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 3 credits
In this course research projects or certain aspects of research are carried out by one or more students under the supervision of an instructor. The class is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting. The hours and levels may vary. Only for senior Spanish majors. Prerequisite: Instructor’s Authorization.

SPN 4920 Spanish Symposium 3 credits
The course offers special sessions centering around a specific topic that are designed to enhance specific professional skills, including professional portfolio preparation. The topics may vary and are selected on the basis of what is new or currently relevant in the field. The hours and levels may vary. Only for senior Spanish majors. Prerequisite: Instructor’s Authorization.

SPN 4940 Intern Practicum 3 credits
Practicum application in professional settings of knowledge is offered in this course. The hours may vary and levels vary within an institution. Internship/Practicum/Clinical Practice hours are not automatically transferable.
Prerequisites: SPN 4410 with a passing grade

SPT 3100 Masterpieces 3 credits
Selected readings in English translations of major works of Spanish literature are offered in this course. The class is designed for students with no knowledge of Spanish. Lectures in English.

SPT 3130 Latin-American Literature 3 credits
This class is a survey of Latin American Literature that includes the Spanish conquest, the colonial period, Independence, 19th and 20th centuries. Highly recommended for Spanish majors. Lectures in English.
Prerequisites: SPN 2201 with a passing grade

SPT 3510 U.S. Latino/Hispanic Cultures 3 credits
This course examines major cultural productions and trends of U.S. Latino/Hispanic communities in the 19th and 20th centuries. Lectures in English. May be cross-referenced with English (Cultural Studies). Highly recommended for Spanish majors.

SPT 3524 Women Writers of Latin America 3 credits
This course reviews literary works by Latin-American women from the 17th through the 20th century. Topics related to gender, race and ethnicity, values and ethics, social, economic, and general topics. Prerequisite: Instructor’s Authorization.

SPT 4800 Translation Skills I 3 credits
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 3 credits
This course covers techniques and resources for professional translation. Prerequisite: Instructor’s Authorization.

SPT 4806 Oral Skills for Interpreters 3 credits
This course offers voice production in sight translation, consecutive and simultaneous interpretation, vocal projection, enunciation and phonetics. Theory, practice, extensive exercises in vocal control and use of sound equipment are also covered. Prerequisite: Instructor’s authorization.
Prerequisites: SPT 4812 with a passing grade

SPT 4810 Simultaneous Translation 3 credits
Students are provided training in translation through oral and non-structured writing exercises. Prerequisite: Instructor’s authorization, placement test.
Prerequisites: SPN 1120 with a passing grade and SPN 1121 with a passing grade and SPN 2200 with a passing grade and SPN 2201 with a passing grade and SPN 2240 with a passing grade and SPN 2241 with a passing grade and SPN 3410 with a passing grade

SPT 4812 Intro to Oral Translation 3 credits
This course provides an introduction to oral translation, public speaking techniques and written texts. Included in Introduction to Oral Translation are theory, concepts, definitions 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.
Prerequisites: SPN 1120 with a passing grade and SPN 1121 with a passing grade and SPN 2200 with a passing grade and SPN 2201 with a passing grade and SPN 2240 with a passing grade and SPN 2241 with a passing grade and SPN 3410 with a passing grade

SPT 4814 Conference Interpreting 3 credits
Students learn techniques and gain practical experience in interpreting for international conferences and for diplomacy. Intensive practice in simultaneous interpretation is provided. Prerequisite: Instructor’s authorization, placement test.
Prerequisites: SPN 1120 with a passing grade and SPN 1121 with a passing grade and SPN 2200 with a passing grade and SPN 2201 with a passing grade and SPN 2240 with a passing grade and SPN 2241 with a passing grade and SPN 3410 with a passing grade

SPW 3030 Intro to Span & Latin Amer Lit 3 credits
Prose fiction, drama, poetry, and essay are the main foci of this course. It also focuses on techniques of literary analysis. Prerequisite: Instructor’s Authorization.
Prerequisites: SPN 2201 with a minimum grade of C

SPW 4271 20th Century Spanish Novel 3 credits
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 3 credits
This course covers readings in the Latin American Theater.

SPW 4900 Directed Study 1 to 3 credits
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting. For majors in their senior year. Prerequisite: Instructor’s Authorization.

SPW 4930 Selected Topics 1 to 3 credits
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.

SSE 4313 Teach. Elem. School Soc. Stud. 3 credits
Methods of planning and teaching subjects related to the study of people and their relationships with other people and their environment.

SSE 4314 Social Sciences & Humanities 3 credits
This course will explore concepts associated with the major content areas within the social sciences and humanities. In the course, students will be able to learn how to integrate related subjects (e.g. law,
humanities, religion, mathematics, and technology) in a comprehensive curriculum which will enable all students to make informed decisions that will allow them to function in a pluralistic democratic society within an interdependent world. The course will focus on integrated teaching strategies, methods, and concepts that are appropriate for use with students grad pre-K through grade 12 including ESE students with an emphasis on grades pre-K - 3 (ECE major), 1-6 (Elementary major), and k-12 (Special education major).

Prerequisites: EDF 3076 with a minimum grade of C

SSE 4333 Teaching Mid School S.S. 3 credits
Identification of major content areas in the social sciences; correlation of social science fields with state curriculum standards and assessment procedures. Topics related to selecting, organizing, and sequencing teaching materials and methods related to unique needs of pre-adolescents. School-based practicum is required in this course. Includes strategies for working with lower-level readers.

SSE 4334 Sec. S.S. Educ. Teaching Meth. 3 credits
Methods of teaching senior high school social sciences. Emphasis on selecting materials, techniques, methods, assessment strategies for high school students. School-based practicum is a requirement of this course. Includes strategies for working with lower-level readers.

SSE 4640 Comm Skills in Social Studies 2 credits
Reading and communication skills important to understanding social science literature and the teaching of social science. Will include strategies for enhancing students' reading skills, determining materials readability, and generating strategies for non-readers.

SSE 4936 Senior Seminar: Soc Science 2 or 3 credits
Synthesis of teacher candidate's courses and preparation for the professional interview and application process.

SSE 4940 Internship in Soc. Science Ed 9 or 10 credits
One full semester of internship in a public or private school. In special programs where the 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)

STA 2023 Statistical Methods 3 credits
Basic concepts of probability, data collection, organization and presentation, descriptive statistics, parameter estimation for normally distributed data, confidence intervals, hypothesis testing (t and chi-square tests) are discussed in this course. The course will use SPSS for numerical calculation. Emphasis will be on developing conceptual understanding, model selection, and interpretation skills.

Prerequisites: MAT 1033 with a minimum grade of C or MAC 1105 with a minimum grade of C or MGF 1106 with a minimum grade of C or MAC 1147 with a minimum grade of C or MAC 2233 with a minimum grade of C

STA 2037 Statistics with Calculus 3 credits
Calculus-based introduction to statistics. Basic concepts of probability, data collection, organization and presentation, descriptive statistics, random variables and their distributions, parameter estimation, confidence intervals, hypothesis testing (t and chi-square tests). Course will use SPSS for numerical calculation. Emphasis will be on developing conceptual understanding, model selection, and interpretation skills.

Prerequisites: MAC 2311 with a minimum grade of C

STA 2122 Social Science Statistics 3 credits
Intermediate course covering theoretical issues in statistical analysis including analysis of variance, probability theory, correlation, non-parametric, and regression methods.

Prerequisites: PSY 2012 with a minimum grade of C and STA 2023 with a minimum grade of C

STA 4234 Intro. to Regression Analysis 3 credits
STA 4234 is the study of theory and applications of regression analysis. Topics include: general linear model, parameter estimation, residual analysis, polynomial and logit regression, model identification, applications to biological and social sciences.

Prerequisites: MAP 3162 with a minimum grade of C-

STA 4321 Intro to Statistics 3 credits
Basic statistical methods. Estimation, hypothesis testing, regression, ANOVA, and nonparametric methods.

Prerequisites: STA 4442

STA 4442 Introduction to Probability 3 credits
Introduction to probability theory using calculus. Basic ideas of probability and random variables, discrete probability functions, continuous probability densities including normal, gamma, x²(Greek letter Chi), and Weibull, and transformations of random variables.

SYA 3010 Sociological Theory 3 credits
As a survey course, the course sociological theory from its beginning in the 19th century to the contemporary period. It examines the various schools of thought and major theorists of each of those schools of thought. The works of selected theorists are examined in detail.

SYA 3015 Contemp Sociological Theory 3 credits
This course examines the major theoretical perspectives in Sociology which approach the study of society from the perspective of the student.

SYA 3300 Social Research Methods 3 credits
Introduction to Social Research gives a general introduction to research methodologies in the social sciences and provides students with the basic tools and skills necessary for social research. Special attention is paid to research design, design, data collection, data analysis, processing data analyses and writing reports.

SYA 3310 Qualitative Research Methods 3 credits
Students will be introduced to the techniques of planning and conducting qualitative research. Components of the course will include analyzing and interpreting qualitative data and field research.

Prerequisites: SYG 2000 with a minimum grade of C

SYA 3910 Directed Independent Study 3 credits
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

SYA 4150 Theories of Social Conflict 3 credits
In this course, students gain a general understanding of the dynamics in social conflict resolution. They examine the theoretical frameworks of key conflict resolution issues and needs.

Prerequisites: SYG 2000 with a passing grade

SYA 4430 Use of Computers in Sociology 3 credits
This course is one of the series research methods courses. It introduces the student to computers as a tool in research. The course includes, among other topics, the application of SPSS to data modification, index and scale construction, descriptive statistics and hypothesis testing.

Prerequisites: SYG 2000 with a minimum grade of C and SYA 2300 with a minimum grade of C

SYA 4503 Sociology through Film 3 credits
Through the use of film, presentations of sociological phenomena explored. Included in the course are discussions of implicit and explicit
<table>
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<tr>
<th>Course Code</th>
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<td>SYD 4654</td>
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<td>SYD 3410</td>
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<td>SYD 3630</td>
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<td>SYD 3700</td>
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<td>SYD 3704</td>
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<td>SYD 3730</td>
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<td>SYD 3770</td>
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<td>SYD 3800</td>
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<td>SYD 3810</td>
<td>Women in Contemporary Society</td>
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<td>SYD 3815</td>
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<tr>
<td>SYD 3820</td>
<td>Sociology of Male Experience</td>
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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

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.

Special activities such as theater performances, productions, art projects, written reports, creative writing, theorizing out individually or as a group under the supervision of an instructor are the basic components of this course. Interdisciplinary analysis with a firm grounding in Sociology is required in this class.

Prerequisites: SYG 2000 with a passing grade

This course provides an overview of African-American social structure and factors which support or impede social change, collaboration and cultural maintenance. This course requires at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

This course provides an overview of African-American social structure and factors which support or impede social change, collaboration and cultural maintenance. This course requires at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

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.

This course is an interdisciplinary approach to the study of rural communities and societies.

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.

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.

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.

This course provides an overview of Latin American social structure and factors which support or impede social change, collaboration and cultural maintenance. This course requires at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

Prerequisites: SYG 2000 with a minimum grade of C

This course provides an overview of Latin American social structure and factors which support or impede social change, collaboration and cultural maintenance. This course requires at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

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

This course examines the dynamics of the development and maintenance of ethnic identity. It discusses the socio-psychological and cultural factors involved in ethnic identity, as well as the impediments and supports which can or do exist as peoples 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.

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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.

Historical and contemporary study of relationship between race and culture among various minority groups in the US and other selected western societies. Course is cross cultural and global in content and includes such issues as the evolution of racial beliefs and attitudes, the dynamics of prejudice and discrimination, social policies applied to ethics which are reinforced by legal sanctions, and societal theories which attempt to explain such phenomena.

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.

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.

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.

This course studies the male experience with an emphasis on men in families of various classes, races, and ethnic groups in the world today.

Prerequisites: SYG 2000 with a minimum grade of C
SYD 4020  Global Population  3 credits
This course focuses on sociological determinants of fertility, mortality and migration; theories of population change are also discussed.
Prerequisites: SYG 2000 with a passing grade

SYD 4603  Community Development  3 credits
This course presents the theories, principles and techniques of analysis of major contemporary strategies of community development. Included in this course are evaluations of the applicability of the theories and strategies in rural and urban areas and strategies for sustainable development.
Prerequisites: SYG 2000 with a passing grade

SYD 4910  Directed Independent Study  3 credits
This course provides an opportunity for students to engage in research of their choice in special areas of interest. The research may be carried out on an individual or group basis but must be under the supervision of the instructor. This course is intended to help students acquire skills in applying research principles and obtaining practice in rigorous data collection and reporting.

SYG 2000  Intro to Sociology  3 credits
As the introductory course in Sociology, a general overview of the discipline is provided. Major sociological concepts, theories and schools of thought, key theorists and the tools of the discipline are discussed. This is the basic course which serves as a prerequisite to the Sociology concentration and other programs of study in the integrated Social Sciences.

SYG 2010  Social Problems  3 credits
A general introduction to the sociological study of problems is the emphasis of this course. Topics usually include the nature of a social problem, poverty and inequality, racism, sexism, substance abuse, crime and violence, urban and environmental problems. Interdisciplinary strategies which have been utilized to reduce or solve the problems are examined.

SYG 2012  Comp Sociology-Global Issues  3 credits
This course studies the application of sociological concepts and principles to the description and analysis of social issues of contemporary societies.

SYG 2220  Introduction to Gender Studies  3 credits
A cross-cultural introduction to the role of women in society in examined in this course. Analyses are made of the changing political, social, economic, legal and sexual roles of women. Also included are discussions of the various forms of women movements, and international focus on issues relating to women which have emerged in recent years.

SYG 2231  Intro to African-Amer Studies  3 credits
This course provides an overview of African-American social structure and factors which support or impede social change, collaboration and cultural maintenance. This course requires at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

SYG 2250  Multicultural Issues  3 credits
This course presents a survey of many of the cultural groups throughout the world. It examines the inter-ethnic collaborations and conflicts, cultural conflict and self rejection experiences by people around the world. It facilitates understanding among peoples of different parts of the world with diverse cultural backgrounds. Special attention is paid to those cultural groups represented in the Americas. This course will require at least 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

SYG 2310  Intro to Human Relations  3 credits
This course is an introduction to Human Relations which examines the dynamics involved in human interactions, the impediments to positive interactions and effective strategies for achieving positive human relations. A component of this course concentrates on the increased self awareness of the students.

SYG 3325  Social Issues in Society  3 credits
This course examines historical and contemporary social issues and focuses upon the interconnectedness of many of the issues. Illustrated in the course will be examples of interdisciplinary strategies to address the issues. Each semester the course is offered, certain issues will be highlighted. The issues will vary per semester.

SYG 3930  Special Topics  3 credits
This course centers around topics of current interest or of special interest to students and instructors. Topics of focus may vary from semester to semester.

SYG 4900  Directed Reading  3 credits
Under the guidance and supervision of an instructor, students develop a program of reading and possibly research which fits their individual interest, needs, or topic.
Prerequisites: SYG 2000 with a passing grade

SYO 3120  The Family  3 credits
An analysis of the changing structure of the American family and an examination of its relationship to other institutions. Studies the impact of wider societal changes on the historical development of the family, also explores alternative family patterns as well as the future of the family.

SYO 3200  Sociology of Religion  3 credits
This course focuses on the 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  3 credits
This course is the study of sociology of education with an emphasis on aspects that are relevant to an understanding of the issues and problems of American education.

SYO 3400  Medical Sociology  3 credits
This course provides an examination of illness, behavior, biomedical and traditional healing systems from a comparative perspective. By analyzing illness cross-culturally, anthropologists and health care providers can better understand the interrelatedness of technology, ecology, and health in larger populations.

SYO 3530  Social Stratification  3 credits
This course examines the formal and informal structures which place individuals and groups of people on various levels in the social structure and the implications on social behavior, life changes and social mobility.
Prerequisites: SYG 2000 with a passing grade

SYO 4130  Comparative Family Systems  3 credits
This course analyzes the family institution from both an historical and a cross-cultural perspective. It includes an examination of the stages of the family life cycle and of issues in the areas of family dysfunction and dissolution.

SYO 4551  Comp. Sociology-World Problems  3 credits
This course studies the application of sociological concepts and principles to the description and analysis of social issues of the contemporary societies.
SYP 4640 Sociology of Leisure 3 credits
The student is provided with a sociological analysis of leisure and leisure lifestyles. Various forms of sports and recreation as leisure are explored.
Prerequisites: SYG 2000 with a passing grade

SYP 4731 Aging, Self and Society 3 credits
The course examines the relationship between the aging, self and communal subcultures. Consideration of the place of images of aging and the life course in self-definition, intergenerational contact, and institutionalization are some of the topics examined.
Prerequisites: SYG 2000 with a passing grade

SYP 4741 Soc. Org. of Death & Dying 3 credits
This course is designed to examine current metropolitan issues from an interdisciplinary perspective. Topic selection will be within the broad framework of technological change, economic conditions, political ideologies and their impact on changing social patterns.
Prerequisites: SYG 2000 with a passing grade

TAX 3012 Bus Income & Property Trans 3 credits
This course introduces students to the tax system and discusses the measurement of taxable income from business operations and the tax treatment of gains and losses from property transactions. Topics covered include the definition and timing of gross income, the definition of a capital asset, common business deductions, loss limitation and disallowance rules, asset basis, cost recovery, and gain recognition (or deferral) for property transactions.
Prerequisites: ACG 2071 with a minimum grade of C and CGS 1100 with a minimum grade of C

TAX 4001 Taxation of Individual Income 3 credits
This course examines the determination of taxable income for individual taxpayers. Topics covered include filing status, dependency exemptions, income inclusion or exclusion rules, standard deductions, itemized deductions, tax credits, and employment taxes.
Prerequisites: ACG 2071 with a minimum grade of C and CGS 1100 with a minimum grade of C

THE 2020 Introduction to Theatre 3 credits
A survey of history, literature, forms, styles, and philosophies of theatre from a humanist approach.

THE 2100 Intro to Theatre History 3 credits
Survey of Theatre History and drama from Greeks to present.

THE 2300 Survey of Dramatic Literature 3 credits
Survey of dramatic literature from ancient times to the present.

THE 2925 Play Production 1 credits
Workshop to enhance specific professional skills.

THE 3090 Theatrical Prod & Perf Lab I 1 credits
Individualized study in all areas of theatrical production and performance through apprenticeship on departmental productions during a semester. Consent of the instructor.

THE 3091 Theatrical Prod & Perf Lab II 1 credits
Individualized study in all areas of theatrical production and performance through apprenticeship on departmental productions during a semester. Consent of the instructor.

THE 3092 Theatrical Prod & Perf Lab III 1 credits
Individualized study in all areas of theatrical production and performance through apprenticeship on departmental productions during a semester. Consent of the Instructor.

THE 4244 Musical Theatre History 3 credits
A survey of the popular musical theatre from the beginnings to the 1940's, including the development of light opera, the operetta, origins of the musical comedy.

THE 4245 Musical Theatre History II 3 credits
A survey of musical theatre from the 1940's to the present.

THE 4310 Play Directing 3 credits
Theoretical and practical approach to directing for the stage.

THE 4330 Shakespeare for the Theatre 3 credits
A close study of selected plays with special emphasis on their performance values. Upper Division students.

THE 4905 Directed Study 1 to 4 credits
Independent, directed study in various areas of theatre. Permission of instructor required.

THE 4930 Special Topics in Theatre 1 to 3 credits
Lecture, seminar, or studio sessions covering selected topics of interest in theatre. May be repeated with a change of content for up to 9 hours. Permission of instructor required.

THE 4959 Senior Project in Theatre 1 to 4 credits
Final Project presented in public performance demonstrating expertise in declared area of specialization in theatre emphasis or major. Consent of the instructor and senior status required. May be repeated with change of content up to a maximum of six credits.

TPA 2200 Intro to Technical Theatre 3 credits

TPA 2210 Stagecraft 3 credits
Introduction to skills and crafts of technical theatre. Knowledge of materials, techniques, tools and supplies basic to the execution of environment.

TPA 2220 Introduction to Stage Lighting 2 credits
Fundamentals of stage lighting and basic instrumentation, electricity and design concepts.
Prerequisites: TPA 2210
Fee Required

TPA 2248 Workshop in Stage Makeup 1 credits
Beginning theory and practice in makeup for the stage.
Fee Required

TPA 2290 Technical Theatre Lab 1 credits
Lab for technical theatre. Should be taken concurrently TPA 2210.
Corequisites: TPA 2210
Fee Required

TPA 3000 Creative Design for Theatre 3 credits
Introduces the fundamental aspects of design for theatre projects.
Fee Required

TPA 3230 Costume Design 3 credits
Theoretical and practical approach to costume design including makeup.
Prerequisites: TPA 2210
Fee Required

TPA 4060 Principles of Scenic Design 3 credits
Beginning design techniques.
Prerequisites: TPA 2210
Fee Required
TPA 4601 Stage Management 3 credits
Methods and techniques of managing simple dramatic shows to complex multi-scene productions.
Prerequisites: THE 2020 and THE 2300 and TPA 2290 and TTP 2100 and TTP 3111 and TPA 2220 and (TPA 2248 or TPA 3230)

TPA 4940 Internship in Tech Theatre 1 to 6 credits
Resident internship in an approved professional theatre, shop or enrichment center. Junior/Senior status, limited to theatre emphasis participants. Permission of instructor.
Prerequisites: TPA 4060

TPP 2100 Introduction to Acting 3 credits
An introduction to the discipline and creative process of acting with emphasis on formal and improvisational techniques for developing vocal, physical, and analytical skills.

TPP 2111 Acting II 3 credits
Scene study and basic characterization.

TPP 2120 Creative Improvisation 3 credits
Introductory course in acting; examining fundamental interrelationships between the actor’s physical, vocal, and psychological potential in creating a clear and simple dramatic statement.

TPP 2190 Rehearsal and Performance 1 credits
Production workshop for various areas of theatre performance, including acting, directing, technical production, design, and theatre management.

TPP 2260 Acting for the Camera 3 credits
Principles and techniques of various performance methods in acting for television and motion pictures.

TPP 3112 Acting III 3 credits
Experimentation with scripted material scene study, analysis, audition, and performance.
Prerequisites: TPP 3111

TPP 3121 Improvisation II 3 credits
Course is designed to permit students to utilize improvisational techniques in performance before audiences. May be repeated up to 6 hours.
Prerequisites: TPP 3111

TPP 3192 Rehearsal & Performance III 3 credits
Assignment of specific role and/or responsibility. Opportunity for student to receive additional supervision and critique, as well as credit, for participation in rehearsal and performance. Consent of instructor.

TPP 3193 Rehearsal & Performance IV 3 credits
Assignment of specific role and/or responsibility. Opportunity for student to receive additional supervision and critique, as well as credit, for participation in rehearsal and performance.

TPP 4230 Creative Ensemble 3 credits
Practical ensemble work leading to a performance. Consent of instructor.
Prerequisites: TPP 3111

TPP 4250 Acting for Musical Theatre 2 credits
Course designed to isolate acting problems for the actor/singer/dancer. May be repeated up to 4 credit hours. Instructor approval.
Prerequisites: TPP 3111

TPP 4600 Playwriting 3 credits
An introductory workshop in playwriting. Instructor approval.

TPP 4923 Musical Theatre Workshop 3 credits
Provide students with the opportunity to learn the basics of Musical theatre.

TPP 4940 Internship in Thtr Performance 1 to 6 credits
Resident Internship in an approved professional theatre, shop or enrichment center. Limited to Junior and Senior Theatre emphasis participants. Instructor approval.
Prerequisites: TPP 3112

TPP 4945 Summer Repertory Theatre 3 credits
Practical Experience in repertory theatre with direct skills application in all areas of theatre production. Consent of instructor. May be repeated with a change of content up to a maximum of 9 credits.

TSL 4344 Methods, Cur, and Instr Effect 3 credits
This course is designed to focus on teaching methods, strategies and curriculum development activities that enhance and facilitate learning of diverse students and maximize the opportunities to meet state standards. It will also provide information relevant to the development of ESOL curriculum and various options for second language learners that will facilitate the access to the language arts curriculum and academic learning.
Prerequisites: EDF 3076 with a minimum grade of C
Corequisites: EDE 4942 or EEC 4942 or EEX 4942

WOH 1023 World Civilization 1500-1815 3 credits
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. DOE rule 6A-10.030.

WOH 1030 World Civilization since 1815 3 credits
This course will emphasize the social, cultural, intellectual, political and economic aspects of world civilizations from 1815 to present. Emphasis is given to understanding the impact of cross-cultural exchanges and impacts on global history. This is a writing intensive course. It will require at least 6,000 words of graded writing assignments, and will satisfy a portion of the Gordon Rule requirements for graduation. rule 6A-10.030.

WST 3015 Intro to Women's Studies 3 credits
A cross-cultural introduction to the role of women in society. Analyses are made of the changing political, social, economic, legal, and sexual roles of women. Also included are discussions of the various forms of women movements and international focus on issues relating to women which have emerged in the recent years. This course will require at 6000 words of written work and will thus satisfy a portion of the Gordon Rule.

WST 3275 Women in the Developing World 3 credits
The students in this course survey the status of women in Asia, Africa, Latin and Caribbean America, compared to that in the United States, Canada, West Europe, Marxist-Leninist countries.

WST 4262 Lit. of Women of Color in U.S. 3 credits
This course is an introduction to contemporary women writers of color in the United States: Native Americans, African-American, Asian-Americans, and Chicanas/Puerto Rican-American. Readings will include literature and contextual articles on historical and cultural issues. This course is cross-listed under AML 4274.

ZOO 3713C Vertebrate Form and Function 3 credits
Major anatomical and physiological adaptations of vertebrate from evolutionary and ecological perspectives will be studied in this course using integrated lecture and laboratory exercises. The course will in-
clude the use of dissection and physiological laboratory techniques to study vertebrate form and function.
Prerequisites: ISC 1064C with a minimum grade of C or BSC 1011C with a minimum grade of C
Fee Required

ZOO 4423C  Reptile & Amphibian Evolution  4 credits
This course provides an opportunity for advanced study of the biology of "reptiles" and amphibians in an evolutionary context. The entire spectrum of reptile and amphibian diversity is studied from the first known fossil amphibians and their ancestors through all living and extinct clades. Anatomical, physiological, and behavioral biology are also examined from an evolutionary perspective; utilizing the principles of cladistic analysis, each system is examined from its most primitive condition to the many unique derived conditions found among living and/or fossil amphibians and reptiles. Current controversies may be featured, and topics span from molecular to organismal and ecological. The course will include the use of dissection and physiological laboratory techniques to study various topics.
Prerequisites: ZOO 3713C with a minimum grade of C
Fee Required

ZOO 4436C  Evolution of the Mammals  4 credits
This course provides an opportunity for advanced study of mammalian biology in its evolutionary context. The entire spectrum of mammalian diversity is studied from the first known fossil mammals through all living and extinct clades. Mammalian anatomy, physiology, and behavior are also examined from an evolutionary perspective; utilizing the principles of cladistic analysis, each system is examined from its most primitive mammalian condition to the many unique derived conditions found among living and/or fossil mammals. Current controversies may be featured, and topics from molecular to organismal and ecological. The course will include the use of dissection and physiological laboratory techniques to study various topics.
Prerequisites: ZOO 3713C with a minimum grade of C

ZOO 4743C  Neuroscience  3 credits
An in-depth study of the human nervous system is undertaken. Dissection and demonstration of the various parts of the human brain will be the central focus of the course. The curriculum is inquiry based and fully integrated with activities which emphasize active learning strategies and collaboration.
Prerequisites: (BSC 1086C with a minimum grade of C or ZOO 3713C with a minimum grade of C) and BSC 3703C with a minimum grade of C
Fee Required

ZOO 4753C  Histology  3 credits
A microscopic study of animal tissue covering epithelium, muscle, nervous and connective tissues with an emphasis on the morphological differences of normal as well as diseased tissues. Organs are compared for their differences in tissue organization both for structural and functional purposes. The curriculum is inquiry based and fully integrated with laboratory experiences which emphasize active learning strategies and collaboration.
Prerequisites: ZOO 3713C with a minimum grade of C or BSC 1086C with a minimum grade of C
Fee Required
Information that applies to both undergraduate and graduate education is included in the General Information section of this catalog.
Graduate Admissions

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

Campus tours. Student-guided campus tours are available to all interested individuals. Tours leave from the Office of Admissions, in the Student Services Building, and last about an hour. Reservations must be made at least 48 hours in advance. Group tours or special requests can be accommodated. Call toll free 1-888-889-1095 or (941) 590-7874 to schedule a guided campus tour.

Applying for Admission

General requirements and procedures regarding admission to graduate programs are provided below. Applicants are urged to start the admissions process early, approximately six months prior to the start of the intended term of enrollment. Please refer to the college/school and program for specific details.

- A graduate application is submitted to the Office of Admissions. Graduate application packages may be obtained in person or by mail from the Office of Admissions, or downloaded from the FGCU web site (www.fgcu.edu).
- A $20 non-refundable application fee must accompany the application or be submitted separately if the application is completed online. Applications will not be processed until the fee is paid. No fee is required for returning FGCU students.
- Official transcripts, test scores, and, if necessary, letters of recommendation can be sent separately.
- After processing, the file is transferred to the coordinator for graduate admissions, who will forward the file to the applicable graduate admissions committee for review once all required documentation has been received.

All inquiries and questions regarding an applicant’s status should be directed to the coordinator for graduate admissions. An applicant will receive notice by mail of the graduate admissions committee’s decision.

General Admission Requirements

An applicant for graduate study must hold a baccalaureate degree from a regionally accredited college or university and demonstrate the motivation, ability, and preparation to successfully pursue graduate study. The graduate program director and/or academic dean, through the graduate admission committee in each college, will make a determination of this capacity. Admission is based upon records of undergraduate achievement, prior graduate work, scores on required standardized tests, letters of recommendation, other supporting documentation, where required, and resource availability within individual programs.

Transcripts and Other Documents

Official transcripts, bearing the seal and signature of the registrar, must be sent directly from previous institutions to the Office of Admissions. For some graduate programs, additional official transcripts must be sent to the college. Refer to the college and program for specific details. Photocopies and facsimiles are not accepted. Once received, these documents become part of a permanent FGCU file. After admission, all transcripts and credentials are evaluated by graduate faculty advisors for FGCU equivalency and articulation.

Standardized Admission Tests

Each graduate degree program has unique requirements for standardized admission tests. Refer to program description for the appropriate tests or contact the coordinator for graduate admissions. Official test scores must be sent directly to the Office of Admissions.

International Student Admission

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

- International students must have all credentials and admission information submitted to the Office of Admissions at least six months prior to the specific entry term. International admission packages are available in the Office of Admissions or can be mailed to prospective students. Additional information is available on the university web site (www.fgcu.edu).
- Josef Silny & Associates, Incorporated or World Education Services must evaluate credit from institutions outside the U.S. A course-by-course evaluation is required. The applicant pays for this service and contacts the evaluating agency directly.
- Applicants must demonstrate English proficiency in accordance with university policy, and will be required to submit acceptable TOEFL (Test of English as a For-
eign Language) scores unless the country of origin uses English as the official language. A minimum score of 213 is required on the computerized TOEFL or 550 on the written TOEFL. Some programs, including the MS in Health Science, require a TOEFL score greater than the minimum (see program requirements). With the approval of the director of admissions and the appropriate dean, applicants may furnish satisfactory evidence of English competency in lieu of the TOEFL. Examples of satisfactory evidence include, but are not limited to, completion of ENC 1101 and ENC 1102 (or equivalent) with a grade of C or higher; and/or a minimum of 60 credits satisfactorily completed at an institution of higher education where all courses are taught in English. For information on the TOEFL, contact TOEFL, Educational Testing Service, Princeton, NJ 08541, USA. The university’s institutional code for the transmittal of the TOEFL is #5125.

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

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

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

Deferring Admission

Students who do not enroll the semester they have been admitted may defer admission to a future semester by writing to the Office of Admissions. Admission in the new term is not automatic, and an applicant requesting a new entry date must meet the admission requirements in effect for the new term. Entry dates for some programs are limited to specific terms. If a student attends another collegiate institution in the interim, an official transcript of all work attempted is required. A new application and application fee are required when deferring admission to a term beginning more than 12 months after the original admission date.

Non Degree-Seeking Status

Non degree-seeking enrollment is on a space available basis and has been established for those individuals who would like to enroll, but are not seeking a degree from FGCU. A non-refundable application fee of $20 will be applied for first-time applicants. An individual seeking admission into a graduate program may enroll as a non degree-seeking student during the period in which his or her application is being processed (subject to individual program limitations).

Non degree-seeking students are subject to the same academic policies as degree-seeking students and must adhere to deadline dates published in the university’s Schedule of Classes. A non degree-seeking student who has been dismissed from FGCU is not eligible for admission as a degree-seeking student. Non degree-seeking students are not eligible to receive financial aid. Non degree-seeking students must have proof of immunization (see Immunization Requirement).

Graduate Enrollment Limitations

Individuals enrolling as non degree-seeking students are limited to a total of 9 semester hours of coursework. Students seeking admission to the College of Education graduate programs may take up to 12 credit hours.

Teacher Certification Status

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

Transient Student Status

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

Students with Disabilities

A student who is requesting special consideration for admission due to a disability should note this on the admis-
sion application. The student must provide appropriate documentation (less than three years old) of a disability and identify how the disability prohibits him/her from meeting minimum admission standards. The graduate program admissions committee will review this petition for admission. The admission decision will be made on an individual basis from documentation provided by the student.

**Former Student Returning (FSR)**

A former student returning is any former FGCU degree-seeking student who has not been enrolled at FGCU in any of the last three terms, and who wishes to re-enroll. The former student submits a new admission application by the appropriate application deadline. A new application fee is not required. To be re-admitted, a student must meet the following requirement (a) be in good standing and eligible to return to the last institution attended, including FGCU, and (b) be admissible by the program.

**Appealing Admission Decisions**

Applicants wishing to appeal should write a letter to the program admission committee indicating the desire to appeal and reasons for the appeal. The admission committee will then review the information and recommend and/or provide a response to the appeal.

**Change of Major or College**

A student who wishes to change major or college, after having been admitted to a graduate program, must file a new graduate application with the Office of Admissions. The coordinator for graduate admissions forwards the application to the appropriate college for an admission decision. New transcripts or test scores are not required; however, any additional program requirements (such as recommendation letters) must be met.

**Second Master’s Degree**

Individuals seeking a second master’s degree must complete a separate application for that program and fulfill the normal degree requirements for the second degree.

**Post Admission Information**

The Registration and Records section of this catalog contains information on class registration, transcripts, grades, etc.

Prior to registration in any course, all students born after December 31, 1956, must present documented proof of immunity to measles (Rubeola) and Rubella. The FGCU Immunization History Form is available in the Office of Registration and Records. Refer to the Registration and Records section of this catalog for more details on immunization.

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**Graduate Academic Policies and Procedures**

**Academic Advising**

Students who are completing the application process or have been admitted to a graduate program are matched with faculty and/or staff program advisors. Please refer to the relevant program description in this catalog or contact the coordinator of graduate admissions for additional information.

**Academic Grievance Policy**

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

**Academic Standards of Behavior**

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

**Academic Standing/Academic Progress**

Colleges, schools, and departments have established regulations governing academic standing and academic progress at the graduate level. It is the student’s responsibility to become familiar with unit regulations and program requirements.

**Application for Graduation**

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

It is the student’s responsibility to clear all incomplete (I) grades and to provide official transcripts of all transferred coursework needed for graduation prior to the application deadline. Grade changes and transfer work received after the degree statement has been posted to the transcript will not be incorporated into the degree.
Commencement

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

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

Choice of Catalog

To graduate, each degree-seeking student must meet all graduation requirements specified in a FGCU catalog. Students have the right to choose a catalog year for their program of study. However, the choice cannot be from a term that is earlier than the matriculation term and the student must remain in continuous enrollment. Matriculation is defined as being admitted to and enrolling in a degree program. Continuous enrollment is defined as enrolling at least one term in each academic year. Catalog is defined as the program and graduation requirements published each academic year for the beginning of the fall semester and concluding with the summer term.

If a student cannot meet all of the graduation requirements specified in the catalog of choice due to changes by the university in matters of policy or course offerings, appropriate substitutions will be determined by the program manager to preclude penalizing the student. Due to program accreditation requirements, students in certain majors may not have this option.

Grading System


<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Quality Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td></td>
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<tr>
<td>C+</td>
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<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0.0</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported by instructor</td>
<td>0.0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0.0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.0</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal without academic penalty</td>
<td>0.0</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal with academic penalty</td>
<td>0.0</td>
</tr>
<tr>
<td>X</td>
<td>Audit (no academic credit)</td>
<td>0.0</td>
</tr>
<tr>
<td>Z</td>
<td>Thesis (continuing registration)</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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

A grade of B- does not satisfy the requirement of a minimum grade of B. Individual degree programs may establish minimum grade and progress-to-degree requirements. Students should refer to the college or school for the specific grading policy of their chosen program.

Credit hours are not earned in courses with grades of F, I, U, W, WF, and X (see definitions above). A grade of NR will be posted for grades not reported by the instructor. A NR grade will be converted to an F at the end of the following semester.

Incomplete (I) grade. A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of I. A grade of I is not computed in a student’s GPA.

An incomplete (I) grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of F in the course.

To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the
structor. Should a professor decide to assign the grade, both the student and the professor must complete an Incomplete Grade Agreement Form. A copy of this form must be on file in the Office of Registration and Records and should be submitted by the instructor with the final grade roster.

The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of I will be changed to an F if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade.

**Transfer coursework.** FGCU will transfer graduate courses with a grade of B or higher by equating them to specific FGCU courses. Coursework will only be transferred from regionally accredited institutions. Equivalent FGCU course numbers will be entered on the student’s official academic transcript. Transfer credits are not computed into a student’s FGCU grade point average. Please refer to the specific graduate program to determine the number of transfer credit hours that will be accepted and other transfer requirements.

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

**Change of grade.** A request for a change of grade will be considered only during the term immediately following the term in which the grade was assigned. Grades assigned during the spring semester may be changed during the following summer or fall terms. The dean (or his/her designee) of the college offering the course must approve grade changes. Grades will not be changed after a degree has been conferred.

**Grade point average (GPA).** The GPA is the average number of grade points per semester hours attempted and is computed by dividing the total number of grade points by the total number of semester hours attempted, less W, X, I, S, U, and NR grades. Grades received at other institutions are NOT averaged with grades received at FGCU for the purpose of meeting university GPA requirements. Other agencies and honorary societies will compute averages in accordance with their own standards and policies. The semester GPA is calculated based on one semester or summer term coursework taken at FGCU. The cumulative GPA is calculated on all coursework attempted at FGCU. A 3.0 on a 4.0 scale is required for a master’s degree. Individual programs may adopt minimum GPA (cumulative and/or semester) and probation policies. Students are advised to consult with their programs for additional information.

### Graduation Requirements

The following are minimum requirements for the master’s degree:

- Apply for graduation by the deadline indicated in the university calendar.
- Earn a minimum of 30 credit hours with a minimum of a 3.0 GPA on a 4.0 scale.
- At least 20 hours of the coursework for the degree must be non-thesis.
- Meet the university residency requirement of at least 25 percent of coursework for the degree being earned at FGCU.
- Complete all program requirements, as determined by the appropriate college.

Consult with program coordinators for specific details regarding graduation requirements.
Graduate Financial Assistance

The university offers a comprehensive program of financial assistance for both traditional and non-traditional students pursuing undergraduate or graduate degrees. The Financial Aid and Scholarships Office is responsible for helping students secure the necessary funds to pursue their educational goals. The office is proactive in offering information to enrolled and prospective students about the availability of financial assistance.

The Financial Aid and Scholarship Office administers grants, scholarships, loans, and student employment programs to assist students in paying educational expenses. A financial aid award will not be processed until a student has been admitted to a degree program or eligible certificate program. Non degree-seeking students are not eligible for financial aid.

Confidentiality of Student Information

The university ensures the confidentiality of student records in accordance with State University System rules, state statutes, and the Family Education Rights and Privacy Act of 1974, known as the Buckley Amendment. Family financial information and the type and amount of aid are held in confidence. Written consent from the student is required for release of information to a third party.

Need-Based Financial Aid

Need-based financial aid is awarded to students who demonstrate their need for financial assistance to pursue higher education. Financial need is defined as the difference between the estimated cost of attendance and the amount the student and his or her family can reasonably be expected to contribute toward educational expenses. The evaluation process is based on a federal formula and considers the income, assets of the student and family (excluding primary residence), number of persons in the household and number in college, taxes paid, and other relevant factors. Students applying for aid by the priority deadline of April 1 will maximize aid consideration, although it is advisable to apply as soon after January 1 as possible. There are three kinds of need-based aid:

Grants are gift aid, and they do not need to be repaid.

Loans are funds borrowed from lending institutions. Students defer repayment until they graduate, withdraw, or drop below half-time status.

- Federal Subsidized Stafford Loans are available to undergraduate and graduate students enrolled at least half time. Loans are offered by lending institutions and are insured by a guarantee agency. Yearly loan limits are: freshmen, $2,625; sophomores, $3,500; juniors/seniors, $5,500; and graduate students, $8,500. Yearly interest rates are variable and have a cap of 8.25 percent for the life of the loan. Interest does not accrue on a subsidized loan until the student enters repayment status. Students begin repayment six (6) months after they graduate or drop below half-time status.

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

- Federal Work Study employment provides part-time jobs to eligible students who are enrolled and pursuing a degree. Graduate students and students pursuing a second undergraduate degree may also qualify for Federal Work Study. Students may work up to 20 hours per week while classes are in session and 40 hours per week during school breaks. Limited funding requires application by the priority deadline of April 1.

Eligibility Criteria for Need-Based Aid

To qualify for financial assistance, the student must meet the following basic eligibility requirements:

- Be a U.S. citizen or eligible non-citizen;
- Be registered with Selective Service, if required;
- Not be in default on a loan, or owe a repayment of Title IV aid received at any institution;
- Be enrolled as a regular student in an eligible program of study; and
- Maintain satisfactory academic progress.

Applying for Need-Based Aid

Free Application for Federal Student Aid (FAFSA). All first-time applicants must complete the FAFSA, which collects basic financial information about the student and family to determine eligibility for federal, state, and institutional need-based aid programs. The FAFSA must be completed and returned to the Federal Processor in the envelope provided inside the application booklet, or may be done online at the Internet address (www.fafsa.ed.gov). The paper FAFSA form is available through any financial aid office or can be downloaded from the Internet at (www.ed.gov/offices/ope/express.html).

Renewal FAFSA Application. A student who completed a FAFSA for the previous year may receive a preprinted Renewal Application from the U.S. Department of Education. Upon receipt, the student applies for federal aid by updating the information on the renewal form. A student who does not receive or misplaces the Renewal Application files a regular FAFSA. The student should not complete both forms, however, since only one can be processed. Renewal applications may also be done on-line at the web site (www.fafsa.ed.gov). A student wishing to use Renewal FAFSA on the web will need a pin number (PIN) which may be secured by following the link from the above web address to "Request an PIN."
Non Need-Based Financial Aid

Federal Unsubsidized Stafford Loans may be available to graduate and undergraduate students who are enrolled at least half time but do not demonstrate financial need. Loan limits for dependent students: freshmen, $2,625; sophomores, $3,500; juniors/seniors, $5,500. Independent and graduate students are eligible for an additional loan amount of $4,000 for the first two years of undergraduate study, $5,000 for the remainder of undergraduate study and $10,000 for graduate study. Yearly interest rates are variable and have a cap of 8.25 percent for the life of the loan. Students are responsible for interest payments while enrolled in their degree program. Students begin repayment six months after graduating or dropping below half-time status. Students may receive less than the yearly maximum amounts, depending on the cost of the program and other financial aid received.

Other Personal Services (OPS) employment opportunities provide temporary part-time jobs to undergraduate and graduate students regardless of financial need.

Merit-based aid is in the form of scholarships awarded on a competitive basis to students with special skills, talents, characteristics, or abilities.

Satisfactory Academic Progress

Federal regulations require students to demonstrate satisfactory academic progress in order to receive financial assistance. Measures of academic progress include:

Qualitative measure of progress. All graduate students must maintain a cumulative 3.0 GPA for continued enrollment.

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

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

Refund and Repayment Policies

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

Repayment. If the student withdraws from the university after receiving financial aid funds, he or she must repay a specified percentage of the aid received, since the funds were awarded to help meet living expenses for an entire term of enrollment. The repayment amount is based on the percentage of time elapsed in the term.

Taxable Financial Aid

Under the law, certain types of financial assistance, such as grants, scholarships, and fellowships, have limitations to the amount that can be excluded from the student’s reported income for tax purposes. Keep accurate records of the aid received and check with an expert in tax laws to complete income tax returns properly.

Graduate Assistantships

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

Mission

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

Goals

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

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

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

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

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

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

Administrative Staff and Faculty

Richard Pegnetter, PhD; Dean; College of Business

Hudson Rogers, DBA; Associate Dean; marketing
Carol Burnett, MBA; Assistant Dean, Student Affairs
Tom Harrington, PhD; Director, AACSB Accreditation; decision sciences
Lee Duffus, PhD; Director, Executive MBA Program; marketing
Karen Eastwood, PhD; Coordinator, MBA Program; management
Neil Parker, MDiv; Undergraduate Academic Advisor
Joe Rue, PhD; Chair, Department of Accounting; Department of Finance; accounting
Walter Rodriguez, PhD; Chair, Department of Computer Information Systems and Decision Sciences; computer information systems
Gerald Schoenfeld, PhD; Chair, Department of Management; Department of Marketing; management
Christine Andrews, DBA; accounting
Catherine Beise, PhD; computer information systems
Roy Boggs, PhD; computer information systems
Dan Borgia, PhD; finance
Deanna Burgess, CPA, PhD; accounting
Charles Fornaciari, PhD; management
Brad Hobbs, PhD; finance
Barry Langford, DBA; marketing
Charles Mathews, PhD; management
John Murray, PhD; computer science
Kazu Nakatani, PhD; computer information systems
Mark Pendergast, PhD; computer information systems
Monika Renard, PhD; management
Arthur Rubens, DrPH; management
Gerald Segal, PhD; management
Judyth Swingen, PhD; accounting and taxation
Steve Thompson, CPA, PhD; accounting and taxation
Shelton Weeks, PhD; finance and real estate
Ludmilla Wells, PhD; marketing
Cheryl A. Wieck, MS; computer science
Judy Wynekoop, PhD; computer information systems

Programs of Study (Graduate)

• Master of Business Administration (MBA)
• Executive MBA
• Master of Science (MS) Accounting and Taxation
• Master of Science (MS) Computer Information Systems

Accreditation

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

Admission to the College of Business Graduate Programs

Applicants must meet the following criteria for admission to the College of Business graduate programs:

• Earned undergraduate degree from a regionally accredited institution of higher learning.
• Official copies of academic transcripts and Graduate Management Admission Test (GMAT) scores.
• One of the following:
  • Minimum 3.0 GPA in upper division coursework (60 credit hours), or
  • Score of 500 on the GMAT.
• Total points of 1050 (GPA x 200 + GMAT) with a GMAT score of at least 400.
• International students must have a satisfactory score on the TOEFL exam (minimum 213 computerized or 550 written).

Students applying for admission to the Executive MBA or Master of Science in Accounting and Taxation should refer to the program section for additional requirements.

Applications are accepted for admission to the College of Business graduate programs for fall and spring semesters. Prior to admission to a graduate program, students may complete a maximum of nine credit hours of graduate level courses. For additional information, please contact the College of Business, Office of Student Affairs at (941) 590-7302.

Advising

The assistant dean provides academic advising for all graduate students and is responsible for answering administrative questions, providing course approval, reviewing program requirements, evaluating academic transcripts and articulating transfer courses, preparing degree audits, and certifying graduation. In addition, a faculty career advisor will be assigned to each student. Students are expected to take primary responsibility to meet with their academic advisor and career advisor on a regular basis to tailor their program of study to meet their individual needs and to ensure completion of all requirements for graduation.

Course Loads and Time Limitation

The following guidelines have been established to assist students with choosing acceptable course loads and completion of the graduate programs in a timely manner:

• Full-time students are expected to enroll for 12 credit hours per semester, although 9 hours is officially full time.
• Part-time students are encouraged to enroll for 6 credit hours per semester.
• College of Business graduate degree requirements must be completed within seven years from the time a student is officially admitted to the program.

Grading Policy

The College of Business has established the following grading policy for graduate programs:

Letter Grade Description Point Value
A Superior ................................. 4.0
A- Above Average .......................... 3.7
B+ Above Average ........................ 3.3
B Average .................................. 3.0
B- Below Average .......................... 2.7
C+ Below Average ........................ 2.3
C Below Average .......................... 2.0
F Failure ................................... 0.0
I Incomplete ............................... 0.0
NR Not reported by professor ........... 0.0
S Satisfactory ............................. 0.0
T Transfer grade .......................... 0.0
U Unsatisfactory .......................... 0.0
W Withdraw prior to deadline date ..... 0.0
WF Withdraw after deadline date ...... 0.0
X Audit ................................... 0.0
Student grades are available by telephone (941) 590-7980 or on Gulfline (http://studentweb.fgcu.edu).

**Incomplete Grades**

The grade of I (signifying incomplete performance of course material in the allotted time) is assigned only upon demonstration of satisfactory performance in the course and some exceptional situation which makes it impossible to complete the specific course requirements within the normal academic period.

An incomplete grade may be awarded at the discretion of the professor in consultation with the student. To initiate consideration for an incomplete grade, the student must contact the professor and complete an Incomplete Grade Agreement form prior to the end of the semester. The agreement should include a description of the work to be completed, the date by which the work is to be submitted, and the signatures of the student and professor showing approval. Until removed, the grade is not computed in the grade point average. The incomplete must be completed by the end of the first non-summer semester in which the student is enrolled after the incomplete was given. Failure to comply will result in a grade of F for the course.

**Academic Standing**

College of Business graduate students are required to maintain a cumulative GPA of 3.0 (on a 4.0 scale) throughout the program, and a minimum GPA of 3.0 is required for graduation. Failure to maintain the 3.0 GPA places the student on academic probation. The student has one semester to bring the average back up to a 3.0. Failure to do so may result in academic suspension from the program. In addition, a graduate student who receives three grades of C or lower is automatically suspended from the program.

**Transfer of Credits**

Students may transfer a maximum of six credit hours of graduate level coursework from a regionally accredited institution. All transfer courses must have been completed within the past seven years with a grade of B or higher. The evaluation of academic transcripts and articulation of transfer courses must be approved by the appropriate academic department. Refer to the relevant program section for course waiver guidelines.

**Graduate Assistance Fee Waivers**

A limited number of graduate assistance fee waivers are available in the College of Business each semester. Graduate students awarded a waiver are asked to provide research assistance to the professors of an academic department in exchange for partial tuition waiver. The number of hours worked per week will vary with the amount of the waiver. For application and additional information, students should contact the College of Business, Office of Student Affairs at (941) 590-7302.

**Graduate Business Association**

The Graduate Business Association (GBA) is the official body representing the graduate students in the College of Business. Its primary mission is the development of collegiality among alumni, current graduate business students, and the faculty of the university. A second significant mission is to provide ongoing professional growth opportunities for students, alumni, and community benefit. The third mission is to be proactive in the community—to encourage and enhance local business, business opportunities, and governmental activities. All graduate students are encouraged to participate.

**PROGRAMS AND CURRICULA**

**Master of Business Administration**

The Master of Business Administration (MBA) program provides students with a challenging curriculum and preparation for leadership in careers across all types of business, service, and public organizations. This professional degree program emphasizes the application of analytical, technical, and behavioral tools to solve organizational problems. Within the coursework required for the degree, students learn core foundation concepts across all of the business disciplines. Leadership and teamwork, the appropriate application of technology, entrepreneurial approaches, and global and ethical awareness are integrated throughout the program.

**Course waiver.** The program is divided into 24 credit hours of foundation courses, 12 credit hours of required core courses, 12 credit hours of concentration courses, and 6 credit hours of elective courses. Up to a maximum of 24 credit hours of foundation courses may be waived by equivalent undergraduate or graduate courses completed at a regionally accredited institution within the last seven years with a grade of C or higher. Without waivers, the program length is 54 credit hours.

**Coursework: MBA**

**Foundation courses (24 hours):**

- ACG 6025 Accounting Fundamentals for Mgrs (3)
- FIN 5405 Foundations of Business Finance (3)
- MAN 6055 Contemporary Management Concepts (3)
- MAR 6815 Marketing Management (3)
- ECO 5005 Foundations of Economics (3)
- QMB 6305 Statistical Methods for Management (3)
ISM 6021  Management Information Systems (3)  
QMB 6603  Quantitative Methods in Business (3)

Core courses (12 hours):
MAN 6266  The Challenge of Leadership (3)  
MAN 6607  Global Organizational Issues (3)  
MAN 6501  Operations Management (3)  
GEB 6895  Business Strategy (capstone) (3)

Elective courses (6 hours):
Students must complete six credit hours of approved graduate level business courses outside the area of specialization. Elective courses ensure depth and breadth in the program and allow students to further their skills in specialized areas of interest. These courses are taken after completion of the foundation courses. No courses outside the College of Business may be taken for degree credit unless prior approval is received, and all courses must be at the graduate level. See college academic advisor for approval.

Plus one of the following concentrations (12 hours):

**Entrepreneurship concentration**
MAN 6805  Management of Small Business (3)  
MAN 6808  Entrepreneurship & Business Plan Development (3)  
FIN 5478  Financial Mgmt for Entrepreneurs (3)  
MAN 6806  Entrepreneurial Field Studies (3)

**Finance concentration**
FIN 6246  Money & Capital Markets (3)  
FIN 6406  Financial Management (3)  
FIN 6515  Analysis of Investments (3)  
Plus 3 hours of approved electives in finance.

**General Management concentration**
MAN 6289  Org Development & Change (3)  
MAN 6930  Seminar in Management (3)  
Plus 6 hours of approved electives in management.

**Health Administration concentration**
HSA 5115  Health Services Mgmt & Operations (3)  
IHS 5117  Global Perspectives of Health Policy (3)  
Plus 6 hours of approved electives in health administration.

**Human Resource Management concentration**
MAN 6305  Human Resource Management (3)  
MAN 6403  Employment Laws & Regulations (3)  
Plus 6 hours from the following:
MAN 6321  Employee Staffing (3)  
MAN 6331  Management of Compensation (3)  
MAN 6351  Training & Development (3)  
MAN 6411  Labor Management Relations (3)

**Interdisciplinary concentration**
Students may select 12 hours of electives from two or more disciplines in business. See college academic advisor for approval.

**Marketing concentration**
MAR 6646  Advanced Marketing Research (3)

MAR 6807  Advanced Marketing Analysis & Strategy (3)  
Plus 6 hours of approved electives in marketing.

**Executive MBA**

The Executive MBA is a twenty-one month, 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.

**Additional admission requirements.** Applicants are considered for admission on the basis of individual applications and interviews. Applicants usually have seven or more years of experience in significant levels of organizational or managerial responsibilities. New students are admitted to the program for the fall semester of each year.

In addition to the College of Business general admission requirements, applicants to the Executive MBA program must:

- Provide a resume or biographical information.
- Provide letters of reference and endorsement.
- Participate in an interview with program director.

Recognizing the diverse nature and professional history of applicants, final determination of admission will be dependent upon the entire background of the applicant, not just one criterion. All application material is to be submitted directly to:

**The Executive MBA Program**
Center for Leadership and Innovation  
Florida Gulf Coast University  
College of Business  
24311 Walden Center Drive, Suite 100  
Bonita Springs, FL 34134

For additional information, please contact the director of the Executive MBA program, Center for Leadership and Innovation at (941) 948-1812 or (941) 948-1815.

**Advising.** The director of the Executive MBA program assists students with academic and career advising. Participants are required to take all courses, attend all resident sessions, and complete all requirements to be awarded the Executive MBA degree.
**Coursework: Executive MBA**

**First year** of study includes 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**
- GEB 6930 Introduction to the Executive MBA (3)

**Fall Semester**
- ACG 6025 Accounting Fundamentals for Mgrs (3)
- QMB 6305 Statistical Methods for Management (3)
- MAN 6266 The Challenge of Leadership (3)

**Spring Semester**
- ISM 6021 Management Information Systems (3)
- MAN 6055 Contemporary Management Concepts (3)
- ECP 6705 Managerial Economics I (3)

**Second year** continues with additional coursework in the functional areas and an even greater emphasis on the strategic process of leading competitive organizations.

**Summer Session**
- MAN 6932 Executive Seminar (3)

**Fall Semester**
- MAN 6501 Operations Management (3)
- MAR 6815 Marketing Management (3)
- FIN 5405 Foundations of Business Finance (3)

**Spring Semester**
- MAN 6607 Global Organizational Issues (3)
- GEB 6895 Business Strategy (capstone) (3)
- Plus 3 hours of approved graduate level business course.

**Coursework: MS Accounting and Taxation**

**Accounting and tax core and elective courses (18 hours):**

**Accounting track**
Students select a minimum of two accounting (ACG) courses and at least one tax (TAX) course from the following list of core courses. One course must be an international course.

**Tax track**
Students select two tax (TAX) courses and at least one accounting (ACG) course from the following list of core courses. One course must be an international course.

**Accounting and tax core courses (9-15 hours):**
- ACG 6135 Accounting Theory (3)
- ACG 6255 International Accounting (3)
- AGG 6405 Advanced Accounting Information Systems (3)
- TAX 6045 Tax Research & Planning (3)
- TAX 6525 International Tax Issues (3)

**Accounting and tax elective courses (3-9 hours):**
After the selection of three or more core courses, the balance of the required 18 credit hours must be selected from the following courses:

- ACG 5655 Independent Audit II (3)
- ACG 6205 Acctg for Complex Organizations (3)
- ACG 6346 Advanced Cost Accounting (3)
- ACG 6905 Directed Study in Accounting (3)
- ACG 6935 Special Topics in Accounting (3)
- TAX 6015 Corporate Tax Issues (3)
- TAX 6205 Flow through Entities (3)
- TAX 6405 Estate & Gift Tax Issues (3)
- TAX 6877 Special Topics in Taxation (3)

**Business elective courses (12 hours):**
Students must complete 12 credit hours of approved graduate level business courses outside the areas of accounting and taxation. At least two, but not more than three courses must be from the same area. See college academic advisor for approval.

Additional admission requirements. In addition to the College of Business general admission requirements, applicants to the master’s program in accounting and taxation must meet the following criteria:

- Earned 18 credit hours of upper division accounting courses, and
- 27 credit hours of general business courses, with at least 12 credit hours at the upper division.

**MS Accounting and Taxation**

The Master of Science in Accounting and Taxation prepares students for careers in accounting and taxation. The program focuses on advanced technical competence in accounting and/or taxation, the effective use of technology in research and practice, effective communications with clients and other stakeholders, ethical responsibilities, and the development of life-long learning skills to maintain professional competence. Students may select either an accounting or tax track. The accounting track includes courses in accounting theory, international accounting, and accounting information systems. The tax track includes coverage of entity taxation, international taxation, tax research, and the taxation of estate and gifts.

The accounting and taxation program consists of 30 graduate credit hours. Of the 30 hours, 18 must be completed in the field of accounting and taxation. The remaining 12 hours must be completed in graduate business courses other than accounting and taxation, with at least 6 hours in the same field.
MS Computer Information Systems

The Master of Science in Computer Information Systems program prepares graduates for leadership positions in the information technology field. The program emphasizes the management and development of computer information systems and networks. The program is designed to provide a solid background in information systems management, systems analysis and design, database management and administration, information systems applications, data communication and networking, project and change management, electronic commerce, and contemporary business practices.

Course waiver. The computer information systems program is divided into 12 credit hours of business and methods foundation courses, 9 credit hours of information technology foundation courses, 21 credit hours of required information systems core courses, and 12 credit hours of approved elective courses. Up to a maximum of 21 credit hours of foundation courses may be waived by equivalent undergraduate or graduate courses completed at a regionally accredited institution within the last seven years with a grade of C or higher. Without waivers, the program length is 54 credit hours.

Coursework: MS Computer Information Systems

Business and methods foundation courses (12 hours):
ACG 6025 Accounting Fundamentals for Mgrs (3)
MAN 6055 Contemporary Management Concepts (3)
ECO 5005 Foundations in Economics (3)
QMB 6305 Statistical Methods for Management (3)

Information technology foundation courses (9 hours):
ISM 6021 Management Information Systems (3)
ISM 5236 Intro to Business Programming (3)
ISM 6237 Intermediate Business Programming (3)

Information systems core courses (21 hours):
ISM 5316 Project & Change Management (3)
ISM 5336 Enterprise Strategy (3)
ISM 6121 Information Systems Analysis (3)
ISM 6122 Information Systems Design (3)
ISM 6127 Database Concepts & Administration (3)
ISM 6231 Data Communications & Networks (3)
ISM 6337 Tech Documentation for IS Prof (3)

CIS elective courses (6 hours):
Select two courses from the following:
ISM 5910 Directed Independent Studies (3)
ISM 5930 Topics in Computer Info Systems (3)
ISM 6147 Advanced Business Programming (3)
ISM 6946 Practicum in Computer Info Systems (3)

Business elective courses (6 hours):
Students must complete 6 credit hours of approved graduate level business courses outside the area of CIS. See college academic advisor for approval.
College of Education

Graduate Programs

(941) 590-7750

http://coe.fgcu.edu

Vision

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

Mission

The College of Education's mission is to provide an ecology of excellence that enables learners to acquire, construct, and communicate knowledge, skills, and attitudes that empower them to create a quality of life in their respective communities that fulfills the needs of all individuals. To ensure that this ecology of excellence is achieved, the College of Education is committed to:

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

Administrative Staff and Faculty

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

Lawrence W. Byrnes, PhD; Dean,
College of Business

Madelyn Isaacs, PhD; Associate Dean
Dennis Pataniczek, PhD; Associate Dean
Edward Beckett, MA; Advisor/Counselor
Sherree Houston, MA; Advisor/Counselor
Cynthia Lott, EdD; Internship Coordinator

Cecil Carter, EdD; educational leadership
Victoria Dimidjian, PhD; early childhood and counselor education
C. William Engel, EdD; mathematics education and educational technology
Marcy Greene, EdD; special education
Patrick Greene, MS; educational technology
Lynn Hartle, PhD; early childhood education
Cynthia Hewitt-Gervais, PhD; research and measurement
Joyce Honeychurch, PhD; social sciences and secondary education

Linda Houck, PhD; reading
Gil Hutchcraft, EdD; research and measurement
Eunsook Hyun, PhD; early childhood education
Brenda Lazarus, PhD; special education
Sally Mayberry, EdD; math and science and elementary education

Roy Mumme, ME; social and philosophical foundations of education
Charleen Olliff, PhD; reading and elementary education
Russell Sabella, PhD; counselor education
Carolyn Spillman, PhD; language arts and elementary education
J. Michael Tyler, PhD; counselor education
Tom Valesky, EdD; educational leadership
Elia Vazquez-Montilla, PhD; ESOL
Patricia Wachholz, EdD; language arts and secondary education
Programs of Study (Graduate Level)

- Master of Arts (MA)/Master of Education (MEd) in Counselor Education
- Master of Arts (MA)/Master of Education (MEd) in Curriculum and Instruction (Educational Technology Concentration)
- Master of Education (MEd) in Educational Leadership
- Master of Arts (MA)/Master of Education (MEd) in Elementary Education
- Master of Arts in Teaching (MAT), Secondary Education (Biology, English, Mathematics, Social Sciences)
- Master of Arts (MA)/Master of Education (MEd) in Special Education

Accreditation/Certification

The College of Education has begun the process of gaining accreditation with the National Council for Accreditation of Teacher Education. Programs leading to teacher certification have been submitted for final approval by the Department of Education.

The counselor education program has been designed in accordance with standards of the Council for Accreditation of Counseling and Related Educational Programs.

Admission to the College of Education

The following are minimum requirements for admission into a graduate program in the College of Education:

- Baccalaureate degree or equivalent from a regionally accredited university.
- Test score and GPA composite exceeding one of the following:
  
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<th>GRE**</th>
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*Minimum GPA in the last two years of undergraduate study (60 credits).
**Graduate Record Examination combined verbal and quantitative scores. The College of Education will not normally admit students with less than 400 on either of the two required GRE subsections. These students will be advised to retake the GRE or to take the MAT.
***Miller Analogies Test score.

Submission of three favorable recommendations from professionals in the field.

Students who are entering an initial education certification program without prior teacher certification or eligibility must also have passed all CLAST subsections for admission.

Some programs may have additional admissions criteria (refer to program information). Students may be required to take specific undergraduate course(s) if they do not have the necessary prerequisites for the graduate level course or program.

The College of Education limits the transfer of coursework into its graduate programs. To be considered, courses must have been completed with a minimum grade of B and no more than seven years prior to the date entry into the graduate program and no more than ten years prior to graduation from the graduate program. Decisions concerning the transfer of coursework are made at the time of admission. An approved plan of study will be developed in coordination with program advisors and/or faculty.

If the number of applicants to a program exceeds the capacity, preference will be given to students who, after review of the entire graduate application, demonstrate the strongest potential for success in the chosen field.

Students who have not achieved minimum test scores or the minimum GPA but who meet all other requirements may, under special circumstances, be considered for admission into a program.

Non Degree-Seeking Status

A student with an earned baccalaureate degree who is enrolling in College of Education classes on a non degree-seeking basis is classified as a “teacher certification” student. A “teacher certification” student may take courses in any college at the graduate or undergraduate level on a space available basis providing course and program restrictions are met.

The College of Education has set the following limit on coursework that can be earned in non degree-seeking status and applied to a graduate degree: 12 credit hours or three courses, whichever is less. Some graduate programs may restrict non degree hours to a maximum of 12, regardless of whether the hours will be applied toward a degree or are taken for another purpose.

Advising

Degree-seeking students in graduate programs are advised by program faculty. Students are assigned advisors upon admission to programs. Once admitted, students are oriented by faculty in their individual programs. Students typically complete a plan of study with an advisor during the first semester of enrollment after admission to the degree program. Once completed, these plans of study are submitted for approval.

Students enrolled in graduate courses on a non degree-seeking basis may seek advice from the college's advising staff at (941) 590-7759 or (941) 590-7790.
Requirements for the Master's Degree –
College of Education

- Students must satisfactorily complete the minimum number of credit hours specified by the relevant graduate program. A grade of B or higher must be earned in all College of Education graduate courses used as prerequisites and students must have an overall GPA of 3.0 or better in all work attempted.
- Students must complete and pass the culminating demonstration of learning and competence at the end of the program. These may include comprehensive examinations, portfolios, special practicum projects or research projects.

Technology Statement

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

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

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

Minimum recommended hardware:

- Pentium-class computer running at 166 Mhz or higher with Windows 95 or higher; OR Macintosh Power-PC computer running at 166 Mhz or higher Mac OS 8.0 or higher.
- 32 Mb memory.
- Monitor and video system capable of showing 65 thousand colors (16-bit color).
- Sound card and speakers.
- Internet connection of at least 33.6 bps.

Minimum recommended software:

- Microsoft Office 97 or 98 Standard or higher.
- Inspiration.
- Internet Browser version 4.0 or higher (Netscape or Internet Explorer). (Required plug-ins will be made available as needed.)

Technology is an essential and integral aspect of each course, and some courses may have software requirements beyond those listed above. Additional details regarding this statement are available at http://coe.fgcu.edu/technology.

Field Experience and Internships

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

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

Several graduate programs offer field experiences, practica, and internships. Applications for these are available through the College of Education office and are governed by program rules and prerequisites. It is the student’s responsibility to keep current about relevant requirements and deadlines.

Certification/Licensure

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

Eligibility for Internships and Certification

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

MA/MEd Counselor Education

The master's program in Counselor Education prepares students for certification as school counselors or licensure as licensed mental health counselors. Graduates in school counseling are prepared to work in preK-12 settings, while graduates in mental health counseling are prepared to work in a variety of community, social service, and private arenas. Program goals are reflective of national standards and include the development of professional competence, respect for clients, self-awareness, individual growth, professional identity, an effective professional philosophy, and a research orientation. In addition, unique to the FGCU experience are goals including accountability, advocacy, technological literacy, professional leadership and field-based learning. This program provides a broad theoretical base for practice as well as an appreciation of how social and economic factors impact individuals, families, communities, and social institutions (e.g. schools, agencies, self-help organizations). Likewise, the program promotes acquisition of appropriate counseling, appraisal and assessment, consultation, student management, and referral skills for use in helping interventions.

Students interested in pursuing the specialty of School Counseling (Plan 1) will earn an MEd degree. These students begin their studies during the spring semester. The exception to these policies is students interested in becoming school counselors who are not already certified teachers (Plan 2-initial certification); these students will earn an MA degree. These students will begin during the fall semester with two courses, and then join a school counseling cohort during the following spring.

All programs currently offered in counselor education are designed as part-time programs with students completing two courses plus a field experience in the average semester. Students may be non-degree seeking for the first semester of attendance while they complete the admissions process. However, under normal circumstances, students must be fully admitted prior to the beginning of the second semester.

All students interested in pursuing the program specialty area of Mental Health Counseling (Plan 3) earn an MA degree. Students entering this program begin their studies during the fall semester.

Additional admissions criteria. Students seeking admission to the MA/MEd Counselor Education program will be required to submit a written statement and may be requested to attend a personal interview. Plan 2 students must also pass the CLAST. Please contact the Counselor Education program for specific information.

Prerequisites. Plan 1 is designed for school counselors who are eligible for a teaching certificate. Plan 2 (initial certification) includes additional coursework and is designed for individuals without prior teaching certification. Plan 3 is designed for students seeking to work in the community as a licensed mental health counselor.

Students pursuing the master’s program in counseling take common coursework in human development, legal and ethical issues of the profession, career development, appraisal methods, practicum and research and program evaluation. Additional specialized courses focusing on either school counseling or mental health counseling are offered in areas such as counseling theories, group work, and professional development. A unique feature of the FGCU counselor education program is that all students are engaged in some field-based activities every semester they are enrolled in the program. This emphasis on applications in real-world settings provides students with the necessary opportunity to develop applied skills while also increasing their knowledge. Students without prior training as schoolteachers who wish to become certified school counseling professionals must complete additional courses in classroom management and curriculum and instruction.

Coursework: MA/MEd Counselor Education

Plan 1 – MEd School Counseling (48 hours):

MHS 6010 Introduction to School Counseling (3)
MHS 6051 Human Development for School Counselors (3)
MHS 6800 Practicum in Counseling (2)
MHS 6780 Legal & Ethical Issues for the Counseling Profession (3)
MHS 6805 Advanced Practicum in Counseling (3)
MHS 6400 Counseling Theory for School Counselors (3)
MHS 6340 Career Development (3)
MHS 6831 Internship I (1)
MHS 6200 Appraisal Procedures in Schools (3)
MHS 6601 Consultation and Collaboration Problem Solving (3)
MHS 6832 Internship II (1)
MHS 6740 Research & Program Evaluation (3)
MHS 6605 Special Needs Counseling and Consultation (3)
MHS 6833 Internship III (1)
MHS 6401 Advanced School Counseling Methods (3)
MHS 6500 Group Work for School Professionals (3)
MHS 6834 Internship IV (1)
MHS 6720 Seminar in Professional Development (2)
MHS 6835 Internship in School Counseling (4)

Plan 2 – MA School Counseling without prior teacher certification or eligibility (53 hours):

The following two courses are taken in the semester prior to joining the cohort.

EDF 6259 Classroom Management & Organization (2)
EDG 4620 Curriculum and Instruction (3)
All other requirements for School Counseling listed above in Plan 1.

Plan 3 – MA Mental Health Counseling (61 hours):
MHS 6008 Introduction to Community Mental Health (3)
MHS 6055 Human Development I (3)
MHS 6887 Field Experience I (1)
MHS 6403 Introduction to Counseling Theory and Technique (3)
MHS 6056 Human Development II (3)
MHS 6800 Practicum in Counseling (2)
MHS 6780 Legal & Ethical Issues in the Counseling Profession (3)
MHS 6805 Advanced Practicum in Counseling (3)
MHS 6501 Intro to Group Dynamics (3)
MHS 6340 Career Development (3)
MHS 6881 Clinical Internship I (1)
MHS 6200 Appraisal Procedures (3)
MHS 6070 Mental Disorders (3)
MHS 6882 Clinical Internship II (1)
MHS 6740 Research & Program Evaluation (3)
MHS 6411 Advanced Counseling Theory (3)
MHS 6883 Clinical Internship III (1)
MHS 6452 Issues in Addictions and Abuse (3)
MHS 6502 Advanced Theory of Group (3)
MHS 6884 Clinical Internship IV (1)
MHS 6721 Seminar in Professional Development: Mental Health (1)
MHS 6885 Internship in Mental Health Counseling (6)
MHS 6621 Organizations, Administration, and Supervision (3)
MHS 6886 Clinical Internship V (2)

MA/MEd Curriculum and Instruction (Educational Technology)

The MA/MEd Curriculum and Instruction, Educational Technology Concentration, degree program is designed to provide students with a theoretical foundation and the practical skills required for developing curriculum and instructional materials, in a specific area of concentration and for a variety of settings, from pre-school through adult education. The educational technology program concentration is designed to enable students to (a) provide leadership in applying information technology to a variety of educational systems; (b) provide in-service education and basic technical support to teachers and instructors who wish to use technology in curriculum and instruction; (c) assist in curriculum development that integrates technology as a tool for learning; and (d) design and implement courses in computer applications, literacy, and programming.

The MEd program is specifically designed for those who already possess Florida teacher certification, while the MA program is designed for those who are neither currently seeking nor intending to seek Florida certification.

Coursework:
MA/MEd Curriculum and Instruction

Program core (17 hours):
EDF 6215 Learning Principles Applied to Instruction (4)
EDF 6432 Foundations of Measurement (3)
EDF 6481 Foundations of Educational Research (3)
EDF 6606 Socio-Economic Foundations of American Education (4)
EDG 6627 Foundations of Curriculum and Instruction (3)

Additional coursework for the educational technology concentration (21 hours):
CGS 6210 Microcomputer Hardware Systems for Education (3)
EDF 6284 Problems in Instructional Design for Microcomputers (3)
EME 6936 Computers in Learning: The Mindtools Approach (3)

Repeat the following variable title courses for a total of 12 hours. Each course must be taken at least once:
EME 6930 Programming Languages for Education (variable title) (3)
EME 6936 Application of Computers as Educational Tools (variable title) (3)

MEd Educational Leadership

The graduate program in educational leadership consists of 39 hours of coursework that is designed to prepare students for leadership positions in educational settings as well as to improve the performance of current leaders in educational leadership positions. Program content focuses on the function of educational leaders and stresses the relationship between tested practice and applied theory. The program prepares students for “Level I” Educational Leadership certification by the Florida Department of Education. In addition, there is a modified program and a program for students who do not seek Educational Leadership certification. Final program completion is assessed through portfolio assessment for all students.

Modified program. Students who already have a master’s degree may elect to take a modified program for Level 1 Educational Leadership Certification. This program does not lead to a master’s degree. The modified program is composed of the two specialization courses and the nine core course requirement, which includes the Practicum in Educational Leadership. The modified program does not require the two elective courses in educational leadership. Students who are interested in pursuing the modified program, which does not lead to a master’s degree, must still complete all admissions materials and meet all admissions standards for the program and the College.
Program for students not seeking certification. Individuals who do not seek Level I certification may take 12 elective credits from other program areas approved by their advisor in place of the 6 hour specialization requirement and the 6 hours of elective credit in educational leadership.

Coursework: MEd Educational Leadership

Program core (27 hours):
- EDA 6061 Principles of Educational Leadership (3)
- EDA 6192 Organizational Development (3)
- EDA 6232 School Law (3)
- EDA 6242 School Finance (3)
- EDF 6481 Foundations of Educational Research (3)
- EDG 6627 Foundations of Curriculum and Instruction (3)
- EDS 6050 Human Resources Development (3)
- EME 6425 Technology for School Leaders (3)
- EDA 6945 Practicum in Educational Leadership (3)

Plus the following coursework specific to the chosen educational leadership concentration (6 hours):

Elementary School
- EDE 6205 School Curriculum: Elementary (3)
- EDG 6693 Problems in Curriculum & Instruction: Elementary (3)

High School
- EDG 6695 Problems in Curriculum & Instruction: Secondary (3)
- ESE 6215 School Curriculum: Secondary (3)

Middle School
- EDG 6694 Problems in Curriculum & Instruction: Middle School (3)
- EDM 6235 School Curriculum: Middle (3)

Special Education
- EEX 6025 Foundations of Special Education (3)
- EEX 6511 Administration of Exceptional Student Programs (3)

Additional coursework for the educational leadership degree:
Select 6 hours from the following:
- EDA 6106 Administrative Analysis & Change (3)
- EDA 6195 Policy Development (3)
- EDA 6262 Planning Educational Facilities (3)
- EDA 6503 The Principalship (3)
- EDA 6910 Directed Research (1-19)
- EDA 6931 Case Studies in Educational Leadership (3)
- EDG 6285 School Curriculum Improvement (3)
- EDG 6931 Selected Topics in Education (3)
- EDG 6947 Internship (1-9)
- EDS 6131 Clinical Supervision (3)
- EDS 6239 Problems in Personnel Development (3)

MA/MEd Elementary Education

The MEd Elementary Education degree program is designed to provide focused graduate study in an area of specialization for teachers currently certified to teach in the elementary grades. Two concentrations (areas of specialization) are available: (a) elementary curriculum; and (b) literacy in a diverse society, which leads to endorsement in teaching English Speakers of Other Languages (ESOL).

The MA in Elementary Education (initial certification) enables students with a BS/BA in another field without elementary certification to meet requirements for both elementary certification and the master’s degree. Completion of certain undergraduate courses and internships may be required.

Both programs are practitioner-oriented and are aimed at increasing the curriculum and instructional expertise of teachers.

Additional admissions criteria. Applicants to the MA (initial certification) program must pass all sections of the CLAST.

Coursework: MA/MEd Elementary Education

Program core (6 hours):
- EDF 6481 Foundations of Educational Research (3)
- EDG 6935 Seminar in Curriculum Research (3)

Plus the following coursework specific to the chosen elementary education concentration (20-31 hours):

Elementary Curriculum (28 hours)
One of the following:
- EDF 6215 Learning Principles Applied to Instruction (4)
- EDF 6125 Child Development (4)

One of the following:
- LAE 6415 Literature and the Learner (3)
- LAE 5316 Trends in Literature Diverse Society (3)

Plus 21 hours of coursework from the following:
- EDE 6906 Independent Study: Elementary/Early Childhood Education (1-6)
- EDG 6931 Selected Topics in Education (3)
- LAE 6616 Trends in Language Arts Instruction (3)
- LAE 6301 Language Learning in Childhood (3)
- LAE 6315 Teaching Writing in the Elementary Classroom (3)
- MAE 6115 Current Trends in Elementary Mathematics Education (3)
- RED 6116 Current Trends in Elementary Reading Instruction (3)
- RED 6516 Corrective Reading in the Classroom (3)
- RED 6540 Classroom Diagnosis of Reading Problems (3)
- RED 6544 Remediation of Comprehension Problems (3)
MAT Secondary Education

The Master of Arts in Teaching (MAT) program provides opportunities for individuals with baccalaureate degrees in biology, English, history, mathematics, social sciences, or related fields to gain initial secondary certification along with a graduate degree in education. In the program, entitled BEST (Bringing Excellence to Secondary Teaching), students complete 40 hours of graduate level work that includes a continuous school-based experience. Students proceed through the program in 11 months as a cohort group.

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

An advisor evaluates undergraduate transcripts to determine if all content objectives are met. Please contact a College of Education advisor for more information about specific degree requirements.

Additional admissions criteria. Applicants to the MAT program must pass all sections of the CLAST and must pass the subject area Florida Teacher Certification Examination.

Biology

The BEST program in biology is designed for persons whose prior education in the biological sciences or a closely related field contains sufficient content study in biology to meet Florida Department of Education subject area competencies. Students whose records indicate deficits in one or more subject area competencies will be required to enroll in courses under advisement prior to enrolling in the master’s degree. The program includes the following 40 credit hours of graduate coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 6600</td>
<td>Foundations of Secondary Education (3)</td>
<td></td>
</tr>
<tr>
<td>TSL 6252</td>
<td>Cultural and Linguistic Diversity (3)</td>
<td></td>
</tr>
<tr>
<td>EDF 5136</td>
<td>Adolescence (3)</td>
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</tr>
<tr>
<td>EDF 6705</td>
<td>Teaching and Learning for Special Populations (3)</td>
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</tr>
<tr>
<td>LAE 6337</td>
<td>Reading &amp; Writing in the Content Area (2)</td>
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<tr>
<td>ESE 6344</td>
<td>Classroom Management &amp; Organization (2)</td>
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<tr>
<td>ESE 6340</td>
<td>Teaching and Learning in the Secondary School (3)</td>
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<tr>
<td>SCE 6945</td>
<td>Internship in Science (6)</td>
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<tr>
<td>SCE 6336</td>
<td>Methods of Teaching Science/Biology, 6-12 (6)</td>
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<tr>
<td>EME 6936</td>
<td>Special Topics in Computer Applications:</td>
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</tr>
<tr>
<td></td>
<td>Integrating Technology in Secondary School (3)</td>
<td></td>
</tr>
<tr>
<td>EDF 6486</td>
<td>Inquiry Skills and Methods (3)</td>
<td></td>
</tr>
<tr>
<td>EDF 6230</td>
<td>Assessment (3)</td>
<td></td>
</tr>
</tbody>
</table>

English

The BEST program in English is designed for persons whose prior education in English or a closely related field contains sufficient content study in literature and language to meet Florida Department of Education subject area competencies. Students whose records indicate deficits in one or more subject area competencies will be required to enroll in courses under advisement prior to enrolling in the master’s degree. The program includes the following 40 credit hours of graduate coursework:

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<tr>
<td>ESE 6340</td>
<td>Teaching and Learning in the Secondary School (3)</td>
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<tr>
<td>LAE 6945</td>
<td>Internship in English (6)</td>
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<tr>
<td>LAE 6325</td>
<td>Methods of Teaching Language Arts, 6-12 (6)</td>
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<td></td>
</tr>
<tr>
<td>EDF 6230</td>
<td>Assessment (3)</td>
<td></td>
</tr>
</tbody>
</table>
Mathematics

The BEST program in mathematics prepares students with educational backgrounds that include a traditional mathematics sequence along with breadth in technology, number theory, history of mathematics, and geometry. Students whose records indicate deficits in one or more subject area competencies will be required to enroll in courses under advisement prior to enrolling in the master's degree. The program includes the following 40 credit hours of graduate coursework:

- EDF 6600 Foundations of Secondary Education (3)
- TSL 6252 Cultural and Linguistic Diversity (3)
- EDF 5136 Adolescence (3)
- EDG 6705 Teaching and Learning for Special Populations (3)
- LAE 6337 Reading & Writing in the Content Area (2)
- ESE 6344 Classroom Management & Organization (2)
- ESE 6340 Teaching and Learning in the Secondary School (3)
- MAE 6945 Internship in Mathematics (6)
- MAE 6336 Methods of Teaching Mathematics, 6-12 (6)
- EME 6936 Special Topics in Computer Applications: Integrating Technology in Secondary School (3)
- EDF 6486 Inquiry Skills and Methods (3)
- EDF 6230 Assessment (3)

Social Sciences

The BEST program in social sciences prepares students with undergraduate backgrounds that include breadth in economics, geography, political science, and social sciences and depth in history to teach grades 6-12. Students whose records indicate deficits in one or more subject area competencies will be required to enroll in courses under advisement prior to enrolling in the master’s degree. The program includes the following 40 credit hours of graduate coursework:

- EDF 6600 Foundations of Secondary Education (3)
- TSL 6252 Cultural and Linguistic Diversity (3)
- EDF 5136 Adolescence (3)
- EDG 6705 Teaching and Learning for Special Populations (3)
- LAE 6337 Reading & Writing in the Content Area (2)
- ESE 6344 Classroom Management & Organization (2)
- ESE 6340 Teaching and Learning in the Secondary School (3)
- SSE 6945 Internship in Social Science (6)
- SSE 6326 Methods of Teaching Social Science, 6-12 (6)
- EME 6936 Special Topics in Computer Applications: Integrating Technology in Secondary School (3)
- EDF 6486 Inquiry Skills and Methods (3)
- EDF 6230 Assessment (3)

MA/MEd Special Education

The MA/MEd Special Education degree program prepares students for work in public and private schools and in state, federal, or community settings at the master’s level. Specific areas of study include behavior disorders, developmental disabilities/mental retardation, specific learning disabilities, and varying exceptionalities. The master’s programs emphasize consultative, supervisory, and multidisciplinary skills intended for students who wish to assume innovative leadership roles in public or private schools and community settings. Students complete an exit portfolio demonstrating competencies as their culminating experience for the master’s degree.

Teachers currently certified in special education are awarded the MEd degree.

The MA degree (initial certification) enables students with a BS/BA in another field without special education certification to meet requirements for both the certification and the master’s degree. 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. Foundations in Special Education (EEX 6025) is a prerequisite if an equivalent course has not been taken at the undergraduate level.

Under certain conditions, students may receive an MA degree without completing the requirements for teaching certification. These are normally students whose work involves those with special needs but who will not teach in public schools.

All students take a core of courses designed to develop competencies in five broad areas—instruction, assessment, collaboration, inquiry, and ethics. Students also enroll in courses specific to the area of expertise that they wish to develop. After admission to the program, a program of study is developed which incorporates both core requirements and courses specific to their area of interest.

Additional admissions criteria. Applicants to the MA who are seeking initial certification must pass all sections of the CLAST.

Coursework for MA/MEd Special Education

Program core (27 hours):

- EDF 6481 Foundations of Educational Research (3)
- EEX 5752 Working with Families: A Pluralistic Perspective (3)
- EEX 6222 Advanced Psychoeducational Assessment of Exceptional Students (3)
- EEX 6245 Transitional Programming for Adolescent & Young Adult Exceptional Students (3)
- EEX 6248 Instructional Approaches for Exceptional Populations (3)
EEX 6612 Management and Motivation of Exceptional and At-Risk Students (3)
EEX 6732 Consultation and Collaboration in Special Education (3)
EEX 6939 Advanced Seminar: Paradigms, Practices and Policies in Special Education (3)
EEX 6943 Practicum in Exceptional Student Education (3)

And the following coursework specific to the chosen special education concentration (9 hours):

**Behavior Disorders**
EED 6215 Advanced Theories and Practices in Behavior Disorders (3)
Plus 6 hours of approved elective coursework.

**Developmental Disabilities/Mental Retardation**
EMR 6052 Advanced Theories and Practices in Mental Retardation (3)
Plus 6 hours of approved elective coursework.

**Specific Learning Disabilities**
ELD 6015 Advanced Theories and Practices in Specific Learning Disabilities (3)
Plus 6 hours of approved elective coursework.

**Varying Exceptionalities**
ELD 6015 Advanced Theories and Practices in Specific Learning Disabilities (3)
EMR 6052 Advanced Theories & Practices in Mental Retardation (3)
EED 6215 Advanced Theories & Practices in Behavior Disorders (3)
Graduate Programs

http://www.fgcu.edu/chem

(941) 590-7450

Vision

The graduate programs in the College of Health Professions are dedicated to providing excellence in teaching, research, and service. The programs offered in the college help to prepare students for a variety of leadership opportunities in the healthcare field, either through career changes or advancement within a profession. Students are provided with rich clinical experiences in a variety of community-based settings serving diverse population groups of all ages. Student research and service projects are conducted within these community environments. Courses are taught using both traditional and innovative technology-based teaching methods. The college’s commitment to interdisciplinary education is integrated throughout the curriculum.

Mission

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

Goals

The College of Health Professions has the responsibility to:

- Prepare students to assume vital roles as health professionals delivering care in a dynamic, interdisciplinary, and global environment.
- Promote the values of ethical and compassionate care and commitment to lifelong professional development.
- Support student and faculty in scholarly activities that advance the college mission.

- Promote active involvement of faculty and students in service to the community and the profession.
- Foster the career advancement of health professionals.

Administrative Staff and Faculty

Cecilia Rokusek, EdD; Dean, College of Health Professions
Loredana Campanile, MSc; Chair, Department of Occupational Therapy
Carol Davis, PhD; Chair, School of Nursing
Halcyon St. Hill, EdD; Chair, Department of Interdisciplinary Studies
Ellen Williamson, MS; Chair, Department of Physical Therapy
Jo Ann Wilson, PhD; Chair, Department of Clinical Laboratory Science
Rebecca Ali, BSN; nursing
Sharon Bevins, PhD; physical therapy
Tom Bevins, MS; physical therapy
Amy Blake, MS; occupational therapy
David Brown, PhD; clinical laboratory science
Paul A. Burkett, MS; interdisciplinary studies
Cara Calvo, MS; clinical laboratory science
Asif Daya, MS; physical therapy
Pamela Feehan, MS; physical therapy
Joan Glacken, EdD, interdisciplinary studies
Peg Gray-Vickrey, DNS; nursing
Denise Heinemann, DrPH; nursing
Lynda Jack, MS; physical therapy
Barbara Kruse, PhD; nursing
Gloria Laureano, MA; academic advisor
Judith Martin, BS; physical therapy
Ingeborg Mauksch, PhD; nursing
Karen Miles, EdD; nursing endowed chair
Karen Mock, MS; occupational therapy
Douglas Morris, MS; occupational therapy
Gina Musolino, EdD; physical therapy
Anne Nolan, MS; nursing
Henry Ogdegbe, PhD; clinical laboratory science
Regina Payne, EdD; nursing
Marydelle Polk, PhD, nursing
Clifford Renk, PhD; clinical laboratory science
Kathleen Whitcomb, MA; occupational therapy

Programs of Study (Graduate Level)

- Master of Science (MS) in Health Science
- Master of Science (MS) in Physical Therapy (post-baccalaureate)
- Gerontology Certificate (post-baccalaureate)
- Health Services Administration Certificate (post-baccalaureate)

FGCU is developing a Master of Science in Nursing program, which will have two focal areas of study—primary
health care and nurse anesthesia. Within the primary health care focal area, students will choose either the nurse practitioner or nurse educator specialty area. Students interested in this developing program should contact the School of Nursing.

Admission to Graduate Programs

Guidelines for admission into CHP graduate programs are included with the program descriptions. The following application deadlines are for enrollment in the term indicated:

<table>
<thead>
<tr>
<th>Program</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science*</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Nursing**</td>
<td>n/a</td>
<td>Sep 15</td>
<td>n/a</td>
</tr>
<tr>
<td>PT</td>
<td>Feb 15</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

*The MS Health Science program does not have specific application deadlines. Applications are reviewed through the year on a space-available basis.  
**Proposed program.

DEPARTMENT OF INTERDISCIPLINARY STUDIES

MS Health Science

The interdisciplinary Master of Science in Health Science program is designed to provide advanced opportunities for baccalaureate graduates. Graduates are prepared to serve as health care leaders in advanced professional roles within the diverse current and dynamic health services delivery system. In addition, graduates acquire skills and expertise in planning, developing, and implementing innovative and quality health care services.

This program includes a common core, one required concentration (area of specialization) core, and either a capstone project or a thesis. Students have the option of strengthening the concentration with electives or completing a second concentration. Total program length is 42-45 hours. Four concentrations (areas of specialization) are available within the MS Health Science program: (a) health professions education, (b) health professions practice, (c) health services administration, and (d) gerontology.

The health professions education concentration is for those who aspire to college/university faculty and/or educational administration positions. This concentration is designed for baccalaureate graduates who have completed the basic preparation and hold a license, certification, or registration as applicable in one of the health professions.

The health professions practice concentration is for those who desire to increase their expertise in the practice arena. This concentration is designed for baccalaureate graduates who have completed the basic preparation and hold a license, certification, or registration as applicable in one of the health professions.

The health services administration concentration is for those who desire to manage department head positions in health care facilities, government agencies and/or management of private practices or managed care facilities.

The gerontology concentration is for those who wish to care for the elderly and/or work in institutions that administer or deliver services to the elderly.

The gerontology certificate program is for those who desire specialization in line with their interests, needs, and career application. Students obtaining the certificate may later apply course credits from the certificate program into the MS program.

The health services administration certificate program is for those who wish to gain further interdisciplinary education in health services administration. Students obtaining the certificate may later apply course credits from the certificate program into the MS program.

Admission to the Program. The College of Health Professions has a selective admissions policy. Admission requirements include, but are not limited to, the following:

- Submission of an FGCU graduate application.
- Submission of College of Health Professions supplemental application form and portfolio.
- Baccalaureate degree or equivalent from a regionally accredited institution of higher learning.
- License, certification, and/or registration in a health profession is required for the health professions education concentration and the health professions practice concentration.
- Minimum score of 600 on TOEFL for international students who speak English as a second language.
- One of the following:
  - 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.
**Grading policies.** Please refer to the departmental student guidebook for grading policies.

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

### Coursework: MS Health Science

**Program core (18-21 hours)**:
- **IHS 5117** Global Perspectives of Health Policy (3)
- **IHS 5508** Statistical Analysis for the Health Professions (3)
- **IHS 6112** Legal & Ethical Aspects of Health Care (3)
- **IHS 6500** Research in the Health Professions (3)
- **IHS 6939** Health Policy Capstone Seminar (3)

Plus one of the following:
- **HSC 6911** Health Professions Capstone Project (3)
- **HSC 6975** Health Professions Thesis (6)

*Total hours in program core reflect selection of thesis or capstone project.

**Plus the following coursework specific to the chosen concentration (21 hours):**

#### Health Professions Education
- **HSC 5260** Teaching Methods for the Health Professions (3)
- **HSC 5268** Health Professions Faculty Roles & Responsibilities (3)
- **HSC 6258** Curriculum Development in Health Professions Education (3)
- **HSC 6715** Educational Measurement & Evaluation in the Health Professions (3)

Plus 9 hours from the following: **
- **HSC 5009** Accreditation in Health Professions (3)
- **HSC 5269** Continuing Education for the Health Professions (3)
- **HSC 6905** Directed Study in Health Professions Education (3)
- **HSC 6935+** Topics in Health Professions Education (3)
- **HSC 6943** Health Professions Education Internship (3)
- **HSC 6972** Grant Writing for Health Professions (3)
- **EDF 6215** Learning Principles Applied to Instruction (4)
- **EDF 6432** Foundations of Measurement (3)
- **EDF 6481** Foundations of Educational Research (3)

#### Health Professions Practice
- **HSC 5103** US Models of Health Care Practice (3)
- **HSC 5636** Current Issues and Trends in Health Professions Practice (3)
- **HSC 6901** Directed Studies in Health Professions Practice I (3)
- **HSC 6921** Correlations in Health Professions Practice (3)

Plus 9 hours from the following: **
- **HSC 5009** Accreditation in Health Professions (3)
- **HSC 6507** Epidemiology & Health Professions Practice (3)
- **HSC 6907** Directed Study in Health Professions Practice II (3)
- **HSC 6931+** Topics in Health Professions Practice (3)
- **HSC 6944** Health Professions Practice Internship (3)
- **HSC 6972** Grant Writing for Health Professions (3)
- **HSC 5936** Advanced Pediatrics: Development of Children From Birth to School Age (3)
- **HSC 5937** Advanced Pediatrics: Families of Children with Disabilities (3)
- **HSC 6938** Advanced Pediatrics: Atypical Development and Characteristics of Young Children with Disabilities (3)
- **HSC 6939** Advanced Pediatrics: Interdisciplinary Teaming Approaches to Planning and Intervention for Children with Disabilities (3)
- **HSC 6856** Advanced Pediatric Practicum (3)

#### Health Services Administration
- **HSA 5112** Comparative Health Services Delivery Systems (3)
- **HSA 5115** Health Services Management and Operations (3)
- **HSA 6179** Models of Financial Management in Health Care (3)
- **HSA 6433** Health Policies and Economic Issues in Health Services Organizations (3)

Plus 9 hours from the following: **
- **HSA 5126** Concepts & Principles Managed Care (3)
- **HSA 5225** Long Term Care Administration (3)
- **HSA 6149** Planning & Mktg Health Services (3)
- **HSA 6198** Informatics and Health Management Information Systems (3)
- **HSA 6905** Directed Study in Health Services Administration (3)
- **HSA 6930+** Topics in Health Services Admin (3)
- **HSA 6933** Entrepreneurship in Health Services Administration (3)
- **HSA 6942** Health Services Administration Internship (3)
- **HSC 6972** Grant Writing for Health Professions (3)
- **ACG 6025** Accounting Fundamentals for Mgrs (2)
- **FIN 6406** Financial Management (3)
- **ISM 6021** Management Information Systems (3)
- **MAN 6055** Behavioral Management (2)
- **MAN 6607** Global Organizational Issues (3)
- **MAR 6815** Marketing Management (3)
- **PAD 6207** Public Budgeting & Financial Mgmt (3)
- **PAD 6101** Organizational Theory and Behavior (3)
- **QMB 6603** Quantitative Methods in Business (3)

#### Gerontology
- **GEY 5005** Orientation to Gerontology (3)
- **GEY 5325** Programs & Services for Older Adults (3)
- **GEY 6613** The Science of Aging (3)
- **GEY 6645** Psychosocial Aspects of Aging (3)
Plus 9 hours from the following: **
GEY 5255 Aging and Adaptation (3)
GEY 5630 Economics of Aging (3)
GEY 5934+ Topics in Gerontology (3)
GEY 6626 Ethnogerontology: Diversity in Aging (3)
GEY 6903 Directed Study in Gerontology (3)
GEY 6942 Gerontology Internship (3)
HSA 5126 Concepts & Prin of Managed Care (3)
HSA 5225 Long Term Care Administration (3)
HSC 5009 Accreditation in Health Professions (3)
HSC 6972 Grant Writing for Health Professions (3)
SOW 5245 Public Policy and Aging (3)
SOW 5644 Bereavement Counseling (3)
SOW 5647 Elder Abuse and Neglect (3)
SOW 5648 Perspectives on Death and Dying (3)

**Students can select 9 hours of concentration electives or complete a second concentration core.
+Course can be repeated under different topics.

Certificate in Gerontology

The program leading to a Certificate in Gerontology is designed to prepare individuals who seek education, training, and certification in gerontology. The program provides an interdisciplinary approach to gerontology and is designed for baccalaureate degree graduates who desire specialization in line with their interest, needs and career application. The interdisciplinary nature of the program also embraces different backgrounds and interests and is suited for graduates from any undergraduate major including those in social and human services, and health professions. The program requires the completion of 18 credit hours of courses, 12 of which are required courses. Required courses address the realities of aging including perspectives on the biological, physiological, and psychosocial aspects of aging, policies, programs and services for older adults. Additional areas of elective study include ethnogerontology, aging and adaptation, public policy and aging, elder abuse, neglect and exploitation, death and dying, and bereavement. An internship is offered as an elective. Completion of 12 credit hours is required prior to beginning the internship. This certificate program is available on a part-time or full-time basis, on the FGCU campus and/or via distance learning. Full-time students can expect to complete the program within one calendar year.

Admission to the program. The gerontology certificate program admission requirements include:

- Submission of a FGCU Non-Degree Enrollment application (post-baccalaureate) to the Office of Admissions.
- Submission of a completed application for the Gerontology Certificate program.
- Graduation from a baccalaureate level program from an accredited college or university documented by official transcripts.

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

Applicants may apply for either spring or fall admission. To assure consideration, applicants must be admitted to FGCU and supplemental application materials must be post-marked to the College of Health Professions.

Program requirements. A program faculty advisor is available to assist students. A Certificate in Gerontology is conferred upon completion of the program.

Required coursework:
GEY 5005 Orientation to Gerontology (3)
GEY 5325 Programs/Services for Older Adults (3)
GEY 6613 The Science of Aging (3)
GEY 6645 Psychosocial Aspects of Aging (3)

Plus 6 hours from the following: **
GEY 5255 Aging and Adaptation (3)
GEY 5630 Economics of Aging (3)
GEY 5934+ Topics in Gerontology (3)
GEY 6626 Ethnogerontology: Diversity in Aging (3)
GEY 6942 Gerontology Internship (3)
HSA 5225 Long Term Care Administration (3)
HSC 5009 Accreditation in Health Professions (3)
SOW 5245 Public Policy and Aging (3)
SOW 5644 Bereavement Counseling (3)
SOW 5647 Elder Abuse and Neglect (3)
SOW 5648 Perspectives on Death and Dying (3)

Certificate in Health Services Administration

The program leading to a Certificate in Health Services Administration is designed to prepare individuals who seek specialized education and certification in health services administration. The flexibility of the program offers baccalaureate degree graduates the opportunity to acquire expertise and specialization in line with their interest, needs and career applications in health services administration. The program embraces different backgrounds and interests and is appropriate for individuals who wish to gain further interdisciplinary education in health services administration. It is suited for graduates from:

- Any undergraduate major particularly those in business administration, finance, health administration, nursing, and other health professions;
- Master’s of Business Administration (MBA) or other master’s level degree programs in nursing and other health professions; and
- Physicians, dentists and other professional clinicians.

The program requires the completion of 21 credit hours of courses, 15 of which are required courses. Required courses address health services management and operations, comparative health services delivery systems, financial management in health care, health policies and economic issues in health services organizations, and legal and ethical aspects of health care. Additional areas of elective study include courses in accounting, finance, entrepreneurship, informatics and information management, managed care,
planning, marketing, global perspectives on health policies. An internship is offered in health services administration as an elective. Completion of 15 credit hours is required prior to beginning the internship. This certificate program is available on a part-time or full-time basis, on the FGCU campus and/or via distance learning. Full-time students can expect to complete the program within one calendar year.

**Admission to the program.** The health services administration certificate program admission requirements include:

- Submission of a FGCU Non-Degree Enrollment application (post baccalaureate) to the Office of Admissions.
- Submission of a completed application for the Health Services Administration Certificate program.
- Graduation from a baccalaureate level program or a graduate degree from an accredited college or university documented by official transcripts.
- Minimum score of 600 on TOEFL for international students who speak English as a second language.

Applicants may apply for either spring or fall admission. To assure consideration, applicants must be admitted to FGCU and supplemental application materials must be postmarked to the College of Health Professions

**Program requirements.** A program faculty advisor is available to assist students. A Certificate in Health Services Administration is conferred upon successful completion of the program.

**Required coursework:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHS 6112</td>
<td>Legal &amp; Ethical Aspect of Health Care</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5112</td>
<td>Comparative Health Services Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>HSA 5115</td>
<td>Health Services Management and Operations</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6179</td>
<td>Models of Financial Management and Operations</td>
<td>3</td>
</tr>
<tr>
<td>HSA 6433</td>
<td>Health Policies and Economic Issues in Health Services Organizations</td>
<td>3</td>
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</tbody>
</table>

Plus 6 hours from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>GEY 5325</td>
<td>Programs &amp; Services for Older Adults</td>
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<tr>
<td>HSA 5126</td>
<td>Concepts &amp; Principles Managed Care</td>
</tr>
<tr>
<td>HSA 5225</td>
<td>Long Term Care Administration</td>
</tr>
<tr>
<td>HSA 6149</td>
<td>Planning &amp; Mktg Health Services</td>
</tr>
<tr>
<td>HSA 6198</td>
<td>Informatics and Health Management Information Systems</td>
</tr>
<tr>
<td>HSA 6930+</td>
<td>Topics in Health Services Admin</td>
</tr>
<tr>
<td>HSA 6933</td>
<td>Entrepreneurship in Health Services Administration</td>
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</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSA 6942</td>
<td>Health Services Administration Internship</td>
<td>3</td>
</tr>
<tr>
<td>ACG 6025</td>
<td>Accounting Fundamentals for Mgrs</td>
<td>2</td>
</tr>
<tr>
<td>FIN 6406</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>IHS 5117</td>
<td>Global Perspectives on Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>ISM 6021</td>
<td>Management Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>MAN 6055</td>
<td>Behavioral Management</td>
<td>2</td>
</tr>
<tr>
<td>MAN 6607</td>
<td>Global Organizational Issues</td>
<td>3</td>
</tr>
<tr>
<td>MAR 6815</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6207</td>
<td>Public Budgeting &amp; Financial Mgmt</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6101</td>
<td>Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>QMB 6603</td>
<td>Quantitative Methods in Business</td>
<td>3</td>
</tr>
</tbody>
</table>

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**DEPARTMENT OF PHYSICAL THERAPY**

**MS Physical Therapy**

The Department of Physical Therapy offers a post-baccalaureate, entry-level Master of Science in Physical Therapy. The seven-semester program includes 75 hours of graduate coursework.

The entry-level physical therapy program prepares graduates as ethical and effective decision-making practitioners, valuing their role in the changing health care environment and society at large. This program utilizes a variety of instructional methodologies, including substantial computer-based and videotape instructional materials in combination with on-campus learning experiences. Applicants should be aware of their responsibility in acquiring adequate technology skills to ensure success in the program. The curricular design requires students to be independent and self-directed and utilize faculty as guides and facilitators of learning. The program includes extended clinical internships in which the student may be required to relocate or commute out of the area, at the students' own expense.

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)

**Admission to the program.** The Department of Physical Therapy conducts a competitive admissions process. The application deadline is February 15. Priority is given to applications received by the deadline. Applications received after the deadline will be considered on a space-available basis. The following are the minimum requirements for admission to the entry-level physical therapy program. (Please note that meeting the minimum requirements for admission does not guarantee admission to the MS Physical Therapy program.) All applicants must have:
Coursework: MS Physical Therapy

Common prerequisites:
The following common prerequisites are required for admission into entry-level physical therapy programs at member institutions of the State University System of Florida.

- BSC 2010C General Biology I w/ Lab (4)
- and BSC x085* Anatomy & Physio I w/ Lab (3)
- and BSC x086* Anatomy & Physio II w/ Lab (3)
- or BSC 1010C and BSC 1085C and BSC 1086C

- Or

- BSC 2010C General Biology I w/ Lab (4)
- and BSC 2011C** General Biology II w/ Lab (4)
- and XXX 2xxx Human Physiology (3)

- CHM x045C General Chemistry I w/lab (4)
- and CHM x046C General Chemistry II w/lab (4)
- or

- CHM 1045C
- and CHM 1046C

- PHY s053C*** College Physics I w/Lab (4)
- and PHY x054C College Physics II w/Lab (4)
- or

- PHY 2053C
- and PHY 2054C

- PSY x012 Or PSY x013 Introductory or General Psychology (3)
- or

- PSY 2012

- DEP xxxx Developmental Psychology (3)
- or

- DEP 2004

- STA xxxx Introductory Statistic (3)
- or

- STA 2023 or STA 2037

* 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

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

Program requirements:

- Movement Science Foundations (19)
- Professional Development Seminar I - Explorations in Physical Therapy (2)
- Application of Physical Therapy Principles - Critical Inquiry (4)
- Application of Physical Therapy Principles - Applied Critical Inquiry (1)
- Physical Therapy Practice I (7)
- Physical Therapy Practice II (10)
- Professional Development Seminar II - Communication, Teaching/Learning and Sociocultural Influences Throughout the Lifespan (4)
Application of Physical Therapy Principles - Clinical Experience (2)
Professional Development Seminar III - Management, Leadership, and Entrepreneurship in Health Care (2)
Application of Physical Therapy Principles I - Independent Study (4) or Application of Physical Therapy Principles I - Research Thesis (4)
Professional Development Seminar IV - Legal and Ethical Considerations in Health Care Policy and Practice (3)
Physical Therapy Practice III (5)
Application of Physical Therapy Principles II - Independent Study (3) or Application of Physical Therapy Principles II - Research Thesis (3)
Professional Development Seminar V - Preparation for Entering & Growing in the Profession (1)
Application of Physical Therapy Principles - Clinical Residency (8)

*Courses are under development. Please contact the Department of Physical Therapy for specific course titles and numbers.
School of Public and Social Services

Graduate Programs

(941) 590-7820

http://spss.fgcu.edu/

Vision

The School of Public and Social Services at Florida Gulf Coast University offers master’s 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 prepares professionals in the fields of public administration and social work. The faculty recognize the changing climate of public and social services, link learning to the community and client needs, and recognize diversity in culture and environment.

Mission

The School of Public and Social Services is committed to the training and development of broad-based innovative professionals in the disciplines of social work, criminal justice, human services, and public administration. Recognizing the rapidly changing environment in which public and social services are delivered, the school’s curricula are developed within the context of praxis—lifelong public service and professional development which links theory, technology, and professional practice. All programs in the school link the learning experiences of the students to the needs of the community-based agencies and the clients that they serve.

Goals

- Preparing professionals to be responsive to the changing needs and challenges facing public and social agencies.
- Developing an understanding of the multicultural context in which public and human services programs are delivered.
- Developing multidisciplinary strategies that are client based.
- Developing frameworks and standards that incorporate the ethical implications of the use of discretionary authority.
- Developing the ability to use multiple approaches to problem solving.
- Developing the tools for life-long growth and professional development.
- Developing an awareness of the political and social context in which public and social services are delivered.
- Integrating multiple technologies into the learning environment.
- Developing comprehensive field-based experiences that are linked to individual and community growth and development.

Administrative Staff and Faculty

John McGaha, PhD; Director, School of Public and Social Services

Pamella Seay, JD; Chair, Division of Criminal Justice

Roberta W. Walsh, PhD; Chair, Division of Public Administration

Patricia A. Washington, PhD; Chair, Division of Social Work and Human Services

Gary Lounsberry, PhD; Coordinator, Division of Human Services

Jeffrie Jinian, BA; Academic Advisor, School of Public and Social Services

Joanne Hartke, MS; Director, Institute of Government

Peggy Bradley, MEd; Director, Extension Services and Distance Learning, School of Public and Social Services

Tony Barringer, EdD; criminal justice

Jim Chambers, PhD; public administration

Amanda Goff, MSW; social work and human services

Roger Green, PhD; public administration

Tom Jordan, PhD; criminal justice

Judith Lee, DSW; social work and human services

Myra Marcus, DSW; social work and human services

Gary Mayfield, PhD; social work and human services

Sherri Smith, PhD; criminal justice

Mary Ann Zager, PhD; criminal justice

Programs of Study (Graduate Level)

- Master of Public Administration (MPA)
- Master of Social Work (MSW)

Programs and Curricula

Master of Public Administration

The MPA program is an interdisciplinary, professional program that prepares students for successful administrative positions in the public and not-for-profit sectors. It is de-
signed for students who have significant in-service experience as well as for students who have little or no prior work experience in public agencies. The MPA core curriculum provides theoretical background and applied training for students in research methods, personnel administration, finance and budgets, policy analysis, and intergovernmental relations. Evening and weekend classes accommodate the scheduling needs of working students.

A choice of concentrations (areas of specialization) allows students to develop specialties in areas such as environmental policy, management, and criminal justice policy. Elective courses are selected based on concentration objectives and requirements and the student's specific career goals.

Admission to the program. Applicants for admission to the MPA program are expected to meet or exceed the following requirements:

- A baccalaureate degree from an accredited institution of higher learning.
- Completion of the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) within the last five years.
- A grade point average (GPA) of 3.0 or higher on a 4.0 scale in the last 60 hours attempted as an upper division student, or a combined score of 1000 on the quantitative and verbal sections of the GRE or a score of 45 or above on the MAT.
- Three completed reference rating forms from persons qualified to judge the applicant's academic and professional potential.
- A clearly written statement of career goals indicating a commitment to public service.
- Completion of MPA Supplemental Application documenting current and previous professional experience.
- Completion of 15 hours of undergraduate coursework in the social sciences or business, including 3 hours in quantitative skills.
- An international applicant for who English is a second language is required to submit a score of 550 or higher on the Test of English as a Foreign Language (TOEFL).

Advising. Following admission to the program, all MPA students are assigned a faculty advisor. The MPA faculty advisor assists students with individual academic program planning, selection of areas of concentration, and choice of electives. The student's MPA faculty advisor may also work jointly with other faculty in and outside the Division of Public Administration on courses related to the student's concentration area. Students who wish to have a particular faculty member serve as their regular advisor may make this request with the division chair.

Distance education. The Division of Public Administration offers many courses in an Internet-based format enabling students to complete their degree requirements via distance learning. Courses incorporate Internet technology such as listservs, web boards and chat rooms, in some cases supplemented by optional discussion sessions held on the FGCU campus. Students may register for one or more courses per semester, selecting from the distance courses scheduled each term. Eligibility requirements include adequate home computer system and Internet service capacities for completing Internet-based coursework.

Coursework: Master of Public Administration

Core courses (22 hours):

- PAD 6060 Introduction to Public Administration (3)
- PAD 6207 Public Budgeting* (3)
- PAD 6365 Public Policy (3)
- PAD 6417 Public Personnel Administration* (3)
- PAD 6701 Data Analysis in Public Service (3)
- PAD 6708 Research Applications in Public Administration (3)
- PAD 6826 Intergovernmental Relations (3)
- PAD 6961 Capstone Project** (1)

*PAD 6060 is a prerequisite for this course.
**Completion of all other core courses is required prior to enrolling in this course.

Elective coursework from the following (9 hours)*:

- PAD 5041 Administrative Ethics (3)
- PAD 5352 Emerging Issues in Environ Policy (3)
- PAD 5356 Environmental Policy & Ethics (3)
- PAD 5620 Environmental Law (3)
- PAD 5933 Proposal Writing and Grant Administration (3)
- PAD 6101 Organizational Theory & Behavior (3)
- PAD 6204 Public Finance (3)
- PAD 6327 Seminar in Program Planning & Eval (3)
- PAD 6605 Administrative Law (3)
- PAD 6807 Urban Politics and Administration (3)
- PAD 6836 Comparative Public Administration (3)
- PAD 6908 Independent Study (1-3)
- PAD 6934 Special Topics (3)
- PAD 6940 Internship* (3)

* Courses outside the Division of Public Administration may be substituted, on a case-by-case basis, with approval of the student's MPA faculty advisor.
**Required for students with less than one year of professional experience.

The following coursework specific to the chosen MPA concentration (12 hours)*:

General Public Administration

A general study of public administration, focusing principally on organization theory, administrative analysis and the problems endemic to large federal and state agencies, or specific areas of administration, such as personnel administration. Students select 12 hours of approved coursework in public administration.
Management
A study of select economic and business factors that complement public administration and elective courses.
Required course:
PAD 6101 Organizational Theory and Behavior (3)
Plus 9 hours from the following:
MAN 6055 Contemporary Management Concepts (3)
MAN 6266 The Challenge of Leadership (3)
MAN 6305 Human Resource Management (3)
MAN 6411 Labor-Management Relations (3)
MAN 6448 Conflict Management (3)
MAN 6607 Global Organization Issues (3)

Environmental Policy
A study of the environmental issues, problems, and policy that complement public administration core and elective courses.
Required courses:
PAD 5620 Environmental Law (3)
PAD 5625 Environmental Policy & Ethics (3)
Plus 6 hours of approved additional coursework at the 5000 level or above.

Criminal Justice
A study of the select issues and factors in criminal justice that complement public administration core and elective courses.
Required courses:
CCJ 6406 Criminal Justice Management & Policy: Law Enforcement & Courts (3)
CCJ 6455 Criminal Justice Management & Policy: Juvenile Justice & Correctional Systems (3)
Plus 6 hours from the following
CCJ 5635 Comparative CJ Systems (3)
CCJ 6106 Research Legal Methods Pub Policy (3)
CCJ 6260 Corp and Environmental Crime (3)
CCJ 6485 Criminal Justice Policy (3)
CCJ 6501 Juvenile Justice Policy (3)
CCJ 6605 Dynamics of Delinquent & Crime (3)
CCJ 6910 Directed Independent Study (3)
CCJ 6935 Special Topics in Criminal Justice Systems (3)
CCJ 6936 Justice Policy Reform (3)

*Following completion of 15 credit hours toward the MPA degree, students are required to declare an area of concentration from the offerings described above. If no concentration area is declared, the General Public Administration concentration is assigned.

Master of Social Work
Notice: Admissions have been suspended to the block MSW program jointly administered by FGCU and the University of South Florida. It is anticipated that FGCU will offer a full-time MSW program beginning fall 2001. Program and admissions information for the new program should be available fall 2000. Contact the Division of Social Work for additional information.

Joint FGCU/USF Program
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, 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. The program offers a specialized course of study in direct clinical practice. The supervised field experience is designed to produce professionals with individual, family, and group practice skills.

The program objectives are to (a) prepare students for careers as licensed professional social workers, (b) prepare students for doctoral work in social work and related human services fields, and (c) prepare professionals in the area of clinical practice and supervision.

Admission to the program. Admission to the MSW 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). Admission criteria include the following:

- A baccalaureate 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.
- One of the following:
  - A graduate degree from a regionally accredited institution.
  - A grade point average of B or higher (3.0 on a 4.0 scale) in all work attempted while registered as an upper division student working for a baccalaureate degree.
  - A total verbal plus quantitative GRE General Test score of 1000 or higher.
- Previous social service related experience (minimum of one year).
- A 500-word biographical sketch.
• Three favorable recommendations from professionals in the field.
• An interview with a social work faculty member.

Applicants who have completed a BSW within the past five years may apply for exemptions of foundation coursework for up to 30 semester hours.

**International programs.** The MSW program at FGCU has developed international partnerships with social work programs at the University of Guyana-Georgetown, Guyana, South America and the University of the Applied Social Sciences in Bochum, Germany. As a result of these partnerships there are opportunities for students and faculty to learn about social services in an international context from social work and mental health professionals.

**Advising.** Advising of MSW students is a function that is valued, and each full-time faculty member serves as academic advisor to MSW students. During the first semester of attendance, students are asked to identify three faculty members who could serve as the student’s advisor. The faculty member should have experience and expertise relevant to the student’s area of interest. Whenever possible, the student’s first choice is selected as the faculty advisor. The faculty advisor assists the student with academic program planning, selection of electives, and problem solving. The MSW faculty advisor, in conjunction with the MSW field coordinator, advises and assists students on matters pertaining to field experiences. The chairperson of the MSW/HUS program acts as advisor for MSW students during the summer months. For purposes of continuity in the relationship, it is suggested that there be at least two advisor-advisee contacts each semester. The process of advising is assumed to be an ongoing, collaborative effort.

**Coursework: Master of Social Work**

**Core courses (41 hours):**

<table>
<thead>
<tr>
<th>Course Code</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 Dysfunction</td>
<td>(3)</td>
</tr>
<tr>
<td>SOW 6126</td>
<td>Theoretical Perspectives on Physical Dysfunction</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 &amp; Design</td>
<td>(3)</td>
</tr>
<tr>
<td>SOW 6305</td>
<td>Fundamentals of Social Work Practical</td>
<td>(3)</td>
</tr>
<tr>
<td>SOW 6342</td>
<td>Individual, Family, &amp; 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>
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<td>SOW 6425</td>
<td>Clinical Research</td>
<td>(2)</td>
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<tr>
<td>SOW 6426</td>
<td>Field Research I</td>
<td>(1)</td>
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<tr>
<td>SOW 6427</td>
<td>Field Research II</td>
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**Field courses (13 hours):**

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<tr>
<td>SOW 6553</td>
<td>Field Instruction Sequence IA</td>
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<tr>
<td>SOW 6554</td>
<td>Field Instruction Sequence IB</td>
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<tr>
<td>SOW 6555</td>
<td>Field Instruction Sequence IIA</td>
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<tr>
<td>SOW 6556</td>
<td>Field Instruction Sequence IIB</td>
<td>(2)</td>
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<tr>
<td>SOW 6557</td>
<td>Field Instruction Sequence IIC</td>
<td>(2)</td>
</tr>
<tr>
<td>SOW 6558</td>
<td>Field Instruction Sequence IIIA</td>
<td>(2)</td>
</tr>
<tr>
<td>SOW 6559</td>
<td>Field Instruction Sequence IIIB</td>
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</table>

**Elective coursework from the following (6 hours):**

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>SOW 6366</td>
<td>Systems Theory and Social Work</td>
<td>(3)</td>
</tr>
<tr>
<td>SOW 6900</td>
<td>Independent Study</td>
<td>(1-3)</td>
</tr>
<tr>
<td>SOW 6931</td>
<td>Special Topics*</td>
<td>(3)</td>
</tr>
</tbody>
</table>

*Course can be repeated with various topics.
### Graduate Courses

**Availability of Courses**

The university does not offer all of the courses listed in the catalog each year. The *Schedule of Classes* should be consulted to determine which courses are offered each semester.

**Definition of Prefixes**

- **ACG** Accounting: General
- **ADV** Advertising
- **AEB** Agriculture Economics and Bus.
- **AFA** African-American Studies
- **AFH** African History
- **AFS** African Studies
- **AMH** American History
- **AML** American Literature
- **AMS** American Studies
- **ANT** Anthropology
- **ARE** Education: Art Education
- **ARH** Art History
- **ART** Art
- **ASH** Asian History
- **ASN** Asian Studies
- **AST** Astronomy
- **BCH** Biochemistry (Biophysics)
- **BSC** Biological Science
- **BUL** Business Law
- **CAP** Computer Applications
- **CBH** Comparative Psy & Anim. Beh.
- **CCJ** Criminal Justice
- **CDA** Computer Design/Arch.
- **CEN** Computer Engineering
- **CGS** Computers General Studies
- **CHI** Chinese
- **CHM** Chemistry
- **CLP** Clinical Psychology
- **COM** Communication
- **COP** Computer Programming
- **COT** Computer Theory
- **CPO** Comparative Politics
- **CPS** Comparative Policy Studies
- **CRW** Creative Writing
- **DAA** Dance Activities
- **DEP** Developmental Psychology
- **ECO** Economics
- **ECF** Economic Problems & Policy
- **ECS** Economic Systems & Development
- **EDA** Educational Administration
- **EDE** Education: Elementary
- **EDF** Education: Found. & Policy
- **EDG** Education: General
- **EDM** Education: Middle School
- **EDS** Education Supervision
- **EEC** Education: Early Childhood
- **EED** Education: Emotional Disorders
- **EEX** Education: Excp. Child Core
- **EGC** Education: Guid. & Counseling
- **EGN** Engineering
- **ELD** Education: Spec. Learn. Disab
- **EME** Education: Technology & Media
- **EMR** Education: Mental Retardation
- **ENC** English Composition
- **ENG** English - General
- **ENL** English Literature
- **ENS** English as a Second Language
- **ESE** Education: Secondary
- **ESL** English as Second Language
- **EUH** European History
- **EUS** European Studies
- **EVR** Environmental Studies
- **EVS** Environmental Science
- **EXP** Experimental Psychology
- **FIL** Film
- **FIN** Finance
- **FRE** French Language
- **GEA** Geography: Regional Areas
- **GEB** General Business
- **GEO** Geography: Systematic
- **GER** German
- **GEY** Gerontology
- **GLY** Geology
- **HIS** General History
- **HSA** Health Services Administration
- **HSC** Health Sciences
- **HUM** Humanities
- **HUN** Human Nutrition
- **HUS** Human Services
- **IDH** Interdisciplinary Honors
- **IDS** Interdisciplinary Studies
- **IHS** Interdisciplinary Health Svcs
- **INP** Industr. & Applied Psychology
- **INR** International Relations
- **ISC** Interdisciplinary Science
- **ISM** Computer Information Systems
- **ISS** Interdisc. Social Sciences
- **LAE** Language Arts & English Ed
- **LAM** Latin American History
- **LAS** Latin American Studies
- **LIN** Linguistics
- **LIS** Library Science
- **LIT** Literature
- **MAA** Mathematics-Analysis
- **MAC** Math Calculus & Precalculus
- **MAD** Mathematics-Discrete
- **MAE** Education: Mathematics Ed
- **MAN** Management
- **MAP** Mathematics Applied
- **MAR** Marketing
- **MAS** Mathematics-Algebraic Struct.
- **MAT** Mathematics
- **MCB** Microbiology
- **MGF** Mathematics-General & Finite
- **MHH** Mathematics-History & Found.
- **MHS** Ed Counseling Mental Hlth Svcs
- **MLS** Medical Lab. Science
- **MMC** Mass Media Communication
- **MTG** Math-Topology & Geometry
- **MUE** Music: Education
- **MVV** Applied Music: Voice
- **NUR** Nursing Undergraduate
- **OCE** Oceanography: General
- **OTH** Occupational Therapy
- **PAD** Public Administration
- **PCB** Process Biology
- **PET** Education: Physical Ed Theory
- **PHI** Philosophy
- **PHT** Physical Therapy
- **PHY** Physics
- **PHZ** Physics (continued)
- **POS** Political Science
- **POT** Political Theory
- **PPE** Personality
- **PSB** Psychobiology

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Alphabetical Listing of Courses by Prefix

ACG 5655  Independent Audit II  3 credits
This course expands upon Independent Audit I to include topics on the development of auditing as a profession and the current issues faced by those in the profession. Readings are drawn primarily from contemporary literature in the field. Certain topics not fully covered in Independent Audit I, such as reviews and compilations, international auditing issues, and governmental auditing will be included.
Prerequisites: ACG 4632

ACG 6025  Acting Fundamentals for Mgrs  3 credits
This course studies the users and uses of accounting information for decision making. The economic impacts of business transactions and the flow of related data through accounting information systems are explored. Specific topics covered include accounting systems, data needs of different users of accounting information, accrual vs. cash flow measures of performance, cost systems, and decision analysis tools. (This course does not meet Florida CPA requirements.)

ACG 6135  Accounting Theory  3 credits
Analysis of trends in accounting through the review of various professional publications and official pronouncements. Completion of an in-depth review of a current topic is required.
Prerequisites: ACG 3113

ACG 6205  Act for Complex Organizations  3 credits
The application of generally accepted accounting principles to corporations with investments in subsidiaries. Topics include the preparation of consolidated financial statements and consideration of other complicating factors, such as minority interest, intercompany transac-

ACG 6255  International Accounting  3 credits
This course introduces students to financial statements prepared by non-US based businesses. Topics covered include the differences in accounting standards between those that prevail in the US and those of the host country, and the cultural differences between the countries. Particular attention is paid to business entities based in the Greater Caribbean Basin and Western Europe.
Prerequisites: ACG 3113

ACG 6346  Advanced Cost Accounting  3 credits
This will allow further study of issues facing accountants in industry. Topics covered will include the Statements on Management Accounting, environmental accounting, target costing, balanced scorecard technique for measuring total business unit performance, and financial measures of performance such as economic value added.
Prerequisites: ACG 3341

ACG 6405  Adv Acct Information Systems  3 credits
This course builds on systems and accounting knowledge gained in undergraduate programs.
Prerequisites: ACG 3401

ACG 6905  Directed Study in Accounting  1 to 3 credits
This course is designed to allow the student to explore current topics in accounting and/or auditing. A detailed project and/or paper must be completed under faculty supervision. (Permission of instructor required.)

ACG 6935  Special Topics in Accounting  3 credits
Topics covered in this course will vary from semester to semester. Potential topics include the history and evolution of accounting standards, accounting methods for specific industries, and emerging issues in accounting.

ACG 6940  Accounting Internship  3 credits
Supervised work experience in accounting. Students must obtain prior approval from the Accounting Department and the Accounting Internship Coordinator. A written report is required at the end of the internship.
Prerequisites: ACG 3103 and ACG 3401

AML 6017  American Literature to 1860  3 credits

BUL 5830  Business Law I  3 credits
A study of those principals of law that directly and regularly impact the conduct of business activities. Topics covered include an overview of the legal system, contract and sales provisions of the Uniform Commercial Code (UCC), consumer protection laws, employment law, environmental law, securities regulation, and professional liability.

BUL 5831  Business Law II  3 credits
An in-depth study of the Uniform Commercial Code (UCC) and a survey of the laws governing the formation and operation of various business entities. Topics covered include negotiable instruments, bankruptcy, bailments, real property, trusts and estates, agency, partnerships, corporations, limited liability entities, and professional ethics.
Prerequisites: BUL 5830

CCJ 5635  Comparative Crime Just Systems  3 credits
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 3 credits
In depth overview and analysis of legal methods in the American legal system, focusing primarily on the criminal justice system. Through instruction in legal research on the internet, the students will become familiar with various aspects of public policy in the creation and application of law. The course will compare and contrast legal systems from throughout the world utilizing the resources of the internet and the worldwide web.

CCJ 6260 Corp & Environmental Crime 3 credits
An analysis of US corporations, EPA, and violations by these entities. The course also attempts to arrive at solutions.

CCJ 6406 CJ Mgmt Polcy: Law Enforce Crts 3 credits
Advanced overview and analysis of policy, theory and research pertinent to the management of police agencies and court administration and decision making. Contemporary issues will be explored as well as historical development.

CCJ 6455 Crim Just Mgt Polcy: J J & Cor 3 credits
Advanced overview and analysis of policy, theory and research pertinent to the management of police agencies and court administration and decision making. Contemporary issues will be explored as well as historical development.

CCJ 6485 Criminal Justice Policy 3 credits
An advanced seminar designed for students interested in evaluating and formulating policies on criminal justice.

CCJ 6501 Juvenile Justice Policy 3 credits
An analysis of historical and contemporary policies used to control adolescent delinquent and criminal behavior.

CCJ 6605 Dynamics of Delinquent & Crim 3 credits
An analysis of social constructs, determinants of social pathologies, crime and delinquent behaviors.

CCJ 6910 Directed Research Projects 1 to 6 credits
This is a graduate course in the MPA program. The course will allow the student to participate in an independent directed course of study in a specialized area of interest, as determined with the approval of the faculty member. Variable credits, from 1 to a maximum of 6 may be available. Requires faculty approval prior to registration.

CCJ 6935 Special Topics in CJ Systems 3 credits
In depth exploration, analysis and assessment of contemporary topics of special concern to the admission of criminal/ juvenile justice systems.

CCJ 6936 Justice Policy Reform 3 credits
This is a graduate seminar and elective course in the MPA program. The course will focus on the analysis and formulation of policies that emanate from the national, state and local administrations as they pertain to the broad field of criminal justice.

CGS 5466 Prog Overview for Info Profess 3 credits
This course will address programming in 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 Microcomp Hardware Sys for Ed 3 credits
This course focuses on the development of understanding the role of computer and networking hardware to support the mission of education in schools, libraries, and other institutions. This includes conceptual understanding of computer operation, experience with major system components, and familiarity with network infrastructure. Topics include basic concepts of digital electronics and digital computer systems, major categories of computer peripherals, network development and operation, historical development of electronic computers, and selection and maintenance of computers and networking infrastructure in an educational setting.

ECO 5005 Foundations of Economics 3 credits
An accelerated survey of microeconomic and macroeconomic concepts. The microeconomics component addresses economic decision-making by individuals and firms in a market economy. Resource allocation, supply and demand, market structures and the wealth effects of a market economy are covered. The macroeconomic component deals with output, employment, the business cycle and policy decisions at the national level. Open to graduate students without a previous background in economics.

ECO 6905 Directed Independent Study 1 to 3 credits
Independent graduate level study and research under the direction of a faculty member. A prospectus and the product(s) of the completed research undertaken will become a permanent part of the student's file. Not automatically transferable. Permission of the instructor and/or the director of the program is required.

ECP 6311 Econ of Natural Resources 1 3 credits
A study of the economic theory of optimal resource use and tests of resource scarcity. Prerequisites: ECO 5005

ECP 6536 Economics of Health Care I 3 credits
A study of the fundamental economic relations governing the production, consumption, and financing of health care services; characteristics of demand and production relationships; response of supply, shortages and possibilities for factor substitution, insurance and organizational alternatives. Prerequisites: ECO 5005

ECP 6705 Managerial Economics I 3 credits
Synthesis and application of microeconomics theory, tools and related business administration principles to a wide range of business and economic problems involving managerial decision-making from a problem-solving orientation. Topics include an examination of theoretical and empirical demand and cost functions, the fundamentals underlying business activity as it relates to the process of price management and decision making under various market conditions and regulatory constraints, long and short-run planning, and domestic and international conditions influencing the firm's profitability and growth. Prerequisites: ECO 5005

ECP 6930 Special Topics 1 to 3 credits
This course will center around topics of current interest in economics problems and policy. Topics will vary. The course may also be used to offer advanced versions of graduate courses presently offered. Not automatically transferable. Consent of the instructor and/or director of the program is required. Prerequisites: ECO 5005

EDA 6061 Principles of Ed Leadership 3 credits
This is a survey course that introduces students to Educational Leadership as a profession. Consideration of organization, control, and support of the educational system. Typically, this is a student's first course in the program in Educational Leadership. Open to all graduate students.

EDA 6106 Admin Analysis & Change 3 credits
Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and will apply them to selected situations.
EDA 6192 Organizational Development 3 credits
Addresses leadership theory, change, and planning systems. Course focuses on historical and current best practices in leadership and change theory.

EDA 6195 Policy Development 3 credits
Contemporary research on diffusion of innovations, political power in policy decision making. Role of establishing educational policies.

EDA 6232 School Law 3 credits
Basic essentials of School Law. A review of court decisions affecting American education with emphasis on Florida state statutes.

EDA 6242 School Finance 3 credits
Financial support of education by local, state, federal sources, with emphasis on Florida; introduction to educational budgeting.

EDA 6262 Planning Educ Facilities 3 credits
Problems in the planning, construction, and use of educational facilities. Visitation and/or evaluation of selected schools.

EDA 6503 The Principalship 3 credits
Organization and administration of the school. Emphasis on the competencies necessary for leadership and management by the principal as the administrator and instructional leader.

EDA 6910 Directed Research 1 to 9 credits
Supervised research.
Prerequisites: EDA 6061 with a passing grade

EDA 6931 Case Studies Educational Ldship 3 credits
Helps prospective administrators understand administrative problems, propose feasible solutions, and evaluate courses of action. Develops skill in decision making.

EDA 6945 Practicum Educational Leadership 3 credits
Field experiences in school systems for identifying and analyzing educational problems and their solutions. Application of concepts developed in the student’s program. Open only to students admitted to the Program in Educational Leadership. Students must have successfully completed at least 30 semester hours of their coursework in the Educational Leadership program. Permission of faculty in Educational Leadership required.

EDA 6971 Thesis: Master's 1 to 19 credits
Supervised thesis.

EDE 6205 School Curriculum: Elem 3 credits
Organization, curriculum, and instruction of the elementary school with emphasis on the nature of the students served. Open to all education graduate students.
Prerequisites: EDG 6627 with a passing grade

EDE 6305 Creative Teaching 3 credits
Creative processes and principles in the teaching of the art and content subjects to elementary school pupils.

EDE 6906 IndStud Elem/EarlyChildEd 1 to 6 credits
Independent study in which students must have a contract.

EDF 5136 Adolescence 3 or 4 credits
Educational, intellectual, personality, physical, social, and environmental factors in adolescence and their importance for professionals who work with adolescents.

EDF 6125 Child Development 4 credits
Educational, emotional, hereditary, intellectual, social, and physical factors influencing child growth and development.

EDF 6215 Learning Principles 4 credits
This course focuses on theories of learning and their application to instruction.

EDF 6230 Assessment 3 credits
This course is designed to prepare teachers to assess instructional effectiveness and student learning in secondary school classrooms. Admission to the MAT program or departmental permission required.

EDF 6284 Prob in InstrucDesign-Microcom 3 credits
This course focuses on a hands-on experience with several systematic designs of instructional courseware. Topics include instructional strategies, comparison and implementation of 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 4 credits
Survey and analysis of major personality theories with emphasis on psychosocial and cognitive development throughout a person’s life span.

EDF 6401 Data and Analysis in Education 4 credits
Theory and application of statistical procedures to problems in education: descriptive statistics, probability sampling, inferential statistics, interpretation of results, and introduction to computer programming for statistical analysis.

EDF 6432 Foundation of Measurement 3 credits
Basic measurement concepts, role of education, construction of teacher-made tests and other classroom assessments, interpretation of standardized tests, and fundamental descriptive statistics for use in test interpretation.

EDF 6481 Foundations of Educ Research 3 credits
Analysis of major types of educational research design, including experimental, correlational, ex post facto, and case studies.

EDF 6486 Methods of Inquiry 3 credits
This course introduces students into methods of research to monitor and improve instruction and learning and includes a variety of methods of conducting research in classrooms.
Prerequisites: EDF 6230

EDF 6517 Historical Fdns of Amer. Ed 4 credits
History of the origins and development of American education, events, and movements that have shaped school policies and practices, and their relationship to contemporary developments.

EDF 6544 Philosphic Found. of Amer. Ed 3 credits
Major philosophies of education relevant to an understanding of contemporary educational issues.

EDF 6600 Foundations of Sec Education 3 credits
This course is designed to introduce students to the social, historical and philosophical foundations of American education, particularly focusing on secondary schools.

EDF 6606 Socio-eco Found. of Amer. Ed. 4 credits
The purpose is to extend (1) substantive and methodological knowledge drawn principally from the social sciences—e.g., sociology, economics, anthropology, political science—and various formulations from 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-
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDF 6705</td>
<td>Gender &amp; the Educ Process</td>
<td>3 credits</td>
<td>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.</td>
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<tr>
<td>EDF 6812</td>
<td>Seminar in Comparative Educ</td>
<td>4 credits</td>
<td>Policies and practices in education in selected countries.</td>
</tr>
<tr>
<td>EDG 6285</td>
<td>School Curriculum Improvement</td>
<td>3 credits</td>
<td>Open only to teachers in service. Complete faculty participation required.</td>
</tr>
<tr>
<td>EDG 6627</td>
<td>Found. of Curriculum &amp; Instr.</td>
<td>3 credits</td>
<td>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.</td>
</tr>
<tr>
<td>EDG 6693</td>
<td>Prob in Curric &amp; Instr: Elem</td>
<td>3 credits</td>
<td>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</td>
</tr>
<tr>
<td>EDG 6694</td>
<td>Prob in Curr &amp; Instr: Mid Schl</td>
<td>3 credits</td>
<td>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</td>
</tr>
<tr>
<td>EDG 6695</td>
<td>Prob in Curr &amp; Instr:Secondary</td>
<td>3 credits</td>
<td>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</td>
</tr>
<tr>
<td>EDG 6705</td>
<td>Learn &amp; Tch Except Pops, 6-12</td>
<td>3 credits</td>
<td>Course will cover the historical background of inclusion as well as best practices and accommodations for high and low incidence populations. Collaboration with special and general education personnel and parents will also be discussed.</td>
</tr>
<tr>
<td>EDG 6931</td>
<td>Selected Topics in Education</td>
<td>1 to 4 credits</td>
<td>Each topic is under the supervision of a faculty member. The title and content will vary according to the topic.</td>
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<tr>
<td>EDG 6935</td>
<td>Seminar in Curric Research</td>
<td>2 to 3 credits</td>
<td>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</td>
</tr>
<tr>
<td>EDG 6947</td>
<td>Internship</td>
<td>1 to 9 credits</td>
<td>Open to graduate degree candidates only. Supervised teaching at the secondary or junior college level as appropriate.</td>
</tr>
<tr>
<td>EDG 6971</td>
<td>Thesis: Masters</td>
<td>1 to 19 credits</td>
<td>Supervised Thesis Interdisciplinary Studies.</td>
</tr>
<tr>
<td>EDM 6235</td>
<td>School Curriculum:Middle</td>
<td>3 credits</td>
<td>Examines the organization, curriculum, and instruction of the middle school with special emphasis on the nature of the students served. Open to all education graduate students. Prerequisites: EDG 6627 with a passing grade</td>
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<tr>
<td>EDS 6050</td>
<td>Human Resources Development</td>
<td>3 credits</td>
<td>This course focuses on critical elements of human resource development in educational settings. Particular emphasis is on staff development and on improving and evaluating instruction.</td>
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<tr>
<td>EDS 6131</td>
<td>Clinical Supervision</td>
<td>3 credits</td>
<td>Trains administrators, supervisors, and peer teachers in observing and diagnosing teacher classroom performance, writing remedial plans, conducting post observation conferences, and evaluating performance.</td>
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<tr>
<td>EDS 6239</td>
<td>Problems Personnel Development</td>
<td>3 credits</td>
<td>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</td>
</tr>
<tr>
<td>EEC 6261</td>
<td>Adv Prog in Early Child Educ</td>
<td>3 credits</td>
<td>Innovative curriculum designs in Early Childhood Education, with emphasis given to related research. Prerequisites: EEC 6405 with a minimum grade of B</td>
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<tr>
<td>EEC 6405</td>
<td>Home-Schl-Comm Interac/ECE</td>
<td>3 credits</td>
<td>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.</td>
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<tr>
<td>EEC 6406</td>
<td>Social Growth in Childhood</td>
<td>3 credits</td>
<td>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.</td>
</tr>
<tr>
<td>EEC 6705</td>
<td>Intellec Growth in Childhood</td>
<td>3 credits</td>
<td>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.</td>
</tr>
<tr>
<td>EEC 6926</td>
<td>Wkshop in Early Childhood Educ</td>
<td>3 credits</td>
<td>Individual problems and innovations related to methods and materials of instruction in early childhood.</td>
</tr>
<tr>
<td>EED 6211</td>
<td>EduStrat for Stud w/BehavDisor</td>
<td>3 credits</td>
<td>Advanced methods and materials for planning, implementing, and evaluating educational interventions with students with behavior disorders.</td>
</tr>
</tbody>
</table>
| EED 6215   | AdvTheories&Prac in BehavDisor                   | 3 credits| The purpose of the course is twofold. Practitioners working with children and youth with emotional and behavioral disorders must a) have an understanding of the theoretical bases for explaining, preventing and treating these disorders, and b) be competent in implementing myriad techniques to effectively meet the needs of children and youth with behavioral and emotional disorders. The course is designed for Master's level students who plan to teach students with emotional and behavioral disorders in school and clinical settings. The focus is on
etiological theories and their associated interventions relative to emotional and behavioral disabilities observed in educational settings. This course will help students integrate theoretical concepts with specific culturally sensitive approaches for identifying, classifying and intervening with students with behavior disorders and their families.

EED 6246 Educating the Autistic Student 3 credits
Developing and managing appropriate and effective educational programs and techniques for students who have autism.

EED 6943 Practicum in Behavior Disorders 1 to 8 credits
Supervised graduate practicum experiences with children who have behavior disorders. It provides opportunities for students to demonstrate their skills in applying concepts, theories, and research when working with students with special needs.

EEX 5752 Work w/Fam: Pluralistic Persp 3 credits
This course addresses a broad systemic view of family theory amenable to the spirit of recent legislation while acknowledging the panorama of ethnic and cultural diversity. There are two areas of knowledge covered in this class not extensively covered in other classes: 1) family systems theory and 2) multicultural, pluralistic perspectives. The course objectives serve to support program goals which stress the 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 is required for State certification or regional accreditation, the content is required for accreditation by the Council of Exceptional Children.

EEX 6025 Foundations of Special Educ 3 credits
This course is designed to survey the various exceptional student 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 collaboration, communication, and needed research directions will be covered.

EEX 6222 AdvPsychEd Assess-Except Stud 3 credits
This course is an advanced level assessment course taught for students who are obtaining a masters or specialist degree in special education. The primary goals are to review and critique a variety of assessment procedures that are commonly used in special education programs and to examine the assessment process and the attendant policies and legal issues in special education. Content taught in this course is required by the Florida Department of Education and the Council of Exceptional Children. (Students are advised, but not required, to take EDF 4430 Measurement for Teacher and EEX 3010 Introduction to Special Education).

EEX 6245 TransProg-Adol&Young ExepStu 3 credits
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 passing grade or EEX 6025 with a passing grade)

EEX 6248 Instr Approaches for Except Pops 3 credits
In-depth study of instructional strategies that are effective when teaching students with behavior disorders, mental retardation (developmental disabilities) and learning disabilities. Content includes techniques for curriculum adaptation, IEP development, direct, database and metacognitive strategy instruction, and technology applications.

EEX 6511 Admin of Except Student Prog 3 credits
Procedures that local, state, and national administrators may use to implement services for exceptional students.

EEX 6612 Mgmt &Motiv Except &At-Risk Stud 3 credits
The purpose of this course is to take a critical look at the conceptual and research bases of disciplinary approaches commonly seen in classrooms for exceptional students, with particular attention to those systems that support the inclusion and success of students with disabilities. This course is designed as a graduate-level review of strategies and techniques for dealing with challenging behaviors. Class time will be spent on understanding and dealing with challenging student behaviors that are frequently seen in schools, reviewing theories commonly used to understand the problems of children and youth, critiquing intervention research, and examining teacher beliefs that underlie teacher interventions.

EEX 6732 Consult & Collab in Spec Ed 3 credits
This course is a core course in the master's degree program, designed for students in special education. Because service for students who are exceptional are changing to collaborative/consultative models, special education majors need to have knowledge of theories and research pertaining to consultation, working with teams of other professionals, and collaborating with parents and professionals. Additionally, special education teachers need skills in working with others in both collaborative and consultative models. This course is designed to meet such needs.

EEX 6906 Independent Study:Special Educ 1 to 6 credits
Independent study in which students must have a contract with an instructor.

EEX 6939 AdvSem: Paradigms,Prac & Pol 3 credits
This course is recommended to be taken as the final required course in the M.A. degree program in Special Education. It is designed to help students to critically examine the field of special education and evaluate the controversies and ethical dilemmas confronting the field. Teachers of children with special educational needs will continuously confront a range of conceptual and practical issues as the result of the legacy of confusion and controversy that surround the field. They must be equipped with the skills to systematically evaluate the conceptual, practical, and ethical challenges they encounter and critically assess the impact of changes on their professional practices.

EEX 6943 Practicum-Except Stu Educ 3 credits
Supervised fieldwork 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.

ELD 6015 AdvTheo/Prac-Spec LearnDisab 3 credits
The course is designed to provide students with the knowledge of various theories that have guided and continue to guide the field of learning disabilities. Students will be given the opportunity to explore the advantages and disadvantages of each of these theories, determine implications for practice and explore research alternatives for future directions in the field. Students will review the role of theory in the development of the field of learning disabilities. Students will be given the opportunity to study the major theories that have shaped the field. Students should acquire information about multicultural issues in re-
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ELD 6235</td>
<td>EduStrat: Stud w/ Learning Disab 3 credits</td>
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<tr>
<td>ELD 6943</td>
<td>Practicum - Learning Disabil. 3 credits</td>
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<td>EME 6425</td>
<td>Technology for School Leaders 3 credits</td>
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<td>EME 6930</td>
<td>Prog Languages for Education 3 credits</td>
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<td>EME 6936</td>
<td>App. of Comp as Ed Tools 3 credits</td>
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<td>EMR 6052</td>
<td>AdvTheories&amp;Prac-Mental Retard 3 credits</td>
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<td>EMR 6303</td>
<td>EducStrat-Stud w/Mental Retard 3 credits</td>
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<td>EMR 6943</td>
<td>Superv. Practic-Mental Retard 1 to 12 credits</td>
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<tr>
<td>ESE 6215</td>
<td>School Curriculum: Secondary 3 credits</td>
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<td>ESE 6340</td>
<td>Teaching &amp; Learn in Sec School 3 credits</td>
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<td>ESE 6344</td>
<td>Classroom Mgt and Or 2 credits</td>
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<tr>
<td>FIN 5405</td>
<td>Foundation of Business Finance 3 credits</td>
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<td>FIN 5478</td>
<td>Financial Mgt for Entrepreneur 3 credits</td>
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<td>FIN 6246</td>
<td>Money &amp; Capital Markets 3 credits</td>
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<td>FIN 6326</td>
<td>Commercial Banking 3 credits</td>
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<td>FIN 6406</td>
<td>Financial Management 3 credits</td>
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<td>FIN 6515</td>
<td>Analysis of Investments 3 credits</td>
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<td>FIN 6605</td>
<td>Multinational Financial Mgt 3 credits</td>
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<td>FIN 6900</td>
<td>Independent Study 1 to 3 credits</td>
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<tr>
<td>FIN 6930</td>
<td>Special Topics Seminar 3 credits</td>
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Definition of credits:
- **3 credits**: Advanced educational procedures and material development for the student with specific learning disabilities. 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.

- **2 credits**: Development of instructional, organizational, and management knowledge and skills necessary to create a positive classroom learning environment. Admission to the MAT program or permission of instructor required.

- **3 credits**: An introduction to the terminology, methodology, and basic decision models of business finance with emphasis on working capital management, capital budgeting, capital structure, and the dividend decision. Prerequisites: ACG 6025 and ECO 5005.

- **3 credits**: This course presents an advanced treatment of how entrepreneurs can create value and obtain and manage financial resources. Among the topics covered are: an examination of alternative sources of capital, the impact that alternative forms of organization have on the availability of capital, the advantages and disadvantages of going public, and the management related issues that are involved. Prerequisites: FIN 5405.

- **3 credits**: A survey of financial markets structures, operations, and instruments with emphasis on flow of funds, interest rate determination, and allocation of resources. Prerequisites: FIN 5405.

- **3 credits**: An examination of theory, practices and policies of management of commercial banks with emphasis on strategic planning and decision-making in banking. Prerequisites: FIN 5405.

- **3 credits**: This course explores the process of securing and allocating funds with the business organization with emphasis on relevant financial decision-making and policy aspects. Prerequisites: FIN 5405.

- **3 credits**: This course covers the investment of objectives, environment and institutions. It deals with the theory models, and tools of analysis required in the management of financial assets. Prerequisites: FIN 6246.

- **3 credits**: An exploration of the environment of international markets and institutions, with emphasis on implications of international business on capital budgeting, working capital management, capital procurement, and financial market theory. Prerequisites: FIN 5405.

- **1 to 3 credits**: Individual graduate study by students under the direction of a faculty member. Topics vary and are usually selected on an individual basis. Not automatically transferable. A prospectus and the product(s) of the study will become a permanent part of the student’s file. (Permission of the instructor and department required.) Prerequisites: FIN 5405.

- **3 credits**: Deals with selected contemporary topics in finance. Topic content will
vary. This course may also be used to offer advanced versions of graduate finance courses presently offered.
Prerequisites: FIN 5405

FIN 6943 Internship in Finance 3 credits
This course is an experiential learning exercise that allows for practical application of knowledge acquired in the classroom. Internship hours are not automatically transferable. (Departmental approval required.)

GEB 6985 Business Strategy 3 credits
This MBA capstone experience requires that student teams analyze and implement solutions to complex organizational problems and opportunities. Students are required to incorporate knowledge acquired in all areas of the MBA program in actual business situations. Students are expected to present their findings in highly professional oral and written formats. This course is to be taken in the student's final semester.
Prerequisites: ACG 6025 and ECO 5005 and FIN 5405 and MAN 6055 and MAR 6815

GEB 6930 Intro to the Executive MBA 3 credits
This course is designed to familiarize students with the executive MBA program and introduce the concepts of critical thinking as a tool for personal and organizational success, working within teams, interpersonal skills, and the utilization of computer applications software to support organizational problem-solving. Executive MBAs only.

GEY 5005 Orientation to Gerontology 3 credits
This course introduces the study of aging from an interdisciplinary perspective. Emphasis is placed on the field of gerontology, the biological, physiological, psychological, social and societal contexts of aging. Special Conditions: Admission into the College of Health Professions MS in Health Science program; or consent of the Department Chair.

GEY 5255 Aging and Adaptation 3 credits
The societal, environmental and physical barriers that isolate and segregate older adults are examined. Work, education, formal and informal volunteering are analyzed from a productive aging perspective. Adaptive techniques and technology that promote successful aging are examined. Synthesis of knowledge is reinforced through application and integration of group projects throughout the course. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6612 and IHS 6500

GEY 5325 Programs & Svs Older Adults 3 credits
This course examines federal, state and local programs and services for frail and well older adults. The course provides an analytical 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 intergrades 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 3 credits
This course examines the basic economic systems, and their impact on the older adult. Emphasis is placed on the applied aspects of economic planning such as work, pensions, insurance, social security and other support systems that are relevant to gerontology. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.

Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6500 and IHS 6112

GEY 5934 Topics in Gerontology 3 credits
A current concept, selected problem or issue pertaining to gerontology is examined. The topic varies according to recent developments in gerontology. This course may be repeated for different topic areas. Special Conditions: Admission into the College of Health Professions MS in Health Science Program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6500

GEY 6613 The Science of Aging 3 credits
This course examines the biological and physiological theories of aging, the normal and abnormal physiological changes in aging, and the health aspects of aging. Models of health behavior and strategies for health promotion with older adults are discussed. Emphasis is placed on the effects of stress, medications, nutrition, exercise, and other lifestyle factors on the health of older adults. Alternative therapeutic interventions are explored. Special Conditions: Admission to the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5005

GEY 6626 Ethnogerontology: Diversity Age 3 credits
This course examines the causes, processes, and consequences of race, national origin and culture on individual and population aging. The effect of ethnicity on health behavior, family structure, family behavior, independence, beliefs, and values is analyzed. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5325 and GEY 6613 and IHS 6500 and IHS 6112

GEY 6645 Psychosocial Aspects of Aging 3 credits
This course examines the current research on personality, intelligence, cognitive functioning, information processing, behavior and behavior change in older adults. Psychosocial issues are explored with an emphasis on assessment, adjustment to change and loss, spirituality, depression, dementia, sexuality, and substance abuse. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5005

GEY 6903 Directed Study in Gerontology 3 credits
Students enter a learning contract for supervised study of a topic in gerontology. A substantive problem or issue is identified and selected by students in conjunction with their course director. The course broadens expertise in gerontology. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6500

GEY 6942 Gerontology Internship 3 credits
This is a directed field experience in a gerontology program or institution under the guidance of a community gerontology preceptor. The student gains internship experience in an assigned agency selected by the student and faculty advisor based on the student's coursework and career interest. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: GEY 5325 and GEY 6613 and GEY 6645 and IHS 6112 and IHS 6500
HSA 5103 US Models-Health Care Practice 3 credits
This course examines various models of health care practice in the United States, including services in home health care, acute care, hospice, private and non-traditional holistic health care practices. Issues related to scope and method of practice in a dynamic health care environment are addressed. Special Conditions: Admission to the College of Health Professions MS in Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 5117

HSA 5112 Comp. Hlth Svs. Delivery Syst 3 credits
This course introduces and contrasts the organization and structure of health care delivery in the United States and other countries. Special emphasis is placed on the different models of health care systems from selected countries, representing various social, national, and fee-based health care systems. The conceptual framework of the systems are analyzed and issues such as access, quality, reasonable cost, and rationing are discussed. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 5117

HSA 5115 Health Svs Mgmt & Operations 3 credits
This course introduces the student to the study of management and leadership, and the concepts, models, and research findings associated with organizational theory and its applicability to the health service organization. The course focuses on the skills and techniques the health care leader will use to strategically plan and organize the health care organization. The course provides an approach for assessing, mobilizing, and motivating a health care organization's work force. The content includes management styles, leadership issues, organizational behavior, motivation, communications, public speaking, planning, decision-making, team building, and interpersonal and intra-organizational relationships. The course focuses on ethical considerations, quality control, risk management, labor relations, and organizational change on health service management and operations. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the department chair.
Prerequisites: IHS 5117 or HSA 5112

HSA 5126 Concepts/Princ of Managed Care 3 credits
This course introduces the student to the principles, structure and operations of managed care. The aspects of managed care contracting and the organization and delivery of health care services under this type of system are organized and delivered. Students gain skills necessary to interpret and negotiate a managed care contract and its complex provisions. Issues concerning consumer behavior, rationing, access, cost containment, regulation, competition, ethics regarding managed care and the implications of government sponsored programs including Medicare and Medicaid are also addressed. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the department chair.
Prerequisites: HSA 5115

HSA 5225 Long Term Care Administration 3 credits
This course presents an overview and examination of the administrative structure, services and regulatory requirements of long term care facilities. Licensing, structural requirements, roles and duties of administrators, staffing patterns, services, resident care issues, and reimbursement are the focus. Special emphasis is placed on organizational management and operations is placed on control, federal and state regulations, codes and statutes related to long term care in the United States, and particularly in Florida. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of all prerequisite courses; or consent of the Department Chair.
Prerequisites: HSA 5115

HSA 6149 Planning/Marketing Health Serv 3 credits
This course focuses on the analysis of strategic planning and marketing processes used by health care managers. The student develops and applies strategies for management and marketing of health care services. Course topics include fundamentals of marketing strategies including pricing, promotion, distribution, and product/service mix, organizational planning, creation of business plans, and feasibility analysis for strategic planning in health care organizations. Special emphasis is placed on incorporating the concepts of strategic planning models and marketing methodologies as they apply to patients, physicians, and managed care buyers as separate markets for health care services. Special conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of department chair.
Prerequisites: HSA 5115

HSA 6179 Models of Fin Mgmt-Health Svs 3 credits
This course introduces the student to the fundamentals of financial management and managerial accounting necessary for successful management decision making in health care institutions. Financial management models including managed care, health maintenance organizations, individual choice payment plans including fee for service, Medicare and Medicaid are examined. The principles and application of billing, including use of diagnostic codes is also emphasized. Additional topics include financial accounting and reporting, program auditing, budgeting, analyzing financial statements, utilization review, cost measurement analysis, pricing of health services, and capital investments as related to models of financial management. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSA 5115 and IHS 6112

HSA 6198 Inform & Hlth Mgmt Info System 3 credits
The course integrates the study of information systems science and technology and applies it to the health services administrator. Emphasis is placed on the management of information systems and the application of information technology in health service administration, databases, database management systems, computerized models for clinical and administrative decision-making, and operations in health service organizations. Special Conditions: Admission into the College of Health Professions MS in Health Sciences program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSA 5115

HSA 6433 HealthPol & Econ Issues in HSO 3 credits
This course focuses on the principles of health economics essential to understanding current trends in the health care field and the development and implementation of health policy. Principles of microeconomic theory, including supply and demand for health care and how it applies to health service delivery are addressed. The relationship between economics and health policy formulation, implementation, and modification and its relationship to payment plans including health insurance are explored. Emphasis throughout the course is on applying economics to understand the current health care system and the development and impact of health policy in the United States. Case studies and group projects are integrated to reinforce the concepts and theories presented. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 5117

HSA 6905 Dir Study-Health Services Admin 3 credits
Students enter a learning contract of supervised study of a topic in health services administration. A substantive problem or issue is iden-
ified and selected by the student in conjunction with their course director. The course broadens expertise in health services administration. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required.

**HSA 6930 Topics in Health Services Admin** 3 credits
A current concept, selected problem or issue pertaining to health services administration is examined. The topic covered varies according to recent developments in health services administration. The course may be repeated for different topical areas. Prerequisites may be required depending on the topic. Consent of the Department Chair is required.

**HSA 6933 Entrepre in Health Serv Admin** 3 credits
The course focuses on the principles and application of traditional and non-traditional techniques of planning, implementing, and managing a new health service organization; the fundamentals of organizational management, and market analysis. Emphasis is placed on conducting market analysis and relating the data to the organization, community, and region. Special focus is placed on understanding the policy and economic challenges that face the owner/president of a new health service organization. Testimonials from entrepreneurs and simulations are integrated within the course to allow students to develop entrepreneurial skills. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite course; or consent of the Department Chair.
Prerequisites: HSA 6433

**HSA 6942 Health Serv Admin Internship** 3 credits
This is a directed field experience in a health service organization under the guidance of a community health services administration preceptor. The student gains internship experience in an assigned agency selected by the student and faculty advisor based on the student’s background and career interest. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of core courses; or consent of the Department Chair.
Prerequisites: HSA 6433 and IHS 6112 and IHS 6500

**HSC 5009 Accred in the Health Prof** 3 credits
The structure, function, and role of accreditation agencies for academic and health services institutions in the health professions are examined. Emphasis is placed on the examination of the accreditation process and mechanisms that allow institutions to be in compliance with accreditation standards and guidelines. Federal, state, and local legislation and regulations, and their relationship to accreditation and approval are addressed. Students participate in simulated accreditation projects including writing components of a self-study document, reviewing self-study documents, performing an accreditation site visit, and participating in an accreditation agency review process. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSC 6258 and IHS 5117

**HSC 5260 Teaching Meth for Health Prof** 3 credits
This course presents the different learning methodologies and teaching strategies utilized in health professions education programs. Particular emphasis is placed on coordination and integration of the practice and didactic education components, learning-centered, technology-assisted and competency-based models of instruction. Students work independently to research a teaching strategy and to apply that strategy through development and or presentation of a unit of instruction.

**HSC 5268 H.P. Faculty Roles & Responsib** 3 credits
This course outlines the different roles of faculty involved in providing health professions education at academic institutions and practice sites. The educational and experiential qualifications, special skills, responsibilities, and duties of health professions faculty are examined.
Prerequisites: IHS 6112

**HSC 5269 Cont Educ for the Health Profs** 3 credits
This course focuses on the development of continuing education and professional development programs. Various theories of adult education and curriculum; and acquisition of continuing education credits (CEUs) from professional agencies and/or academic institutions are emphasized. Selections of continuing education topics, program development, and marketing strategies for continuing education programs are addressed. Students participate in the development of a continuing education project within a selected health professions discipline. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSC 6258

**HSC 5636 Current Issues & Trends in HPP** 3 credits
This course analyzes current issues and trends impacting health professions practice. Examples include integration of technology into practice, movement to point-of-care intervention and interdisciplinary teaming, clinical outcome assessment, managed care practice regimens, and critical pathway analysis. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite course(s); or consent of the Department Chair.
Prerequisites: HSC 5103

**HSC 6258 Curric Devel-Health Prof Educ** 3 credits
This course serves as a comprehensive study of the philosophies, principles, and practices utilized in the development and implementation of health professions education curricula. Current research on learning theory and curriculum development is stressed. Emphasis is placed on mechanisms utilized to integrate the didactic and practice education components of health professions education programs. Students are required to independently develop a curriculum specific to their discipline or elaborate on a select component of the curriculum as a term project. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: HSC 5260 and HSC 5268

**HSC 6507 Epidemiology Hlth Prof Prac** 3 credits
The epidemiologic basis of health and disease is presented in this course. The application of epidemiological studies and procedures related to community health needs, comprehensive health planning, and other health professions practices are emphasized in this course. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 6112 and IHS 6500

**HSC 6715 Ed Measrm & Eval in Hlth Prof** 3 credits
This course presents the different methods of measurement, evaluation, and assessment of practice and didactic competencies as they relate to the cognitive, psychomotor, and affective domains. Students develop, validate, and apply assessment objectives in both the practice and didactic setting. Identification of various evaluative instruments and the rationale for selection is explored. Students interpret and evaluate standardized tests with regard to validity and reliability and relate this knowledge to their own test-making abilities. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair.
Prerequisites: IHS 5508 and HSC 6258

**HSC 6856 Adv Pediatric Practicum** 3 credits
Each student registered for this practicum designs, with instructor approval, a clinical learning experience. Learning goals for the practicum student are identified, address a professional need, and reflect a semester long commitment. Each individually designed clinical learning experience must be consistent with the goals and mission of the student's supporting work site. Special Conditions: Admission into
the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair. Prerequisites: IHS 5600 or IHS 5605 or IHS 6606 or IHS 6607

HSC 6901 Direct Study Hlth Prof Pract I 3 credits
Students enter a learning contract for supervised study of a topic in health professions practice. A substantive problem or issue is identified and selected by the students in conjunction with their course director. The course broadens expertise in health professions practice. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair. Prerequisites: IHS 6500

HSC 6905 Directed Study in Hlth Prof Ed 3 credits
Students enter a learning contract for supervised study of a topic in health professions education. A substantive problem or issue is identified and selected by students in conjunction with their course director. The course broadens expertise in health professions education. Prerequisites may be required depending on the directed study. Consent of the Department Chair is required. Prerequisites: HSC 5260 and HSC 5268 and IHS 6500

HSC 6907 Dir Study in Hlth Prof Pract II 3 credits
Students enter a learning contract 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. Prerequisites: HSC 6901 and HSC 6921

HSC 6911 Health Profs. Capstone Project 2 to 6 credits
This capstone project is an applied experience that integrates the principles, theories, and concepts of the student’s career concentration with problems or issues existing in the health field. Emphasis is on practical application of the student’s career concentration area. The course may be taken in increments of a minimum of two credits in a given semester, with a minimum of six credits necessary for completion of project requirements. Students must be registered for credits in the course in the semester in which the capstone project is presented. Special Conditions: Admission into the College of Health Professions MS in Health Science program, completion of prerequisite courses and completion of career concentration core or consent of the Department Chair. Prerequisites: IHS 6112 and IHS 6500

HSC 6912 Grant Writing-Health Professin 3 credits
This course provides students with a conceptual framework and mechanics for grant writing. Emphasis is placed on sources of grants for health professions and practice, critical analysis and evaluation of the literature, technical and scientific writing. Minor emphasis is placed on the compilation of grant writing with writing journal articles, reports, presentations and manuals. Students are expected to write a grant proposal for a simulated or actual grant. Completion of prerequisite courses required or consent of the department chair. Prerequisites: IHS 6112 and IHS 6500

HSC 6921 Correlation Health Prof Prac 3 credits
This course allows students to demonstrate synthesis and evaluation of models, issues, and trends learned in core and concentration courses. Emphasis is made on the application of this knowledge to solving of substantive problems encountered in health professions practice. Students select a health professions practice problem in consultation with the course director, and research, interpret, develop, and recommend solutions. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair. Prerequisites: IHS 6500 and HSC 5636

HSC 6931 Topics in Health Prof Practice 3 credits
A current concept, selected problem, or issue pertaining to health professions practice is examined. The topic covered varies according to recent developments in health professions practice. The course may be repeated for different topical areas. Prerequisites may be required depending on the topic. Consent of the Department Chair is required.

HSC 6935 Topics in Health Prof Education 3 credits
A current concept, selected problem, or issue pertaining to health professions education is examined. The topic covered varies according to recent developments in health professions education practice. The course may be repeated for different topical areas. Consent of the Department Chair is required. Prerequisites: HSC 6258

HSC 6943 Health Prof Educ Internship 3 credits
This is a directed field experience in a health professions education program or institution under the guidance of a community health professions education preceptor. The student gains internship experience in an assigned agency selected by the student and faculty advisor based on the student's coursework and career interest. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair. Prerequisites: IHS 6112 and IHS 6500 and HSC 6715

HSC 6944 Hlth Prof Practice Internship 3 credits
This is a directed field experience in a health professions practice area under the guidance of a community health professions practitioner preceptor. The student gains internship experience in an assigned agency selected by the student and faculty advisor based on the student's coursework and career interest. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite courses; or consent of the Department Chair. Prerequisites: IHS 6112 and IHS 6500 and HSC 6901 and HSC 6921

HSC 6975 Health Professions Thesis 2 to 6 credits
The thesis experience is based on student consultations with a faculty advisor to focus on a health professions research endeavor related to the student’s career concentration. The student evaluates and synthesizes materials learned throughout the program to conduct a sophisticated research project including a review of the literature, research design, data analysis, formulation of conclusions, and a written thesis. This course is recommended for students who desire to pursue a doctoral degree or a research-oriented career. This course may be taken in increments of a minimum of two credits in a given semester with a minimum of six credits necessary for completion of thesis requirements. Students must be registered for credits in the course in the semester in which the thesis is defended. Special Conditions: Admission into the College of Health Professions MS in Health Science program, completion of prerequisite courses and completion of career concentration core; or consent of the Department Chair. Prerequisites: IHS 6112 and IHS 6500

IHS 5117 Global Persp of Health Policy 3 credits
This interdisciplinary course examines health policies and perspectives globally, and the impact of health policy making in health care delivery systems nationally and internationally. Health policies in selected countries including the United States, Canada, Great Britain, Germany, and Sweden are compared and contrasted. The course evaluates health care issues and their effects on health professions, interdisciplinary health professions practices, and health services policies in the various selected countries. Special emphasis is placed on health policies from an economic, political, and social context internationally.
IHS 5508 Statistical Analysis for HP 3 credits
This interdisciplinary course introduces the student to selected statistical techniques and applications to the analysis and evaluation of health services delivery. The content includes descriptive and inferential statistics, probability theories, applied probability distributions, regression analysis, and selected nonparametric methods. Application of statistical methods, and techniques for health services are integrated within the course and through interdisciplinary student projects on such topics as total quality management and health services research areas, including outcomes assessment.

IHS 5600 A Ped: Children Birth-Sch Age 3 credits
This interdisciplinary course explores the various dimensions of development of young children (prenatally through age five) within the context of family and culture. Special attention is given to the development of children from birth to three. The broad goal of the course is to understand the typical sequence of development, across domains, by age. The interrelated nature of development is emphasized throughout the course. The focus is on typical development, with special emphasis placed on the implications of risk conditions and atypical development for each of the developmental processes and sequences reviews. Attention is given to individual differences and variations in development.

IHS 5605 A Ped-Fam of Children w/Disab. 3 credits
This interdisciplinary course examines the impact on families of individuals with disabilities and explores strategies for establishing partnerships with families while accomplishing family centered interventions. A family systems perspective is introduced and applied to understanding families of children with disabilities. Students are required to reflect on their own experiences as family members, challenge their own assumptions about families of children with disabilities, actively practice strategies that take the perspective of families, and understand how to forge positive working relationships with families.

IHS 6112 Legal & Ethic Aspc Hilth Care 3 credits
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 service organizations as they specifically relate to health care delivery, health professions education, research, client interactions, policy and ethical decision making are investigated. Projects and simulations are integrated within the course to enhance critical thinking, communication, ethical decision making, and to foster interdisciplinary approaches to addressing issues. Special Conditions: Admission into the College of Health Professions MS in Health Science and completion of the pre-requisite course; or consent of the Department Chair.
Prerequisites: IHS 5117

IHS 6500 Research in Health Professions 3 credits
This course provides students with theories and principles of research designs and a broad conception of disciplined inquiry; and interdisciplinary team approaches to research in the health professions. It enables students to evaluate and apply various research designs, methods and techniques, and related statistical processes to research in the health professions and health services. Ethics and issues as related to research in the health professions are emphasized. Students demonstrate synthesis of course content and research skills through a research project. Special Conditions: Admission into the College of Health Professions MS in Health Science program and completion of prerequisite course; or consent of the Department Chair.
Prerequisites: IHS 5508

IHS 6606 Ad Ped: Atyp Child with Disab. 3 credits
This interdisciplinary course increases students' understanding of the complexity of early development and the influence of risk factors on development. Students gain knowledge of common disabling conditions, including their etiologies and potential effects on development. Ethical issues related to diagnosis and treatment decisions are emphasized. Students are engaged in a process of obtaining information and resources related to delayed or atypical development and outcomes in young children.

IHS 6607 Ad Ped: Team App Child with Dis 3 credits
This interdisciplinary course examines the functions of teams in various early intervention and service delivery settings. Students become familiar with the roles of a variety of professionals in assessment, planning, intervention, service coordination, and interagency coordination. Developmental stages of teams, models of team processes, and the dynamics of team interaction are explored, including approaches to problem solving, decision making, communication and conflict resolution.

IHS 6939 Health Policy Capstone Seminar 3 credits
This capstone course emphasizes the student's culminating studies through demonstration of synthesis and evaluation of knowledge and experiences across disciplines via interdisciplinary and presentation of a health policy project. The course prepares students for their professional roles as interdisciplinary planners, change agents, educators, administrators and/or practitioners. Special Conditions: Admission into the College of Health Professions MS in Health Science program, completion of all pre-requisite courses, completion of interview concentration core; or consent of the Department Chair.
Prerequisites: IHS 6112 and IHS 6500

ISM 5236 Introduction Bus Programming 3 credits
Introduction to problem-solving and business application development. Introduction to programming and basic programming concepts using a modern programming language, such as Visual Basic, Visual C++, or COBOL. Principles of programming style are emphasized. Projects and assignments cover high-level business applications.

ISM 5316 Project and Change Management 3 credits
Students will master the principles and techniques used in managing information system and business change projects. The course introduces the use of scheduling, resource-allocation, and capacity planning in the design, development, and implementation of information systems and/or system changes. The course covers state of the art models such as the Capability Maturity Model and the People Maturity Model developed at the Software Engineering Institute.

ISM 5336 Enterprise Computing Strategy 3 credits
Strategies and technologies for the implementation of enterprise-wide computer information systems. Study of enterprise resource planning (ERP) systems for decision-making, process design, and control.

ISM 5366 Info Sys Technology Management 3 credits
MBA students gain an overview of the CIS profession including the flow and control of information in an organization and the effective managerial use of information to solve business problems. Students study current security issues, hardware, and software systems including operating and applications software.

ISM 5386 Info Sys for Hospitality/Tour 3 credits
Domain specific information systems course focusing on the hospitality, tourism, and travel industry. The first part of this course focuses on information systems issues in the hospitality/tourism area, such as, customer data collection, event management, billing systems, facility scheduling, and procurement. The second part of the course focuses on the travel industry information systems trends using the Internet.

ISM 5405 Decision Support Systems Apps 3 credits
Advanced study of the principles of decision making and the human/computer alliance with hands-on computer-assisted decision making for an organizational environment.
ISM 5910  Directed Independent Studies  1 to 3 credits
Graduate independent studies as directed by designated faculty. (Permission of instructor and department required.)
Prerequisites: ISM 6021

ISM 5930  Topics in Computer Info Sys  3 credits
Selected topics in information systems.

ISM 6021  Management Info Systems  3 credits
This course introduces computer information systems technology (IT) principles, tools and strategies used to gain competitive advantage in the marketplace. The emphasis is on addressing business problems in the "information-age" and communicating—in writing and with commonly used desktop software—the results of one's analysis of a business IT problem or situation. In addition, students apply IT strategies in the design of an Internet-based enterprise (E-Commerce)—including on-line presentation of e-business plan and enterprise resource planning (ERP) strategy.

ISM 6121  Info Systems Analysis  3 credits
Study and application of system concepts for the improvement of organizational work and information systems. The structured methods, techniques, computerized tools, and object-oriented analysis approach used in systems analysis projects are covered. Students as a group will work on a real life project to apply concepts and methods they have learned.
Prerequisites: ISM 6127 and ISM 6237

ISM 6122  Information Systems Design  3 credits
An in-depth study of the problem of determining an efficient design to meet the requirements specified by the user. Consideration of alternative designs, design selection, basis of structure and design, concepts of coupling, cohesion, abstraction, and modularity will be covered. Emphasis will be on Software Engineering approaches.
Prerequisites: ISM 5236

ISM 6127  Database Concepts & Admin  3 credits
Advanced principles of database administration. Information system design and implementation in a database environment. 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 and ISM 5236

ISM 6146  Project Design & Development  3 credits
Students will master the principles and techniques used in designing and developing products, systems and processes. The course introduces the use of graphic-based systems such as Computer Aided Design (CAD) and Geographical Information Systems (GIS). Teams will select and develop a project in construction and/or manufacturing.

ISM 6147  Advanced Bus Programming  3 credits
Business application development, problem solving, and testing and maintenance using a modern programming language. Projects cover business applications, including web development with programming options such as Active X/COM, ASP, VBS, and JAVA script.
Prerequisites: ISM 6237

ISM 6231  Data Communications & Networks  3 credits
Students will gain an in-depth knowledge of tele-communications fundamentals, including coverage of voice technology, LANs, WANs, Internet, intranets, and international standards. Installation, configuration, troubleshooting, and management of the technologies are practiced in a project environment. Case studies and sample projects are reviewed.
Prerequisites: ISM 6021

ISM 6237  Intermediate Bus Programming  3 credits
Intermediate programming of business applications using a modern programming language, such as Visual Basic, Visual C++, or COBOL. Topics include data structures, indexing, file processing, and user interfaces. Principles of programming style are emphasized. Projects and assignments cover advanced business applications.
Prerequisites: ISM 5236

ISM 6315  Project Planning & Scheduling  3 credits
Students will master the principles and techniques used in managing one-of-a-kind projects in construction and/or manufacturing. The course introduces the use of scheduling and resource-allocation information systems such as Primavera Project Planner. Teams will jointly select and schedule a project in construction and/or manufacturing.

ISM 6337  Tech Documentation for IS Prof  3 credits
Professionals in Information Technology must be able to present their ideas, project proposals, or systems designs to non-technical managers in a clear and concise manner. This course is designed to help IT professionals make communications in a way that will enhance the manager's understanding and acceptance of those IT proposals.
Prerequisites: ISM 6122

ISM 6536  Automation in Operations Mgt  3 credits
This course offers an in-depth treatment of the structure and function of computer integrated manufacturing (CIM) processes, integration of automation in design and manufacturing, product and process design, computer aided design (CAD) and computer aided manufacturing (CAM) systems, process planning, and robotics and flexible manufacturing systems (FMS).
Prerequisites: MAN 6501

ISM 6946  Practicum in Computer Info Sys  3 credits
This is a joint faculty/industry-directed remote and/or on-site experience in information systems development. This course is usually available during the summer semester and may involve a third-party at a local, national, international, or emerging organization. (Departmental approval is required.)
Prerequisites: ISM 6121

LAE 5816  Trends in Lit Diverse Society  3 credits
Nature, scope, and uses of literature for instructional, informational, and recreational purposes and implications of current theory, significant research, and issues in literature study as they relate to diverse learners.

LAE 6301  Language Learning in Childhood  3 credits
Research used to assess the language behavior of normal children and application of selected research methodology to understand linguistic behavior of children.

LAE 6315  Teach Writing in Elem Classroom  3 credits
Development of writing, its functions, conventions, and processes, and instructional strategies to be used across the elementary curriculum. Emphasis on both process and products generated by students. Available to majors and non-majors.

LAE 6325  Meths of Teaching Engl 6-12  6 credits
Review of contemporary approaches to instruction in young adult literature, language and language development, oral and written composition, corrective and developmental reading, and study skills. All English components will be considered in the light of adolescent learning characteristics. Admission to the MAT program or permission of instructor required.
Corequisites: LAE 6945

LAE 6337  Reading & Writ in Content Area  2 credits
This course prepares secondary teacher candidates to integrate listening, speaking, reading, and writing into their content classrooms. Prac-
tice grounded in theory will be demonstrated in language across the curriculum and reading in the content area methods to improve classroom learning across the disciplines. Admission to the MAT program or permission of instructor required.

LAE 6415 Literature & the Learner 3 credits
Nature, scope, and uses of literature for instructional, informational, and recreational purposes and implications of current theory, significant research, and issues in literature study as they relate to the learner.

LAE 6616 Trends in Lang Arts Instruct 3 credits
Significant concepts, emerging trends, research, and instructional techniques for implementation and utilization of language arts in all areas of the curriculum.

LAE 6945 Internship in English, 6-12 6 credits
The purpose of the Internship in the M.A.T. program in secondary education is to enhance the teaching experience by creating situations in which the intern will integrate theoretical knowledge from previous education courses with the classroom experience to demonstrate behaviors specified in the Educator Accomplished Practices and the Florida Performance Measurement System. Admission to the MAT program or permission of instructor required.
Corequisites: LAE 6325

LIN 5010 Applied Linguistics & 2nd Lang 3 credits
This course is designed to introduce graduate students/teachers/school personnel with little or no recent acquaintance with linguistics to the rudimentary concepts and issues relevant to the field of applied linguistics and second language acquisition. As a basic knowledge of linguistics is an essential part of the language teacher's repertory, the course will survey the subfields of linguistics such as phonetics, phonology, morphology, semantics and syntax. The course will also include an examination of the role of the brain in language learning, the nature of both first and second language acquisition, and the application of new knowledge generated by the research community to our work as language teaching professionals when working with English language learners (ELL).

MAE 6115 CurrrTrends in Elem Math Educ 3 credits
Philosophy, content, and process of mathematics education in elementary school programs.
Prerequisites: MAE 4310 with a minimum grade of D

MAE 6336 Meths for Teaching Math, 6-12 6 credits
This course deals with methods of teaching mathematics in grades 6-12. Admission to the MAT program or permission of instructor required.
Corequisites: MAE 6945

MAE 6945 Internship in Math, 6-12 6 credits
The purpose of the Internship in the M.A.T. program in secondary education is to enhance the teaching experience by creating situations in which the intern will integrate theoretical knowledge from previous education courses with the classroom experience to demonstrate behaviors specified in the Educator Accomplished Practices and the Florida Performance Measurement System. Admission to the MAT program or permission of instructor required.
Corequisites: MAE 6336

MAN 5516 Design of Prod & Service Sys 3 credits
This course examines the design of systems for production and delivery of goods and services; emphasizes the impact of alternative designs on the competitive posture of the firm; and discusses the concepts, tools and techniques for designing facilities, jobs and systems for continuous performance and improvement.
Prerequisites: MAN 6501

MAN 5525 Total Quality Management 3 credits
A study of the total quality approach to management and its applications. The course focuses upon the goal of achieving customer satisfaction through the empowerment of employees to make continuous improvements in the organizational processes. Topics also include philosophies of total quality, the importance of interdisciplinary teams, benchmarking, and statistical process control.
Prerequisites: MAN 6501

MAN 5537 Management of Technology 3 credits
Examine 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 6055 Contemporary Mgt Concepts 3 credits
This course is the study of the fundamentals of effective management from an organizational behavior perspective. It is designed to provide essential tools and skills for understanding contemporary business activity in such areas as decision-making, planning, communications, staffing, and controlling. The role leadership plays in these areas will be examined. These concepts are applied to industry, government, and not-for-profit organizations.

MAN 6107 Leadership Lab 3 credits
This course focuses on identifying individual values and managerial style. Using computer simulation, experiential exercises and laboratory role-play, individual managerial skills and proficiency are enhanced.
Prerequisites: MAN 6055

MAN 6149 Leadership & Group Dynamics 3 credits
Group theory, concepts, research, and application principles are considered. Development of communication skills necessary to lead and work effectively in groups, through group exercises and experiential learning.
Prerequisites: MAN 6055

MAN 6266 The Challenge of Leadership 3 credits
This course will engage students in a variety of activities designed to enhance their understanding of the challenges which confront today's business professionals. In addition to specific skill development in the areas of problem-solving, written and oral communications, leading teams and goal-setting, it will include models for examining personal career paths, ethical decision-making, and the role of organizational change-agents.
Prerequisites: MAN 6055

MAN 6289 Org Development & Change 3 credits
This course covers research literature relevant to organizational functioning including behavioral effects of power and authority, formal organization, structural variation, leadership, motivation, and organizational change.
Prerequisites: MAN 6055

MAN 6305 Human Resource Management 3 credits
This course will provide a broad exposure to the policies, functions (such as recruiting, selection & development), and current issues involved in Human Resource Management. The strategic role of HRM will be emphasized and an understanding of theory, environment impact, and skill development will be facilitated in the classroom.
Prerequisites: MAN 6055

MAN 6321 Employee Staffing 3 credits
The purpose of this course will be to provide students with a detailed overview of the staffing activities performed by organizations. Within the context of an organization's specific environment and the body of pertinent laws and regulations, this course will examine the process of
determining how many and what type of employees are needed by the organization and when they are needed; generating a pool of qualified job candidates, selecting the “best” job candidate through utilization of various selection devices including interviews, assessment centers, and various paper and pencil evaluation tools, and making a successful job offer. By the end of the course, students should be able to develop and implement their own valid and legally defensible selection procedures within an organization.
Prerequisites: MAN 6305

MAN 6331 Management of Compensation 3 credits
The evolution of innovative compensation policies aimed at aligning individual and organizational performance with competitive business strategies in domestic and global markets is covered, as are key motivational theories. Comparative compensation policies across selected industrialized nations are included. The influence of relevant labor market pay practices and government policies such as ERISA and COBRA are examined. Internal organization pay policies, ESOP’s, and pay-for-performance incentive systems are covered as are various indirect compensation benefits.
Prerequisites: MAN 6305

MAN 6351 Training & Development 3 credits
This course will provide the knowledge, skills, and ability for students to develop programs that train and develop employees to deal with global, technological, quality, and leadership challenges. To provide organizations with a competitive edge, managers need to be able to assess organizational training needs, clarify training objectives, choose or develop a training program, and evaluate the outcomes of these programs. The course will focus on both current skills training and the development of employees for an on-going role within an organization.
Prerequisites: MAN 6305

MAN 6403 Employment Laws & Regulations 3 credits
Federal and state regulation of the employment relationship is the principal focus of this course. Comparative employment law practices across selected industrialized nations are also covered. A case analysis approach is utilized. Among the contemporary issues examined are: managing workforce diversity including EEO and immigration laws, employment-at-will and employee job rights, occupational safety, health and worker’s compensation, and employment, drug, and health testing.
Prerequisites: MAN 6305

MAN 6411 Labor-Management Relations 3 credits
A study of the historical, legal, social, and economic framework of both private and public sector labor relations in the U.S. The respective philosophy, objectives and strategies for unions and management are examined, as is the key role of Federal agencies such as the National Labor Relations Board and the Federal Mediation and Conciliation Service. A variety of collective bargaining and arbitration cases are considered.
Prerequisites: MAN 6305

MAN 6448 Conflict Management 3 credits
The causes of various forms of interpersonal, intra-group and inter-group conflict, and how to effectively manage conflict are the principle focus of this course. Among the topics covered are: stakeholder analysis, political processes and power within the organizations, competitive rivalry and domestic and global market places; integrative and distributive bargaining, and the role of third-party neutrals in helping to resolve disputes. Case studies, simulations, and experiential exercises are utilized.
Prerequisites: MAN 6055

MAN 6501 Operations Management 3 credits
Introduction to the fundamental concepts, processes and institutions involved in the production of goods and services required by modern society.
Prerequisites: QMB 6305

MAN 6526 Operations Planning & Control 3 credits
This course focuses on solving managerial problems associated with planning and controlling operations. Major topics include inventory, capacity and demand management, aggregate planning, project management, and activity control.
Prerequisites: MAN 6501

MAN 6601 International Management 3 credits
A study of the characteristics of the international and multinational company, environmental constraints, personnel and labor relations factors, and strategic planning and policies.
Prerequisites: MAN 6055

MAN 6607 Global Organization Issues 3 credits
This course addresses the cross-cultural skills necessary for managers in today’s multinational and multicultural organizations. It examines culture-specific needs for leadership, communications and negotiation; and focuses on culture’s impact on legal, ethical, diversity and environmental issues.
Prerequisites: MAN 6055

MAN 6805 Management of Small Business 3 credits
The purpose of this course is to educate men and women for leadership roles in small to mid-sized companies. This course will focus on managing and building small to mid-sized businesses into enduring great companies. Although venture initiation will be covered in some discussions and cases, the emphasis will be on building companies that are past the initial start-up phase. Students will be exposed to some of the practical realities, transition points, issues and dilemmas that are particularly relevant to 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-size business into a truly outstanding and enduring organization - a company that might be thought of as admirable or excellent.
Prerequisites: ACG 6025 and MAN 6055

MAN 6806 Entrepreneurial Field Studies 1 to 4 credits
This is a practical, experiential course that provides students opportunities to work in the field. Students apply concepts mastered in previous business and entrepreneurship courses either by implementing their own business plan or by working with an entrepreneur on a specific, mutually agreed upon project. Examples of projects include: (1) analyzing problem areas and making recommendations for improvement, (2) preparing pre-business feasibility studies, and (3) creating comprehensive business plans.
Prerequisites: MAN 6808 and MAN 6805 and FIN 5478

MAN 6808 Entrepreneur & Bus Plan Devel 3 credits
This course provides hands-on business planning experience, working closely with a faculty mentor. Students develop business plans for an independent start-up or acquisition, resulting in a professional-quality written business plan and oral business plan presentation. Case study is used to facilitate an understanding of the entrepreneurial process. This class includes (1) an orientation to library and computer research resources and (2) an orientation to a business planning software package.
Prerequisites: FIN 5405 and MAN 6055 and MAR 6815
MAN 6907 Independent Study in Mgt 1 to 3 credits
Individual study and research under faculty direction and based on student's interest. (Permission of the instructor and department required.)
Prerequisites: MAN 6055

MAN 6930 Seminar in Management 3 credits
Topics to be selected by instructor and department chair for pertinent management issues.

MAN 6932 Executive Seminar 3 credits
This course is designed to strengthen students' appreciation for the challenges of leading cross-functional organizations. Classes will be interactive and make extensive use of case-based exercises focusing on actual organizational issues.
Prerequisites: ACG 6025 and ISM 6021 and MAN 6266 and QMB 6305 and MAN 6055 and ECO 5005

MAR 6158 Global Marketing 3 credits
An advanced study of the process and problems associated with establishing and maintaining global marketing operations. Analytical tools available to global marketing managers will be emphasized to assess competitive alternatives to include re-internationalization of 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 6151

MAR 6216 Marketing Logistics 3 credits
Advanced study of the logistical process and its impact on business strategy. Application of quantitative methods of involving the handling and storage of raw materials and finished goods. Attention is given to the dynamic interrelationships among the functional areas of business as they impact the flow of materials from producer to consumer. Issues are addressed relating to wholesale and retail inventory, warehousing, packaging, transportation and information processing techniques useful in establishing customer service levels.
Prerequisites: MAR 6151

MAR 6336 Promotional Strategy 3 credits
Study of the role of promotion strategy from the perspective of the marketing manager. Problems of persuasive marketing strategy, promotional objectives and methods of implementing these objectives are explored. Specifics include analytical promotional tools available to marketing managers and the various types of decisions that must be made when developing and implementing promotion strategy.
Prerequisites: MAR 6151

MAR 6406 Sales Force Management 3 credits
An application approach of the management of the sales force focusing on the necessity of coordinating an integrating sales force activities within the organization. Emphasis is placed on problem-solving and decision making skills required of the modern sales manager. Topics studied include the concepts and methods underlying the planning, implementation, and control of the personal selling activities, formulating sales objectives, recruiting, selecting, and training sales people, responsibilities of sales management, motivational factors, determinants of sales performance and sales force strategies, and controlling the sales effort.
Prerequisites: MAR 6151

MAR 6646 Advanced Marketing Research 3 credits
This course presents a study of the relationship between research methods and information systems in the context of marketing decision-making. Emphasis is placed on understanding the limits of research, and the managerial use of information. Advanced methods and techniques applicable to marketing problem-solving will include formulating marketing research issues, research design, data sources, data collection procedures, statistical analysis of qualitative and quantitative data, and report presentation. Attention is also given to defining information needs, determining the value of information for business decision-making, and social/ethical issues of marketing research.
Prerequisites: MAR 6815 and QMB 6305 and ISM 6021

MAR 6716 Hospitality/Tourism Marketing 3 credits
This course presents a comprehensive study of tourism and hospitality marketing as a subset of marketing management. Emphasis is placed on the analytical tools and techniques necessary to develop and implement a marketing strategy in this domain.
Prerequisites: MAR 6151

MAR 6726 Marketing on the Internet 3 credits
This course presents a comprehensive study of the strategic and ethical use of the Internet for marketing communications and strategy. Topics include the utilization of email, usenet, FTP, Mosaic, and Listrerv as marketing tools. This course focuses on the development and analysis of Web based communication strategies domestic and global entities.
Prerequisites: MAR 6151

MAR 6807 Adv Market Analysis & Strategy 3 credits
An advanced analytical course focusing on the identification and evaluation of markets for business and non-business opportunities. Provides guidelines for developing marketing plans and programs while emphasizing the application of marketing concepts, tools and decision-making processes. Technology-based techniques and problem-solving methods are employed. The course integrates market mix variables and applies market information necessary for implementing overall marketing strategy.
Prerequisites: MAR 6151

MAR 6815 Marketing Management 3 credits
This course explores managerial aspects of the marketing of goods and services in a global economy. Analysis of operational and strategic planning problems confronting marketing managers. Topics include consumer behavior, target market identification and selection, product development and commercialization, pricing, distribution. The course introduces emerging marketing technologies, and reinforces the importance of ethics and social responsibility in the orderly operation of the market system.

MAR 6849 Services Marketing 3 credits
The primary theme of this course is that service organizations (i.e., banks, transportation companies, hotels, hospitals, educational institutions, professional services, etc.) require a distinctive approach to marketing strategy in both development and execution. The course is managerial in nature with a focus on understanding the differences between the marketing of tangible and intangible products from both the consumer and provider perspective. Strategies and tactics useful in enhancing service firm competitiveness will be studied.
Prerequisites: MAR 6151

MAR 6904 Marketing Internship 3 credits
This course is an experiential learning exercise that will enable students to apply marketing theory to real world situations. Students will gain marketing related knowledge and practical experience in a profit or not-for-profit organization. Material content, duration, duties to be performed in the internship, and outcomes must be consistent with the Internship Program guidelines. (Permission of the department is required.)
Prerequisites: MAR 6151

MAR 6907 Independent Study in Mkt 1 to 3 credits
Detailed independent graduate level study and research under faculty direction. A prospectus and the product(s) of the study will become a part of the student's file. (Permission of the instructor and department required.)
Prerequisites: MAR 6151
MAR 6936 Special Topics in Marketing  3 credits
A comprehensive survey of selected contemporary issues and topics in marketing at the graduate level. Topic content may vary. Individual investigation and reporting emphasized in seminar fashion. This course may also be used to offer advanced versions of graduate courses presently offered.
Prerequisites: MAR 6815

MHS 6006 Prince of Counseling Profession  4 credits
Required first course for majors in counselor education; an elective for students in other programs. Counseling as a profession; its philosophical framework, its scope and functions; its organization and administration in various settings.

MHS 6008 Intro to Comm Mental Hlth Coun  3 credits
An introductory course for counselors working in non-school settings. Focus on foundational knowledge, history of the profession and basic listening skills.

MHS 6010 Intro to School Counseling  3 credits
To provide students with an overview of the roles, responsibilities, functions, and characteristics of the school counselor within a comprehensive developmental guidance and counseling program.
Corequisites: MHS 6831

MHS 6021 Org. Admin and Supv  3 credits

MHS 6051 Human Dev for School Counselor  3 credits
This course is designed to engage the student in examining theories of human development from conception to the end of life, applying theoretical paradigms to actual children and families through observations, interviews, and case studies, and exploring the issues of typical/atypical development, parenthood, and adaptive family life-styles within varying ecological contexts.
Corequisites: MHS 6831

MHS 6055 Lifespan Development I  3 credits
Part I of a 2-course sequence. Focus on development in infancy and childhood related to physical growth, intellectual and linguistic growth, and social/emotional growth. Admission to the Counselor Education program or permission of instructor required.

MHS 6056 Lifespan Development II  3 credits
Part II of a 2-part sequence in lifespan development. This section will focus on development from adolescence to death. In addition to physical, intellectual and emotional growth, the course will also consider changing human contexts across time.
Prerequisites: MHS 6055

MHS 6070 Mental Disorders  3 credits
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 6056

MHS 6200 Appraisal Procedures  3 credits
A study of test and non-test techniques of appraisal with emphasis on the use of test data in counseling programs. Focus will be on integrating data from a variety of sources at individual, small group, and large group levels.
Prerequisites: MHS 6400 or MHS 6403
Corequisites: MHS 6833
Fee Required

MHS 6340 Career Development  4 credits
A survey of lifestyle and career planning and development. Course covers theories dealing with career planning, application of educational, vocational, and personal-social information as it relates to lifelong development. Applications to school and community settings are explored.
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6400 CounsTheory for School Couns  3 credits
This course will introduce students to various counseling theories and techniques as applied to children in the school setting. Further, this course will allow students the opportunity to practice specific techniques in a controlled environment.
Prerequisites: MHS 6010 and MHS 6051
Corequisites: MHS 6832

MHS 6401 Advanced School Counsel Method  3 credits
Student will advance their knowledge and skills to create, coordinate, maintain, and evaluate a balanced, comprehensive developmental school counseling program. Also, this course focuses on the phylogeny and future trends of school counseling as impacted by all stakeholders.
Prerequisites: MHS 6740
Corequisites: MHS 6834

MHS 6403 Intro to Couns Theory and Tech  3 credits
The study and practice of major theoretical positions in counseling and psychotherapy; implications for research and practice.

MHS 6411 Advanced Counseling Theory  3 credits
An advanced study of counseling approaches, current research, and empirically supported treatment.

MHS 6420 Counseling Spec Population Gps  3 credits
Application of counseling theory to work with clients from special population groups, e.g., students who are, exceptional, ethnic minorities, and at-risk. Each student will select a specific population group for supervised research.

MHS 6452 Issues in Addictions and Abuse  3 credits
This course will help students gain an understanding of the basis of addictive and abusive behavior in our society from biological, social, and psychological perspectives. In addition, students will review relevant literature and learn the necessary knowledge and skills to successfully intervene in the lives of clients impacted by addiction and abuse.
Prerequisites: MHS 6502

MHS 6480 Human Sexual Issues Counselor  4 credits
Emphasize 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 6501 Introduction to Group Dynamics  3 credits
An experiential study of group structure, group dynamics, methodology, and leadership models applicable to working with groups in mental health settings. Includes skill building through supervised practice.
Prerequisites: MHS 6403

MHS 6502 Adv Thy of Grp Couns and Thy  3 credits
An advanced study of counseling and therapy groups, research that informs practice in group settings, and models applicable to working with groups in mental health settings. Focuses on developing competencies necessary for independent practice and self-supervision in professional settings.
Prerequisites: MHS 6411

MHS 6509 Group Couns. Theor. & Pract.  4 credits
An experiential study of group structure, group dynamics, methodology, and leadership models applicable to working with clients in small
groups in both school and community settings. Includes skills building through supervised practice.  
Prerequisites: MHS 6400 with a minimum grade of B

MHS 6530 Grp Wrk for Sch Professionals  3 credits  
An experimental study of group structure, group dynamics, methodol- 
yogy, and leadership models applicable to working with groups in school 
settings. Includes skill building through supervised practice.  
Prerequisites: MHS 6010

MHS 6542 Issues in Addictions and Abuse  3 credits  
This course will help students gain an understanding of the basis of 
addictive and abusive behavior in our society from biological, social, 
and psychological perspectives. In addition, students will review rel-

vative literature and learn the necessary knowledge and skills to suc-

cessfully intervene in the lives of clients impacted by addiction and 
abuse.  
Prerequisites: MHS 6502

MHS 6601 Consult/Collaborative Prob Solv  3 credits  
A study of consultation theory, models, and practice with an emphasis 
on collaborative problem solving particularly with educators, other 
professionals, families, community agency personnel, individually and 
in groups.  
Prerequisites: MHS 6400 with a minimum grade of B  
Corequisites: MHS 6834

MHS 6605 Spec Needs Couns & Counsol  3 credits  
Engages students in identifying and planning for the special needs of 
atypical children from age 3 - 18 and in exploring issues relevant to 
working with clients from special population groups within educa-
tional settings. Particular emphasis is given to children with special 
needs who may come from families and communities with distinct 
ethnic, racial or socioeconomic parameters which may prove chal-
lenging for schools and school counselors.  
Prerequisites: MHS 6740  
Corequisites: MHS 6401, MHS 6834

MHS 6621 Org. Admin and Supv  3 credits  
A study of organization behavior and administrative models as ap-
plied to community settings addressing mental health and human de-
velopment. The course will also review models of clinical supervision 
and teach requisite skills.

MHS 6720 Sem in Pro Dev for School Coun  2 credits  
A seminar experience to help transition students from the structure of 
the University environment to the less structured professional role of 
a school counselor. Focus on development of a professional identity, 
self supervision, and learning throughout the professional career.  
Prerequisites: MHS 6401  
Corequisites: MHS 6835

MHS 6721 Sem in Pro Dev: Mental Health  1 credits  
Provides students with assistance in integrating the learning that has 
occurred in all previous classes as they move to a professional setting 
and assume all the appropriate roles of the professional counselor. The 
course will also aid students in developing an appropriate professional 
identity and developing a plan of action to continue professional growth 
thoughtout their career.  
Corequisites: MHS 6885

MHS 6740 Research and Prog Evaluation  3 credits  
This course will review basic measurement concepts, construction of 
standardized testing materials, and fundamental descriptive statistics 
for applied research. A variety of research models will be presented, 
emphasizing action research and program evaluation in public school 
settings and community agencies.

MHS 6780 Legal & Ethical Iss. in Coun.  3 credits  
A study of legal, ethical and related professional issues affecting the 
role and responsibilities of counselors in schools, community agen-
cies, and mental health facilities.  
Prerequisites: MHS 6006 with a minimum grade of B

MHS 6800 Practicum in Indiv Counseling  4 credits  
Supervised individual counseling for integration and application of 
knowledge and skills gained in didactic study. Application and per-
mission of the program is required.  
Prerequisites: MHS 6200 with a minimum grade of B and MHS 6340 
with a minimum grade of B and MHS 6400 with a minimum grade of 
B

MHS 6805 Adv Practicum in Counseling  3 credits  
Advanced practice course in the application of specific counseling skills 
that require an integration of basic helping skills, counseling theory, 
and assessment of counselee needs.  
Prerequisites: MHS 6800

MHS 6831 Internship I  1 credits  
This course provides students with structured opportunities to observe 
students and counselors in school settings under appropriate supervi-
sion. Practice of skills being taught in corequisite classes will also be 
provided.  
Corequisites: MHS 6340, MHS 6400

MHS 6832 Internship II  1 credits  
This course provides students with structured opportunities to observe 
students and counselors in school settings under appropriate supervi-
sion. Practice of skills being taught in corequisite classes will also be 
provided.  
Prerequisites: MHS 6500  
Corequisites: MHS 6200, MHS 6601

MHS 6833 Internship III  1 credits  
This course provides students with structured opportunities to observe 
students and counselors in school settings under appropriate supervi-
sion. Practice of skills being taught in corequisite classes will also be 
provided.  
Corequisites: MHS 6605, MHS 6740

MHS 6834 Internship IV  1 credits  
This course provides students with structured opportunities to observe 
students and counselors in school settings under appropriate supervi-
sion. Practice of skills being taught in corequisite classes will also be 
provided.  
Corequisites: MHS 6401, MHS 6500

MHS 6835 Internship: School Counseling  4 credits  
An immersion experience for students to assume and perform all the 
duties associated with the role of the professional school counselor. 
Focus will be on extending knowledge from previous courses into prac-
tice in the professional setting.  
Prerequisites: MHS 6401  
Corequisites: MHS 6720

MHS 6881 Clinical Internship I  1 credits  
This field experience will provide students a structured opportunity to 
observe principles from primary classes in the field. In addition, op-
portunity to practice specific counseling skills and interventions will 
be provided.  
Corequisites: MHS 6340, MHS 6501

MHS 6882 Clinical Internship II  1 credits  
This field experience will provide students a structured opportunity to 
observe principles from primary classes in the field. In addition, op-
portunity to practice specific counseling skills and interventions will 
be provided.  
Corequisites: MHS 6070, MHS 6200
MHS 6883 Clinical Internship III 1 credits
This field experience will provide students a structured opportunity to observe principles from primary classes in the field. In addition, opportunity to practice specific counseling skills and interventions will be provided.
Corequisites: MHS 6411, MHS 6740

MHS 6884 Clinical Internship IV 1 credits
This field experience will provide students a structured opportunity to observe principles from primary classes in the field. In addition, opportunity to practice specific counseling skills and interventions will be provided.
Corequisites: MHS 6452, MHS 6502

MHS 6885 Intern: Mental Health Couns 6 credits
To provide students with an immersion experience in mental health counseling; to introduce or advance training in interviewing and other counseling techniques within a mental health setting; and to help students analyze and apply appropriate counseling techniques relative to sound theory and mental health counseling practices within a comprehensive agency setting. Practices within a comprehensive agency setting.
Prerequisites: MHS 6452 and MHS 6502
Corequisites: MHS 6721

MHS 6886 Clinical Internship V 2 credits
This field experience will provide students a structured opportunity to observe principles from primary classes in the field. In addition, opportunity to practice specific counseling skills and interventions will be provided.
Corequisites: MHS 6621

MHS 6887 Field Experience I 1 credits
This field experience will provide students a structured opportunity to observe principles from primary classes in the field. In addition, opportunity to practice specific counseling skills and interventions will be provided.
Corequisites: MHS 6008, MHS 6055

MHS 6905 Individual Study in Counsel Ed 1 to 4 credits

PAD 5041 Administrative Ethics 3 credits
This is a graduate seminar and elective course in the MPA program. It examines ethical problems in public administration, and familiarizes students with methods through which administrators can reconcile the occupational demands made on them as professionals and the oftentimes competing demands made on them as individuals, family and community members and citizens. Students will develop their abilities in this regard by analyzing and discussing case studies in administrative ethics, writing position papers, and policy memos, and delivering oral presentations.

PAD 5352 Emerging Issues Enviro Policy 3 credits
This is a graduate level environmental policy course and an elective course in the MPA program. Students will be exposed to a range of current environmental trends such as global environmental issues and challenges, conservation and sustainability, environmental economics, energy policy, land use policy (legal and ethical dimensions), and environmental justice. During the semester students will examine and analyze environmental policies from the legal, administrative, economic, and legislative perspective.

PAD 5356 Environmental Policy & Ethics 3 credits
This is an interdisciplinary graduate seminar and elective course in the MPA program. It is designed to familiarize students with important concepts and methods in environmental policy-making. Significant attention will be directed toward an understanding of the constraints placed on environmental policy-making by conventional understandings of property rights, risk assessment, and economic analysis. Case studies will focus on issues such as biodiversity protection, hazardous waste policy, land-use policy, and global warming.

PAD 5620 Environmental Law 3 credits
This is a graduate seminar and elective course in the MPA program. The course will introduce students with no previous legal background to selected major pieces of federal environmental legislation. The course will cover the history of environmental legislation and the role of the courts and administrative agencies in interpreting and implementing environmental legislation. The impacts of the environmental regulatory decision making process will also be explored.

PAD 5933 Proposal Writing & Grant Admin 3 credits
This is a graduate seminar course and an elective course in MPA program. The course is designed to provide students with an understanding of the essentials of program planning and proposal writing, grantsmanship, the process of program evaluation, and general administrative practices as they apply to public organizations. Potential funding sources identified for individual projects including federal and state government, private organizations, and foundations. The various types of contracts and grants that are awarded to public agencies and non-profits are closely examined.

PAD 6060 Intro to Public Administration 3 credits
This graduate seminar is a core course and serves as a foundation for many other courses in the MPA program. It encompasses the theory and practice of public administration with special attention to the development of analytical and problem solving skills. Topics include an overview of the development of public administration as an academic discipline; the structure, theory, and behavior of public organizations; leadership, decision-making, and accountability roles of public managers; and public administration skills such as human resources management, financing, and budgeting.

PAD 6101 Organizational Thr & Behavior 3 credits
This is a graduate seminar and core course in the MPA program. Students develop and understanding of the dynamics of complex organizations. The role of bureaucracy and the use of alternative organizational models are discussed. Various theories of organizations are presented and applied in a public sector setting. Human interaction, theories of leadership, and organizational communication patterns are explored.

PAD 6204 Public Finance 3 credits
This is a graduate seminar and elective course in the Master of Public Administration program. The course focuses on efficiency, markets and the economic basis for government. It examines topics such as public goods, political equilibrium and external influences on government finance. The course introduces the student to revenues and expenditures as related to government finance. At the core of this introduction are issues concerning state and local finance as well as an examination of tax policy and fiscal federalism. Completion of PAD 6207 Public Budgeting, or equivalent, helpful but not necessary.

PAD 6207 Public Budgeting 3 credits
This is a graduate seminar and core course in the MPA program. The course surveys the history of budget reform in the United States and discusses the various attempts at redefining the budget process. Students are introduced to applications software to provide them with hands-on experience in "doing" budgets. Participants also learn how to develop fiscal plans and to forecast and track revenues and expenditures. Taxation models and tax structures are also presented. The development and implementation of budget policy is framed within the context of the American political system.
Prerequisites: PAD 6060

PAD 6327 Sem in Program Plan & Evaluat 3 credits
This is a graduate seminar and elective course in the MPA program. This is a capstone research course, which addresses the meaning and
methods of program evaluation and the role evaluation plays in a public policy and administration with emphasis on utilization. The course will help prepare students for their professional roles as administrators, planners, and change agents in public and social service organizations through the design of an actual evaluation plan.
Prerequisites: PAD 6060 and PAD 6701 and PAD 6708

PAD 6365 Public Policy 3 credits
This is a graduate seminar and core course in the MPA program. It examines the analysis, politics and culture of public policy at various stages of the policy process: problem definition and agenda setting, policy formulation, policy implementation, and policy evaluation. Once the issues have been surveyed in a general introductory fashion, the course explores specific public policy areas such as environmental policy, health policy and criminal justice policy. The policy areas are adjusted depending upon faculty area of expertise and currency of the issues.
Prerequisites: PAD 6060

PAD 6417 Public Personnel Admin 3 credits
This is a graduate seminar and core course in the MPA program. The course is designed to provide an overview of personnel systems at both the national and sub-national levels of government. The course examines the historical evolution of public personnel and how the sub-field has attempted to adapt to the changing environment of public employment. Specific content areas include position descriptions, classification, and pay systems; performance management; merit and patronage systems; training and professional development; women’s issues in management; workforce diversity; and personnel law.
Prerequisites: PAD 6060

PAD 6427 LaborMgmt Relations-PublicSect 3 credits
This is an elective course in the MPA program. The course investigates the political, social, legal, and economic factors that affect public sector labor management relations. The role of public sector unions and the collective bargaining process are discussed. Particular emphasis is placed on LMR at the local government level.

PAD 6605 Administrative Law 3 credits
This is a graduate seminar and elective course in the MPA program. The course will focus on an overview of the legal environment of public administration. The development, implementation, and adjudication of the regulatory infrastructure at the national and sub-national levels of government are discussed in detail. The course explores the application of the Administrative Procedure 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 6701 Data Analysis in Public Srvc 3 credits
This is a graduate seminar and core course in the MPA program. The course is designed for MPA students and others interested in public administration statistical methodologies. Upon completion of the course, the student should be familiar with the technical terms used in applied social science research and have the capability of producing an empirical data-based research document using both primary and secondary data sources.

PAD 6708 Research Applications 3 credits
This is a graduate seminar and core course in the MPA program. The course introduces the student to the methods and techniques used to conduct public policy research and to evaluate public programs from an empirically sound foundation. The course also provides an in-depth treatment of the application and interpretation of quantitative research tools. Specific content areas include research design, data collection, and data analysis.

PAD 6807 Urban Politics & Admin 3 credits
This is an elective course in the MPA program. The course provides an overview of the context, functioning, and policies of America’s metropolitan areas. It examines the social and economic environment of the city and explores the dimensions of the “urban crisis.” The course also examines the formal and informal sources of power in urban communities and how citizen input affects policy outcomes.

PAD 6826 Intergovernmental Relations 3 credits
This is a graduate seminar and core course in the MPA program. This course will focus on the structures, functions, policy processes, and administration of the Federal, state, and local government(s). The emphasis will be on the history, current developments, and management issues in the Federal, state and local government(s).

PAD 6908 Independent Study 1 to 3 credits
This is a directed study of a current concept, selected problem or issue pertaining to public administration and/or the student’s area of concentration. The topic covered varies according to recent developments in public administration. The course may be repeated for different topical areas.

PAD 6934 Spec Topics in Public Adminis 3 credits
This is a graduate seminar and elective course in the MPA program. The course explores the administration topics and contemporary public policy issues that are not addressed in other course offerings in the MPA program. Examples are substance abuse prevention, public finance, not-for-profit management, comparative public administration, health policy, social policy, and foreign policy.

PAD 6940 Internship 3 credits
This is a graduate field seminar in the MPA program. Internships will be established with public and nonprofit agencies to provide those students with little or no public sector work experience an opportunity to apply concepts learned in graduate seminars in a real world environment.

PAD 6961 Capstone Project 1 credits
This is a 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.

PHT 5511 Professional Seminar I 2 credits
In this course, students have the opportunity to explore issues related to professional communication and behavior in preparation for the first full-time clinical experience. Included are written and oral communication with patients, families, and other health professionals, third-party payers, and the community at large. Issues and attitudes relating to cultural diversity and aesthetics will be addressed. Students will learn the roles and responsibilities of those involved in the clinical education portion of the curriculum, including professional liability. Included is the initial 160 hours of clinical experience.
Prerequisites: PHT 5726C

PHT 5615 Foundations Independent Resch 1 credits
This course for physical therapy students builds on the content in HSC 4732: Research Methods and Applications to Health Care Systems. Basic statistical and research terminology is discussed and expanded upon. An in-depth examination of different types of research occurs including the advantages, disadvantages, applicability for health care settings, and appropriate use of statistical analyses. Students become familiar with different types of measurement, coding data and building databases, critical analysis and interpretation of data, statistical significance and visual inspection of data, and critical review of physical therapy and related health care research literature. Students are intro-
duced to the use of a computerized statistical package. Students explore their roles and responsibilities as participants in and contributors to the research process. On completion of the course, students reflect upon, choose, and support the decision to pursue either the thesis or independent study option.

Prerequisites: HSC 4732

PHT 5726C Integrated Clinical Practice I 6 credits
This problem-based course, the first course of a four-course sequence, explores areas of physical therapy screening, examination, diagnosis, and intervention that are less complex in nature. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework and through life experience.

Clinical skills learned in 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.

Fee Required

PHT 5727C Integrated Clinical Practice II 7 credits
This problem-based course, the second in a four-course sequence, explores progressively more complex areas of physical therapy screening, examination, diagnosis and intervention. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework, Integrated Clinical Practice I, and through life experience.

Clinical skills learned in 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

Fee Required

PHT 5822 Clinical Internship I 1 credits
Fee Required

PHT 5906 Independent Study I 1 credits
This course for the physical therapy student is the initial phase of an intensive, independent, focused area of study. Areas of study include but are not limited to: developing skills in clinical education; assisting in the development of and team teaching a community college or university course offering; attending a continuing education series of offerings; conducting a needs assessment followed by the development and presentation of a continuing education or professional development offering; creating and field testing a product relevant to physical therapy practice; developing knowledge and skills in a particular clinical area; developing interdisciplinary practice skills; developing, implementing, modifying, and evaluating a consultation practice; developing management and administration skills, and enrolling in additional, specialized coursework. In this initial phase, the student identifies an area for intensive focus and designs a faculty approved learning experience that meets the student's need(s). The student explores and identifies potential opportunities for the individualized learning experience, and gains approval of the identified sponsor, if applicable. The student in close consultation with his faculty advisor, develops a learning experience plan with goals, objectives, timeline, and methods of assessment clearly defined and agreed upon by all concerned.

Prerequisites: PHT 5615 and PHT 5726C

PHT 5971 Thesis Research I 1 credits
This research course for the physical therapy student is the initial phase of the thesis process. The student is required, with his/her faculty advisor, to choose a Thesis Committee which guides him through the process of developing an introduction, rationale, and research question for investigation. Successful completion of this course results in an approved research question with supporting written documentation. Ongoing contact with the student’s faculty advisor is required.

Prerequisites: PHT 5615 and PHT 5726C

PHT 6512 Professional Seminar II 2 credits
This course emphasizes leadership and career development, including investigation of employment strategies, obtaining a professional license, 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 6729C

PHT 6728C Integrated Clinical Practice III 5 credits
This problem-based course, the third in a four-course sequence, explores progressively more complex areas of physical therapy screening, examination, diagnosis, and intervention. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework, Integrated Clinical Practice I/II, and through life experience. Clinical skills learned in Fundamental Skills of Physical Therapy Examination and Intervention are reviewed, applied and expanded. Community based laboratories provide students with an opportunity to observe and practice screening, examination, and intervention skills. Through patient demonstrations, students are given the opportunity for immediate application of therapy skills. Competency assessments and comprehensive practical examinations are central to student evaluation.

Prerequisites: PHT 5727C

Fee Required

PHT 6729C Integrated Clinical Practice IV 6 credits
This problem-based course, the final course in a four-course sequence, explores complex areas of physical therapy screening, examination, diagnosis, and intervention. Through small group, problem-based case study methodology, students apply knowledge gained in their undergraduate coursework, Integrated Clinical Practice I/II/III and through life experience. Clinical skills learned in Fundamental Skills of Physical Therapy Examination and Intervention are reviewed, applied and expanded. Community based laboratories provide students with an opportunity to observe and practice screening, examination, and intervention skills. Through patient demonstrations, students are given the opportunity for immediate application of therapy skills. Competency assessments and comprehensive practical examinations are central to student evaluation.

Prerequisites: PHT 6728C

Fee Required

PHT 6823 Clinical Internship II 1 credits
This course is second in a four-course sequence of clinical internships. The four-week clinical experience emphasizes student use of physical therapy evaluation, treatment planning and intervention strategies in a physical therapy setting. Students work under the direct supervision of a clinical instructor who is a licensed physical therapist. Faculty advisors monitor student progress.

Prerequisites: PHT 6728C

PHT 6824 Clinical Internship III 4 credits
This course is third in a four-course sequence of clinical internships. The eight-week experience in a physical therapy setting requires students to synthesize previously learned concepts and apply them to
management of patients/clients in a continuum of care. Students must
demonstrate appropriate peer teaching skills. Students work under the
direct supervision of a clinical instructor who is a licensed physical
therapist. Faculty advisors monitor student progress.
Prerequisites: PHT 6823 and PHT 6729C

PHT 6825 Clinical Internship IV 4 credits
This is the final course sequence of clinical internships. The eight-
week experience is designed to facilitate the student’s practice with
increasing independence in the physical therapy setting. Within the
clinical setting, students demonstrate teaching skills to peers and pa-
tients/clients, take on the role of supervisor of physical therapist as-
sistants, and participate in outcome assessment. Students work under
the direct supervision of a clinical instructor who is a licensed physical
therapist. Faculty advisors monitor student progress.
Prerequisites: PHT 6824 and PHT 6729C

PHT 6907 Independent Study II 2 credits
This course for the physical therapy student is the second and applied
portion of the intensive, independent, focused process of study begun in
Independent Study I. The student is responsible for implementing
the previously defined learning experience plan developed in Inde-
pendent 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 com-
munity mentor.
Prerequisites: PHT 5727C and PHT 5906

PHT 6908 Independent Study III 2 credits
This course for the physical therapy student is the third portion and
the continuation of the applied portion of the intensive, independent,
focused process of study begun in Independent Study I and Indepen-
dent 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 suc-
cessful portfolio review by the faculty advisor and community mentor.
Prerequisites: PHT 6728C and PHT 6907

PHT 6909 Independent Study IV 1 credit
This course for the physical therapy student is the fourth and final
portion of the independent, focused study begun in Independent Study
I, II, and III. The student is responsible for evaluating the process
through mutually agreed upon measurement strategies. The four course
series of study culminates in a scholarly, reflective paper and portfolio
that examine the process and outcomes. The student is required to
present an oral summary of his/her work. Ongoing contact with the
student’s faculty advisor is required.
Prerequisites: PHT 6729C and PHT 6808

PHT 6972 Thesis Research II 2 credits
This research course for the physical therapy student is the second
phase of the thesis process. With approval of the Thesis Committee,
the student conducts a review of the literature, develops the methods
section of the project, and if appropriate, begins the data collection
phase of the project. At the end of this phase, the student has devel-
oped 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 con-
tact with the student’s faculty advisor is required.
Prerequisites: PHT 5971 and PHT 5727C

PHT 6973 Thesis Research III 2 credits
This research course for the physical therapy student is the collection
and analysis phase of the thesis process. With approval of the Thesis
Committee, the student completes collection of research data for the
project and employs appropriate analyses. At the end of this phase, the
student has completed the data collection phase and appropriately ana-
lyzed the research data. Ongoing contact with the student’s faculty
advisor is required.
Prerequisites: PHT 6728C and PHT 6972

PHT 6974 Thesis Research IV 1 credits
This research course for the physical therapy student is the final phase
of the thesis project. With the approval of the Thesis Committee, the
student develops and completes the conclusion and discussion sec-
tions of the project and satisfactorily passes the oral defense phase.
This project culminates in the final, deposited research paper. Ongoin-
g contact with the student’s faculty advisor is required.
Prerequisites: PHT 6729C and PHT 6973

QMB 6305 Statistical Methods for Mgt 3 credits
This course develops the basic statistical tools used in quantitative
analysis in business. Topics include descriptive statistics, interval es-
timation, hypothesis tests, correlation and regression analysis, analy-
as of variance and analysis of qualitative data. Emphasis is on
applications, concepts and interpretation of results, rather than theory
and calculations. Students use a computer software package for data
analysis.

QMB 6603 Quantitative Methods in Bus 3 credits
This course is an introduction to basic quantitative tools used by man-
gagers to improve the decision making process in organizations, and
the applications of these tools to real life problems. Quantitative meth-
ods covered include decision analysis, forecasting, network models,
queueing, inventory models, and linear programming. Emphasis is on
applications, concepts, and interpretation of results rather than theory
and calculations. Students use a computer software package for model
analysis.
Prerequisites: QMB 6305

RED 6116 CurrTrends in Elem Read Instr 3 credits
Approaches, materials, and procedures in Elementary Reading instruc-
tion, with emphasis on pertinent current research.
Prerequisites: RED 4310 with a passing grade

RED 6516 Corrective Reading in Classr 3 credits
Use of diagnostic and prescriptive procedures with individual and group
reading instruction.
Prerequisites: RED 4310 with a passing grade or RED 6116 with a
minimum grade of B

RED 6540 Classroom Diagnosis-Reading Prob 3 credits
Multiple factors related to reading problems and sources of informa-
tion for assessing reading performance. Use of informal diagnostic
instruments in the classroom.
Prerequisites: RED 6116 with a passing grade

RED 6544 Remediation Comprehension Prob 3 credits
Methods and materials for teaching and remediating reading, writing
and listening comprehension.
Prerequisites: RED 6116 with a passing grade

RED 6545 Remediation Read/Write VocProb 3 credits
Methods and materials for teaching remediating vocabulary and word
identification for reading and writing.
Prerequisites: RED 6116 with a passing grade

RED 6971 Thesis: Masters/Ed Specialist 1 to 19 credits

SCE 5937 Special Topics in Science Ed 1 to 4 credits
Special topics which can be repeated when topics are not duplicated.

SCE 6326 Meths of Teach Soc Sci, 6-12 6 credits
The course taken as a co-requisite with the final internship, will focus
on the methods of teaching social science in middle and senior high
school grades. Major themes will address strategies for teaching ado-
SOW 6235 Fund of Social Welfare Policy 3 credits
Examines historical antecedents of social welfare as an institution and current state of social welfare programs in America. Emphasis is placed on understanding social, economic, and political forces that shape policies and programs. Departmental approval required.

SOW 6236 SocWelf Policy Analy & Design 3 credits
This course presents various methods of policy analysis with emphasis on distinctions among legislative, administrative, and judicial policy. Examines roles and responsibilities of the professional social worker in the policy process. Departmental approval required.
Prerequisites: SOW 6235 with a passing grade

SOW 6305 Fundamentals-Soc Work Practice 3 credits
Content describes the full range of social work interventions, from micro to macro. The historical development of practice methods will be examined and current techniques will be surveyed. Environmental influences, such as managed care, on treatment trends will be discussed. Departmental approval required.

SOW 6341 Individual,Fam & Gp Treat I 3 credits
Application of clinical practice to work with individuals. Psycho-social model is emphasized. Professional laboratory develops skills in practice. Departmental approval required.
Prerequisites: SOW 6124 with a passing grade and SOW 6126 with a passing grade and SOW 6114 with a passing grade

SOW 6348 Theories of Clinical Practice 2 credits
Theories for clinical practice, with emphasis on the psychosocial model. Explores basic skills for clinical practice. Departmental approval required.

SOW 6362 Individual, Fam & Gp Treat III 3 credits
Emphasizes selection of techniques in the psychosocial model of treatment. Primary focus on family, couple, and parent-child problems. Departmental approval required.
Prerequisites: SOW 6124 with a passing grade and SOW 6126 with a passing grade and SOW 6114 with a passing grade

SOW 6366 Systems Theory & Social Work 3 credits
Systems theory is applied to social work practice and the In-situation model of social work. Applications of systems theory to direct practice roles such as teacher, broker, advocate, evaluator, change agent are examined. Departmental approval required.
Prerequisites: SOW 6305 with a passing grade and SOW 6105 with a passing grade and SOW 6348 with a passing grade

SOW 6368 Individual, Fam & Gp Treat II 3 credits
Focus on psycho social model of group treatment. Comparison with individual and family modality. Departmental approval required.
Prerequisites: SOW 6124 with a passing grade and SOW 6126 with a passing grade and SOW 6114 with a passing grade

SOW 6375 Macro Practice Seminar 3 credits
This course studies facets of organizational environment in which clinical practice takes place, develops skills in various macro practice functions of the agency, such as supervision, program operations, and interagency relations. Departmental approval required.
Prerequisites: SOW 6426 with a passing grade and SOW 6368 with a passing grade and SOW 6545 with a passing grade

SOW 6405 Found of Soc Work Res & Stats 3 credits
This is the first of four research methods courses intended to introduce students to the various methods, designs, measurements, and statistical techniques in social work research. Departmental approval required.
SOW 6425 Clinical Research 2 credits
This is the second in a series of four required research courses. It focuses on the design and implementation of evaluation studies in social work. Departmental approval required.
Prerequisites: SOW 6405 with a passing grade

SOW 6426 Field Research I 2 credits
This is the third in a series of four research courses. It provides the structure for supervision of graduate research projects. Departmental approval required. Graduate standing in Social Work only.
Prerequisites: SOW 6405 with a passing grade and SOW 6425 with a passing grade

SOW 6427 Field Research II 2 credits
This is the fourth and final research course. It provides the structure for supervision of the graduate research project. Departmental approval required. Graduate standing in Social Work only.
Prerequisites: SOW 6405 with a passing grade and SOW 6425 with a passing grade and SOW 6426 with a passing grade

SOW 6534 Field Instruction I 4 credits
This is first in a series of supervised field instruction in a social service agency, normally consisting of 20 hours per week.
Prerequisites: SOW 6305 with a passing grade and SOW 6105 with a passing grade and SOW 6235 with a passing grade and SOW 6348 with a passing grade and SOW 6114 with a passing grade and SOW 6405 with a passing grade and SOW 6342 with a passing grade

SOW 6536 Field Instruction III 3 credits
This is third in a series of supervised field instruction in a social service agency, normally consisting of 20 hours per week.
Prerequisites: SOW 6305 with a passing grade and SOW 6105 with a passing grade and SOW 6235 with a passing grade and SOW 6348 with a passing grade and SOW 6114 with a passing grade and SOW 6405 with a passing grade and SOW 6342 with a passing grade

SOW 6553 Field Inst Seqeu IA-Part-time 1 credits
This is first in a series of supervised field instruction in a social service agency, normally consisting of 10 hours per week. Departmental approval required.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6235 and SOW 6305 and SOW 6348 and SOW 6405

SOW 6554 Field Inst Seqeu IB-Part-time 2 credits
This is second in a series of supervised field instruction in a social service agency, normally consisting of 15 hours per week. Departmental approval required.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6205 and SOW 6305 and SOW 6348 and SOW 6405 and SOW 6553

SOW 6555 Field Inst Seqeu IIA-Part-time 2 credits
This is third in a series of supervised field instruction in a social service agency, normally consisting of 10 hours per week. Departmental approval required.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6235 and SOW 6305 and SOW 6348 and SOW 6405 and SOW 6553 and SOW 6554

SOW 6556 Field Inst Seqeu IIB-Part-time 2 credits
This is fourth in a series of supervised field instruction in a social service agency, normally consisting of 10 hours per week.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6235 and SOW 6305 and SOW 6348 and SOW 6405 and SOW 6553 and SOW 6554 and SOW 6555

SOW 6557 Field Inst Seqeu IIC-Part-time 2 credits
This is fifth in a series of supervised field instruction in a social service agency, normally consisting of 15 hours per week. Departmental approval required.
Prerequisites: SOW 6105 and SOW 6114 and SOW 6235 and SOW 6348 and SOW 6553 and SOW 6554 and SOW 6555

SOW 6558 Field Inst Seqeu IIIA-Part-time 2 credits
This is sixth in a series of supervised field instruction in a social service agency, normally consisting of 10 hours per week. Departmental approval required.
Prerequisites: SOW 6305 and SOW 6105 and SOW 6235 and SOW 6348 and SOW 6114 and SOW 6405 and SOW 6553 and SOW 6554 and SOW 6555 and SOW 6556 and SOW 6557

SOW 6559 Field Inst Seqeu IIIB-Part-time 2 credits
This is seventh in a series of supervised field instruction in a social service agency, normally consisting of 10 hours per week. Departmental approval required.
Prerequisites: SOW 6305 and SOW 6105 and SOW 6235 and SOW 6348 and SOW 6114 and SOW 6405 and SOW 6553 and SOW 6554 and SOW 6555 and SOW 6556 and SOW 6557 and SOW 6558

SOW 6900 Independent Study 1 to 3 credits
A reading program in selected topics under supervision of a faculty member. A formal contract must be approved by the Chairperson. Admission to MSW program and Departmental approval required.

SOW 6931 Special Topics in Social Work 1 to 4 credits
This course examines advanced topics in social work practice and theory. The specific topic varies to meet the needs of current students and practitioners. Restricted to MSW students; others by departmental approval.

SSE 6326 Meth of Teach Soc Sci 6-12 6 credits
The course taken as a corequisite with the final internship will focus on the methods of teaching social science in middle and senior high school grades. Major themes will address strategies for teaching adolescents, curriculum adaptation for special needs students, assessment of student learning, and current literature for teaching social science, as well as strategies for teaching the various disciplinary areas either alone or in an integrated fashion. Admission to the MAT program or permission of instructor required.
Corequisites: SSE 6945

SSE 6617 Trends in Soc Studies Instruc 3 credits
Crucial concepts drawn from the social sciences. Analysis of the problems approach. Students will select an area of independent study on an advanced level.
Prerequisites: SSE 4313 with a minimum grade of D

SSE 6945 Internship in Soc Sci, 6-12 6 credits
The purpose of the Internship in the MAT program in secondary education is to enhance the teaching experience by creating situations in which the intern will integrate theoretical knowledge from previous education courses with the classroom experiences to demonstrate behaviors specified in the Educator Accomplished Practices and the Florida Performance System. Admission to the MAT program or permission of instructor required.

TAX 6015 Corporate Tax Issues 3 credits
This course provides in-depth coverage of tax issues associated with corporations.
Prerequisites: TAX 3012 or TAX 4001

TAX 6045 Tax Research & Planning 3 credits
This course will examine the sources of tax authority which include its primary sources (legislative, judicial, and administrative), as well as secondary sources. This course will develop procedures for identifying the applicable tax issues, locating appropriate tax authority, and communicating the results of tax research.
Prerequisites: TAX 3012 or TAX 4001
TAX 6205 Flow Through Entities 3 credits
The course will use a “life cycle” approach to cover the taxation of Partnerships, LLCs, S corporations.
Prerequisites: TAX 3012 or TAX 4001

TAX 6405 Estate & Gift Tax Issues 3 credits
This course covers federal and state taxation of wealth and transfers including gift, estate and generation-skipping taxes.
Prerequisites: TAX 3012 or TAX 4001

TAX 6525 International Tax Issues 3 credits
This course examines the structure and income measurement rules of the United States and various foreign tax systems. Topics covered include the different approaches to defining the tax base, deduction allocation rules, transfer pricing issues, foreign tax credits, and the implications of different organizational forms.
Prerequisites: TAX 4001 or TAX 3012

TAX 6877 Special Topics in Taxation 3 credits
Topics in this course will vary from year to year. Possible topics to be taught under this course number include wealth transfer taxes, income taxation of estates and trusts, and state tax issues.

TSL 5142 Curriculum & Material Develop 3 credits
Curriculum and Materials Development in ESOL Programs focuses on applications of the theories, principles and current research related to second language acquisition, as well as instructional techniques and materials relevant to development of ESOL curriculum. It provides students with information about various program options for second language learners and focuses on the development of skills and techniques for assessment, goal setting, teaching methods, and adaptation of materials for the second language learners’ varied needs.

TSL 5371 Methods of Teaching ESOL 3 credits
Methods of teaching ESOL is a component of the ESOL endorsement series in the state of Florida. This course will: a) provide an overview of the theoretical foundations and applications of language instruction approaches, methods, and techniques effective in ESL classrooms, and b) explore appropriate teaching strategies for diverse learners. Emphasis will be given to making connections between research/theory/principles and best teaching practices and developing a philosophy on effective methods to use when working with English language learners.

TSL 5474 Testing & Eval for ESOL Teach 3 credits
This course provides a general background in language assessment issues, opportunities to examine language assessment instruments, and practical experiences developing and using formal and informal assessment measures. The students/teachers/school personnel will be able to critically analyze, select, and use evaluation techniques for measuring ELL/LEP students performance in academic settings.

TSL 5525 Cross Cult Comm Issues in ESL 3 credits
Course on cultural issues in teaching English as a second language. This course, a component of the ESOL endorsement series of the state of Florida, provides an in depth discussion of the concept of culture and helps teachers/students recognize its influence on learning, communication, belief systems and values orientations, and patterns of thinking and behaving. The focus is on providing information contributing to cultural competence including applying cross-cultural understanding to planning instructional settings involving culturally and linguistically diverse students. Emphasis of this course will include honoring diversity and caution to the dangers of stereotyping and overgeneralizing to the diverse populations.

TSL 6252 Cult & Ling Div in Sec Ed ESOL 3 credits
This course is about how secondary content teachers meet the need of culturally and linguistically diverse students including legal, pedagogical/instructional, and curriculum issues.
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Dean, Library Services
Director, School of Public and Social Services
Dean, College of Business
Dean, Planning and Evaluation
Dean, College of Health Professions
Dean, Student Services
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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Foundation Fellows
Barron Collier III
Mary Frances Howard
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>College/Government</th>
<th>Degree(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, George</td>
<td>Associate Professor</td>
<td>Planning &amp; Evaluation</td>
<td>PhD, University of Miami</td>
</tr>
<tr>
<td>Ali, Rebecca</td>
<td>Assistant Faculty Assistant</td>
<td>College of Health Professions</td>
<td>BSN, Loma Linda University</td>
</tr>
<tr>
<td>Andersen, Stacy</td>
<td>Assistant Professor</td>
<td>College of Arts &amp; Sciences</td>
<td>PhD, University of Georgia</td>
</tr>
<tr>
<td>Andrews, Christine</td>
<td>Assistant Professor</td>
<td>College of Business</td>
<td>DBA, Cleveland State University</td>
</tr>
<tr>
<td>Barreto, Jose</td>
<td>Assistant Professor</td>
<td>College of Arts &amp; Sciences</td>
<td>PhD, University of Texas Health Science Center</td>
</tr>
<tr>
<td>Barringer, Tony</td>
<td>Assistant Professor</td>
<td>School of Public &amp; Social Services</td>
<td>EdD, Northern Illinois University</td>
</tr>
<tr>
<td>Beatty, Thomas</td>
<td>Assistant Professor</td>
<td>College of Arts &amp; Sciences</td>
<td>PhD, Florida Atlantic University</td>
</tr>
<tr>
<td>Beckett, Edward</td>
<td>Advisor/Instructor</td>
<td>College of Education</td>
<td>AM, University of West Virginia</td>
</tr>
<tr>
<td>Beise, Catherine</td>
<td>Associate Professor</td>
<td>College of Business</td>
<td>PhD, Georgia State University</td>
</tr>
<tr>
<td>Bevins, Sharon</td>
<td>Associate Professor</td>
<td>College of Health Professions</td>
<td>PhD, University of Illinois</td>
</tr>
<tr>
<td>Bevins, Thomas</td>
<td>Assistant Professor</td>
<td>College of Health Professions</td>
<td>MS, University of Vermont</td>
</tr>
<tr>
<td>Bhatt, Anjana</td>
<td>Assistant University Librarian</td>
<td>Library Services</td>
<td>MS, Syracuse University</td>
</tr>
<tr>
<td>Blake, Amy</td>
<td>Assistant Professor</td>
<td>College of Health Professions</td>
<td>MS, Tufts University</td>
</tr>
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<td>Bledsoe, Carol</td>
<td>Instructor</td>
<td>College of Arts &amp; Sciences</td>
<td>MA, Indiana State University</td>
</tr>
<tr>
<td>Boggs, Roy</td>
<td>Professor</td>
<td>College of Business</td>
<td>PhD, University of Texas-Austin</td>
</tr>
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<td>Borgia, Daniel</td>
<td>Assistant Professor</td>
<td>College of Business</td>
<td>PhD, Kent State University</td>
</tr>
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<td>Bradley, Peggy</td>
<td>Assistant Professor</td>
<td>School of Public &amp; Social Services</td>
<td>MEd, University of Miami</td>
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<td>Brock, James</td>
<td>Assistant Professor</td>
<td>College of Arts &amp; Sciences</td>
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<td>Brown, David</td>
<td>Assistant Professor</td>
<td>College of Health Professions</td>
<td>PhD, Oregon State University</td>
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<td>Burgess, Deanna</td>
<td>Assistant Professor</td>
<td>College of Business</td>
<td>PhD, University of Central Florida</td>
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<tr>
<td>Burkett, Paul</td>
<td>Instructor</td>
<td>College of Health Professions</td>
<td>MS, Virginia Polytechnic Institute</td>
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<tr>
<td>Burnette, Carolyn</td>
<td>Assistant Dean</td>
<td>College of Business</td>
<td>MBA, University of South Florida</td>
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<td>Byrnes, Lawrence</td>
<td>Dean and Professor</td>
<td>College of Education</td>
<td>PhD, Michigan State University</td>
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<tr>
<td>Calvo, Cara</td>
<td>Assistant Professor</td>
<td>College of Health Professions</td>
<td>MS, University of Vermont</td>
</tr>
<tr>
<td>Campanile, Loredana</td>
<td>Assistant Professor</td>
<td>College of Health Professions</td>
<td>MSc, McGill University</td>
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</table>
Carter, Cecil  
Associate Professor  
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Chambers, James  
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Golian, Linda  
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Library Services  
EdD, Florida Atlantic University

Goodwin, Barbara  
Executive Director  
Southwest Florida Library Network  
MS, University of South Florida
<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Gray, Carolyn</td>
<td>Dean and Associate Professor</td>
<td>Library Services</td>
<td>PhD, Brandeis University</td>
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<td>Gray-Vickrey, Margaret</td>
<td>Associate Professor</td>
<td>College of Health Professions</td>
<td>DNS, University at Buffalo</td>
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<td>Green, Roger</td>
<td>Assistant Professor</td>
<td>School of Public &amp; Social Services</td>
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<td>Greene, Marcia</td>
<td>Associate Professor</td>
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<td>Greene, Patrick</td>
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<td>Hair, Thomas</td>
<td>Instructor</td>
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<td>Hammerling, Julie</td>
<td>Clinical Laboratory Science Faculty Assistant</td>
<td>MSCLS, University of Wisconsin-Milwaukee</td>
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<td>Hansen, Pamela</td>
<td>Instructional Specialist</td>
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<td>Harrington, Tom</td>
<td>Professor</td>
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<td>Hartke, Joanne</td>
<td>Project Director, Institute of Government</td>
<td>School of Public &amp; Social Services</td>
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<td>DrPH, Yale University</td>
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<td>Associate Professor</td>
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<td>PhD, Thomas Jefferson University</td>
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<td>Hewitt-Gervais, Cynthia</td>
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<td>Hobbs, Bradley</td>
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<td>Hollander, Joel</td>
<td>Assistant Professor</td>
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<td>Honeychurch, Joyce</td>
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<td>Houck, Linda</td>
<td>Associate Professor</td>
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<td>Hutchcraft, Gilbert</td>
<td>Professor</td>
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<td>Hyun, Eunsook</td>
<td>Associate Professor</td>
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<td>Isaacs, Madelyn</td>
<td>Associate Professor</td>
<td>College of Education</td>
<td>PhD, Hofstra University</td>
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<td>Jack, Lynda</td>
<td>Assistant Professor</td>
<td>College of Health Professions</td>
<td>MS, University of Alabama</td>
</tr>
</tbody>
</table>

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Jackson, Bette  
Instructor  
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Jackson, Jerome  
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Malenafo, Charles  
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Martin, Judith  
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Meers, Mason
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PhD, University of Miami

Miles, Karen
Professor
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