



# EDWARD WATERS COLLEGE

Emerging Eminence

2018 - 2020 Catalog

# EDWARD WATERS COLLEGE

## CATALOG

2018 – 2020



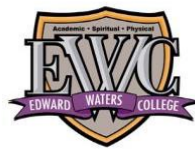
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EDWARD WATERS COLLEGE

*Emerging Eminence*

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# EDWARD WATERS COLLEGE

## MESSAGE FROM THE PRESIDENT



Greetings and an ardent welcome to the higher educational crown jewel of the ‘First Coast’ of Florida at Edward Waters College (EWC)!

EWC is distinctively the state of Florida’s first independent institution of higher learning as well as Florida’s first institution established for the education of African-Americans. With a distinguished higher education lineage spanning over 150 years, EWC is primed to continue its *Emerging Eminence* as a premier urban, private, Christian (African Methodist Episcopal – AME), historically black, liberal arts college offering high quality four-year baccalaureate degrees and preparing students holistically to advance in a global society through the provision of an intellectually stimulating academic experience. EWC offers a close-knit, collegial, intellectual community that draws students and faculty scholars from around the world. True to its historic mission, the College’s academic program provides access and opportunity to a high-quality 21st century undergraduate education consisting of a reinvigorated, practical, and engaged liberal arts curriculum buttressed by an array of comprehensive academic services to support high academic scholarship, achievement, and overall student success.

EWC’s liberal arts curriculum is designed to provide students with a program that is rigorous, inclusive, pragmatic, socially relevant and responsible. As such, EWC is an institution of purposeful intention that employs its resources and aligns its practices to provide students with an impactful academic and experiential program of study. The College’s graduates are pioneering leaders, insatiable learners, critical thinkers, and are highly skilled in navigating new environments, integrating knowledge from different sources, and becoming agents for positive change in every sector of our increasingly expanding society and world. Indeed, the glimmer that makes the EWC jewel shine so brightly is personified in the superlative achievements and accomplishments of the outstanding students who are the lifeblood of our campus community and whose exploits have our venerable institution on a forward trajectory towards sustained growth and unprecedented success as a college of distinction, uniqueness, and longevity.

With your continued dedication and support we will undoubtedly see our aspirant institutional goals come to fruition. Accordingly, I am honored to count you as a member of the EWC community of scholars at this pivotal moment in the storied history of our institution. Even more, I look forward to our collective success as we strive collaboratively to reach beyond our highest heights and be a demonstrable representation of our belief that ‘Working Together Works’!

Again, welcome to the most esteemed Edward Waters College and we look forward, with great anticipation, to providing you with a higher educational experience that is indeed *Nulli Secundus*—Second to None! TIGER PRIDE!

A. Zachary Faison Jr., J.D.  
President & CEO

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## **CATALOG AGREEMENT**

Through the governance and administrative processes of Edward Waters College, after publication of this catalog, changes may have to occur in the academic calendar, admission and/or graduation requirements, academic programs, course offerings, scholarship funding, policies and regulations, and tuition and fee charges. In some instances, the requirements for graduation may be amended due to external governing agencies' whose requirements supersede the catalog requirements for the degree year a student entered the College (e.g., the Florida Department of Education may require more classes for graduating seniors to be a certified teacher in Florida). While reasonable effort will be made to publicize such changes, students are encouraged to seek current information from appropriate offices; ultimately, the responsibility for complying with all applicable requirements rests with the student. Provided that the student maintains continuous enrollment, the student has the right to graduate based on the catalog edition published for the academic year of first enrollment. Two or more consecutive semesters of non-enrollment obligates a student to meet the requirements of the Catalog in effect upon her/his return to the College. All requirements of a single Catalog must be met, and requirements may not be arbitrarily selected from various Catalogs.

## **AMERICANS WITH DISABILITIES ACT (ADA) COMPLIANCE STATEMENT**

In compliance with ADA Section 504 of the Rehabilitation Act, EWC does not discriminate on the basis of disability in the administration or operation of its educational policies, activities, and programs. In order to receive accommodations for any specific disability, a student must self-disclose her/his disabling condition by submitting documentation of the diagnosis (es) with the appropriate forms to the Division of Student Affairs and Enrollment Management, Counseling Center.

## **FAMILY EDUCATIONAL AND PRIVACY ACT STATEMENT**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Therefore, the College cannot disclose academic or personally identifiable information contained in the student's educational records without the student's consent. Students may grant any third party (e.g., parent, spouse, or sponsor) permission to access their records by completing the Family Educational Rights and Privacy Act (FERPA) Waiver Form and designating all parties for which records can be disclosed.

## **INFORMATION RELEASE**

Information concerning individual students shall not be released to anyone other than authorized staff for professional work-related purposes only upon receipt of a written request including the student's or previous student's signature.

### **Privileged Information**

Records are not open to either students or the public, and are designed solely to enable college operations or to assist individual students. Included are financial records, student/family relationship information, confidential statements or recommendations prior to January 1, 1975, without a student's rights waiver, financial aid records, medical records, campus employment, faculty files, and alumni information.

**Sole-Access Records**

Records of faculty, supervisory and administrative personnel, in the sole possession of the makers, are not accessible to others except temporary substitutes.

**Information Review and Correction**

Students have the right to inspect their educational records and to have corrected such records as necessary. EWC staff work to ensure that inaccurate, misleading, or otherwise inappropriate information is not retained in student records. Students are informed when such corrections are made in response to student requests. Should these corrections remain unsatisfactory, written challenge to the particular record should be addressed to the Provost/Senior Vice President of Academic Affairs who will provide a hearing conducted in accordance with regulations issued by the Secretary of the U.S. Department of Education. Students may also file a written explanation of any material contained in their records; such statements automatically become a permanent part of the challenged record. EWC reserves the right to deny such requests for review and correction if made for frivolous or malicious purposes. The decision of the Provost/Senior Vice President of Academic Affairs regarding a challenge raised shall be made in writing within 45 days from the conclusion of the hearing. Students may appeal decisions of the Provost/Senior Vice President of Academic Affairs to the Family Educational Rights and Privacy Act Office in the U.S. Department of Health and Human Services in Washington, D.C.

**DISPOSAL OF RECORDS**

Official academic records are permanent and are kept indefinitely in the Office of the Registrar with duplicate copies maintained in a safe off-site facility. These records include supporting documents used for admission to EWC, academic transcripts, and indications of honors, awards, and disciplinary actions, if any. All other records in other offices may be discarded after the student withdraws or graduates.

**REGISTRARS NOTICE REGARDING 2018 – 2020 CATALOG**

Edward Waters College is the first HBCU in Florida to move entirely to the Florida Department of Education's Statewide Course Numbering System (SCNS). All SCNS courses must go through a peer-reviewed process with the Florida Department of Education. This process involves content-area specialists who review the content of the course, its objectives, outcomes and deem it an acceptable course. This process brings greater validity to our curriculum and instruction of courses approved through this process.



# Organization and Staff

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Chief of Staff

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Rosalind Lopez  
Title III Coordinator & Sponsored Programs

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Ms. Hazel Clayton  
Executive Administrative Assistant

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Associate Provost for Faculty Affairs

Dr. Stephanie G. Campbell  
Interim Associate Provost for Academic Student Success  
And Research Initiatives

Dr. Rigoberto Rincones-Gomez  
Associate Provost for Institutional Planning, Research, and Effectiveness

Mrs. Jessica A. Russo  
Executive Administrative Assistant

**Office of Institutional Planning, Research, and Effectiveness**  
Mrs. Bernice Parker-Bell-Director of Research and Assessment  
Mrs. Eras McKee-Accreditation Coordinator

**Schell-Sweet Community Resource Center**  
Mrs. Marie Heath-Director  
Mrs. Maria Edwards-Senior Wellness Coordinator

**Writing Program Administration**  
Mr. Joel M. Williams – Writing Program Administrator\QEP Director  
Vacant – Writing Center Coordinator

**TRIO Student Support Services Program**  
Dr. Andrea Cummings – Director  
Mr. Laroda J. Barnes, Counselor  
Ms. Gwanettia Hall –Administrative Assistant

**TRIO Upward Bound Program**  
Dr. Delacy Sanford – Director  
Ms. Robin Stephens – Executive Administrative Assistant

**Credentials for Leadership in Management and Business (C.L.I.M.B.)**  
Dr. Bruce Lavant – Director of Continuing Education and CLIMB  
Ms. Takisha M. Tillie – Advisor  
Vacant – Administrative Assistant

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Ms. Gwendolyn Gatson – Library Technical Assistant/ Cataloger

Ms. Carmilla Martin – Reference Librarian

Ms. Alicia Nelson – Reference Librarian

Mr. Michael Wolfe – Circulation Librarian

## **DIVISION OF STUDENT SUCCESS and ENGAGEMENT**

Mr. Mandrake Miller  
Ms. Donna McFadden  
Vacant

Vice President for Student Success & Engagement  
Administrative Assistant  
Dean of Students/Residential Life

### **Career Services**

Mr. Antonio Stark

Director for Career Services

### **Campus Ministry**

Vacant

College Chaplain

### **Counseling and Guidance**

Ms. Reagan Summers  
Ms. Elvera Carter  
Ms. Beverly Bolton

Director  
Counselor  
Health Services

### **Residence Life**

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Ms. Danny McClendon

Area Coordinator Salter Hall  
Area Coordinator Honors' Village

### **Student Activities**

Mr. Joel Jordan  
Mr. Henry Smith

Assistant Student Activities Coordinator

### **Black Male Explorers Program/Student Activities**

Mr. Darren Gardner

## **ENROLLMENT MANAGEMENT AND MATRICULANT SERVICES**

Dr. Thomas J. Calhoun

Vice President

### **Office of Financial Aid**

Ms. Janice Nowak  
Oluwatoyin Lipede  
Vacant  
Vacant  
Mr. David Russell

Director of Financial Aid  
Assistant Director of Financial Aid  
Default Manager  
Financial Aid Counselor  
Financial Aid Counselor

### **Office of the Registrar**

Dr. Sandra Willis – Interim Registrar  
Dr. Andrew Gordon – Coordinator of Records and Registration  
Ms. Alise Martin – Data Entry Specialist II/Veterans Administration Representative



Vacant – Data Entry Specialist II  
Vacant – Registrar Office Clerk

**Office of Admissions**

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Ms. Stephanie Wilson	Admissions Counselor
Mr. Ricky Glover	Admissions Counselor
Ms. Angela Dupree	Data Entry Specialist
Ms. Melanie Armstrong	Data Entry Specialist
Vacant	Data Entry Clerk/Receptionist

**Center for Excellence in Teaching and Learning (CETL)**

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Ms. Juliette Johnson – Dual Enrollment Coordinator  
Vacant – Academic Advisor  
Ms. Tiffany Roddy – Coordinator of Academic Advising  
Mrs. Tyciee Faison – Community Service

**Focused Academics Motivating Excellence (F.A.M.E.) Program**

Ms. Trina Wiley – Director

## **ATHLETIC DEPARTMENT**

Mr. Stanley Cromartie  
Ms. Carmelia Smith  
Mr. Henry Smith  
Dr. Andrew Gordon

Athletic Director  
Senior Athletic Administrator  
Sports Information Director  
Director of Athletic Compliance

## **COACHING STAFF**

### **Football**

Mr. Gregory Ruffin  
Mr. Ryan Lewis  
Mr. Damon Smith  
Dr. Michael Grant  
Mr. Glen Champman  
Mr. Vernon Edwards  
Mr. Antwuan Nicholas  
Mr. Christopher Brown  
Mr. Dewayne Laws  
Mr. Corey Addison  
Mr. Antonio Bellamy  
Mr. Karey Gee

Head Football Coach  
Defensive Coach  
Offensive Coach  
Running Backs/Academic Liaison  
Offensive Line  
Recruiting Coordinator/Defensive Line  
Special Teams Coordinator/Cornerbacks  
TE's/Head Equipment Director  
Asst. Defensive Line  
Equipment/Outside Linebackers  
Wide receivers  
Director of Operations/Tight Ends

### **Athletic Trainers**

Mr. Larry Bell  
Mr. Marcus Richardson  
Trainer

Head Athletic Trainer  
Strength & Conditioning Coach/Asst. Athletic

### **Men's Basketball**

Mr. Summers  
Mr. Danny Pearson

Head Basketball Coach  
Assistant Basketball Coach

### **Women's Basketball**

Ms. Charmaine Wilson  
Administrator  
Mr. Todd Triplett

Head Basketball Coach/Senior Woman

Asst. Basketball Coach

### **Baseball**

Mr. Reginald Johnson II  
Mr. Reynaldo Otero  
Mr. Kristopher Rowell

Head Baseball Coach  
Head JV Coach/Asst. Coach  
Asst. Coach

### **Softball**

Vacant  
Vacant

Head Softball Coach  
Assistant Coach

### **Volleyball**

Dr. Marilyn Mack

Head Volleyball Coach

Ms. Temeka Thomas

**Cross Country & Track and Field**

Mr. Archie Gallon

Mr. Al Austin

Ms. La'Teia Parson

**Cheerleading**

Ms. La'Juanie Carter

Vacant

Assistant Coach

Head Coach

Asst. Coach

Asst. Coach

Cheerleader Coach

Asst. Cheerleader Coach

## **ADMINISTRATIVE OFFICES**

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Mr. Randolph Mitchell	Vice President of Business and Finance
Mr. Pramod H. Shivdasani	Associate Vice President of Business and Finance
Ms. Rosalind Lopez	Accounts Payable and Payroll Manager
Vacant	Director of Purchasing and Contracts
Vacant	Student Accounts Specialist
Ms. Ernestine Hickson	Accounts Payable and Payroll Clerk
Ms. Valarie Crimes	Purchasing Specialist
Ms. Timisha Robinson	Mail Room Clerk
Ms. Carla Lomack	Administrative Specialist
Mr. David Simfukwe	Director of IT and Telecommunications
Mr. Dimitris Pleqi	Database Administrator
Mr. Jason Crane	Database Administrator

### **HUMAN RESOURCES AND ADMINISTRATIVE SERVICES**

Ms. Carla Graves	Human Resource Director
Vacant	Human Resource Generalist

### **INSTITUTIONAL ADVANCEMENT DEVELOPMENT MARKETING & COMMUNICATIONS**

Dr. Deshanna Brown	Vice-President IA, Development, Marketing & Communications
Ms. Anita Walton	Director of Development & Alumni Relations
Vacant	Coordinator of Public Relations
Mr. Don Gaffney	Assistant to the Department for Institutional Advancement
Mr. Justin Walker	Director of Creative Services and Graphic Design

# ABOUT THE COLLEGE

## VISION STATEMENT

Edward Waters College will become a national model for a dynamic, globally diverse learning-centered community that champions academic excellence through innovative teaching and learning strategies undergirded by a spirit of servant leadership.

## MISSION STATEMENT

Edward Waters College is a small private, Christian, Historically Black, urban, liberal arts college that offers quality baccalaureate degree programs. The College strives to prepare students holistically to advance in a global society through the provision of intellectually stimulating programs and an environment which emphasizes high moral and spiritual values in keeping with the African Methodist Episcopal Church. Edward Waters College seeks to develop excellence in scholarship, research, and service for the betterment of humanity.

## GOVERNANCE

Edward Waters College is a liberal arts, coeducational four-year institution affiliated with the African Methodist Episcopal Church. It is the oldest historically Black institution of higher education in the state of Florida. The College is governed by a Board of Trustees. The Presiding Bishop of the Eleventh Episcopal District of the African Methodist Episcopal Church is the Chairman of the Board of Trustees. The current composition of the Board of Trustees includes one student, one faculty representative, and six lay persons. The remainder of the Board is comprised of representatives from the Eleventh Episcopal District of the African Methodist Episcopal Church from the state of Florida and southeastern United States. The Board of Trustees appoints the President to guide Edward Waters College and carry out its mission. The President employs the Vice-Presidents to assist with planning and implementation of the college.



## **CORE VALUES STATEMENT**

Edward Waters College values sustaining the principles of academic excellence, scholarship, research and community service by exemplifying integrity and accountability in our scholarly and human service pursuits. We dedicate ourselves to sustaining values that uplift and ethical principles that edify as demonstrated by the following core values:

1. Christian Principles – Ethics and doctrines predicated on the African Methodist Episcopal (AME) Church theology “GOD our Father, CHRIST our Redeemer, MAN our Brother”.
2. Excellence – Superiority, eminence, distinction and quality in scholarship, leadership, and citizenship.
3. Social Responsibility – Embracing a burden of obligation to collective society, both the immediate as well as the global.
4. Civic Engagement – Dedication to addressing issues of public concern.
5. Cooperation – Fostering the concept of teamwork as a means to success.
6. Customer Service – Employing the Biblical tenant Matthew 7:12; “Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets.”
7. Professionalism – Practicing proficiency, skill, and expertise in all that we undertake.
8. Student Engagement – Cultivating within our students a thirst for education, a desire for higher level thought processes and a willingness to persevere despite challenges.
9. Scholarship – Creating a culture of erudition through a nurturing spirit.
10. Diversity – Endeavoring to celebrate the uniqueness of all cultures with appreciation and understanding.

*\*Approved by the Edward Waters College Board of Trustees October 18, 2008*

## **INSTITUTIONAL STRATEGIC GOALS**

- |          |  |
|----------|--|
| Goal I   | Increase recruitment, retention and graduation rates.  |
| Goal II  | Improve the effectiveness of the College through research, planning and assessment.  |
| Goal III | Maintain a fiscal and physical infrastructure, including information technology, which strengthens academic programs, business operations, and student life. |
| Goal IV  | Optimize philanthropic support and advance the College's image, resources, and relationships.  |
| Goal V   | Improve the academic standards and competitiveness of the College.   |
| Goal VI  | Strengthen and support the social, cultural and spiritual development of students.   |
| Goal VII | Identify EWC as an African Methodist Episcopal Church related institution of higher learning.  |



## ACCREDITATIONS

Edward Waters College is regionally accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACS COC) to award the baccalaureate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097.



Edward Waters College also holds specialized accreditation from the highly esteemed International Accreditation Council for Business Education (IACBE), a nationally and internationally based accreditation agency focusing on business programs and degrees.



## NATIONAL AND STATE AFFILIATIONS

- American Association of College and University Professors (AAUP)
- American Council on Education (ACE)
- Call Me Mister
- Florida Association for Colleges and Universities (FACU)
- Florida Department of Law Enforcement (FDLE)
- Independent Colleges and Universities of Florida (ICUF)
- National Academic Advising Association (NACADA)
- National Association for Equal Opportunity in Higher Education (NAFEO)
- National Association of Independent Colleges and Universities (NAICU)
- National Association of Intercollegiate Athletics (NAIA)
- Southeastern Writing Center Association (SWCA)
- United Negro College Fund (UNCF)



## **HISTORY OF THE COLLEGE**

Edward Waters College is, distinctively, Florida's oldest independent institution of higher learning as well as the state's first institution established for the education of African Americans.

Edward Waters College began as an institution founded by blacks, for blacks. In 1865, following the Civil War, the Reverend Charles H. Pearce, a presiding elder of the African Methodist Episcopal (AME) Church, was sent to Florida by Bishop Daniel Alexander Payne. Observing the fast-paced social and political changes of the Reconstruction Era, Reverend Pearce immediately recognized the need for an education ministry as no provision had yet been made for the public education of Florida's newly emancipated blacks. Assisted by the Reverend William G. Steward, the first AME pastor in the State, Pearce began to raise funds to build a school.

This school, established in 1866, was to eventually become Edward Waters College. From the beginning, EWC was faced with both abject poverty and widespread illiteracy among its constituents resulting from pre-war conditions of servitude and historical, legally enforced non-schooling of African Americans. However, the school met the needs of its community by offering courses at the elementary, high school, college, and seminary levels.

Construction of the first building began in October 1872 on ten acres of land in Live Oak, Florida. Further support for this new educational institution came from numerous friends, including railroad magnate General M. S. Littlefield, State Treasurer Simon



Conaber, and Lieutenant-General William Gleason. In 1892, the school's name was changed to Edward Waters College in honor of the third Bishop of the African Methodist Episcopal (AME) Church.

In 1901, the City of Jacksonville was destroyed by fire, and Edward Waters College was reduced to ashes. In 1904, the Board of Trustees purchased the present site of the school on Kings Road with the imperative from Bishop MB Salter that Edward Waters College must be rebuilt. Under the continued visionary leadership and direction of great Bishops of the AME Church and twenty-eight focused presidents, Edward Waters College was indeed "rebuilt."

In May of 2010, the College welcomed a Jacksonville native son and alumnus, Dr. Nathaniel Glover, as President. Dr. Glover continues the work of his predecessors by focusing on educating students to be successful in the 21<sup>ST</sup> Century global economy and ensuring that they matriculate in a safe environment.

With a history beginning in the dark yet hopeful days of Reconstruction, today's Edward Waters College is living, thriving proof of the power of education and the resilience of deeply rooted educational institutions. The College continues to experience the triumphs and challenges characteristic of its rich history and the bold dynamic future to which it aims.



## LOCATION OF THE COLLEGE

Located on the Kings Road corridor, U. S. Highway 23, Edward Waters College is located five minutes from downtown Jacksonville, Florida, along what is called the country's historic First Coast in memory of its 16th century Spanish settlers. The Saint Johns River is the focal point and the Atlantic Ocean is only 12 miles east of the city. One can enjoy 50 miles of white-sand beaches collectively at Jacksonville, Neptune, and Atlantic Beaches. Boating, swimming, fishing and golf are among the year-round amenities enjoyed locally by many citizens and a portion of the famed Okefenokee Swamp lies only a short distance to the west. Jacksonville is the largest city in land area in the contiguous United States, covering 841 square miles. With a metropolitan area population exceeding 1,000,000, the city is one of Florida's major cultural, financial, industrial, transportation, medical, and commercial centers. The famous Jacksonville Landing, a favorite tourist and business center on the downtown riverfront, is often filled with open-air concerts and diverse foods.

Edward Waters College students have opportunity to participate in a wide variety of cultural events such as the Jacksonville Symphony Orchestra, the Arts Center, the Kumba African Arts Festival, the Jacksonville Jazz Festival, community theater groups, and the annual Edward Waters College Spring Concert which features nationally renowned recording artists. Students may also enhance their quality of life by attending The Ritz Theatre & LA Villa Museum, Jacksonville Museum of Contemporary Art, the Museum of Science and History, and the Museum of Southern History. Other attractions include Barnett's Art and Frame Gallery, the Jacksonville Zoological Park, the Alexander Brest Planetarium, Black Heritage Trail, Karpele's Manuscript Library, Irene Parfums and Cosmetiques Laboratory/Fine Arts Gallery, and the Cummer Museum of Art and Gardens. The city's cultural environment is further enhanced by the Arts Series sponsored by Florida State College at Jacksonville, Jacksonville University, the University of North Florida, the Riverside Fine Arts and the Beaches Fine Arts Centers. Spectators as well as participants can enjoy sports and recreation year-round. Jacksonville is the home of the Jacksonville Suns AA Baseball Club, the NFL Jacksonville Jaguars, PGA Golf Tour World Headquarters, and the Greyhound Dog Racing Track.

## CAMPUS VISITS

Prospective students and other interested persons are invited to visit the EWC campus to experience firsthand a nurturing, student-centered environment of which alumni, students, and staff are proud. For a campus visit and tour, contact the Admissions Office in advance to arrange for suitable introductions and a guided tour.

**From North of Jacksonville** travel south on U.S. 95, exiting before the St. Johns River on the right at Kings Road/Edward Waters College exit.

**From South of Jacksonville** travel north on U.S. 95, crossing the St. Johns River to exit on the right at Kings Road/Edward Waters College exit.

**From West of Jacksonville** travel east on U.S.10, turning north on U.S. 95 before reaching the St. Johns River; heading north on U.S.95, cross the St. Johns River and exit right at Kings Road/Edward Waters College exit. On Kings Road, travel northwest past

the main U.S. Post Office for approximately 1.5 miles, and arrive at EWC between Tyler and Whitner Streets.

Parking is available in convenient lots in and around the campus. The campus is a 20-minute drive south from the Jacksonville International Airport and a 30-minute drive west from the Jacksonville Beach and Mayport Naval Station areas on the Atlantic coast.

## **CAMPUS BUILDINGS**

### **ADAMS-JENKINS COMMUNITY SPORTS & MUSIC COMPLEX**

The Adams-Jenkins Community Sports and Music Complex was built in 2005 and renovated in 2010, and houses the Department of Music and Fine Arts and the Athletic Programs. The Complex measures approximately 46,000 square feet. The ground floor includes an 1,800 seat gymnasium primarily designed for basketball and volleyball use. It has concession stands and men's/women's locker rooms. The ground floor also has classrooms and music rooms. The second floor of the building was completed in 2010 and features a sky box, offices for faculty, conference rooms, classrooms and a state-of-the-art music technology lab.

### **ADMISSIONS BUILDING**

Built in 1955, this building was renovated in 2003 to house the Office of Admissions. The building is a two-story, masonry block building.

### **ASSESSMENT & WRITING CENTER**

This building was constructed as a residence in 1929 and renovated in 1994. It is a brick and wooden two-story house adjacent to the Lee-Cousins Administrative Building and the Tookes Building. The building provides office space for Institutional Advancement; the Office of Planning, Research and Institutional Effectiveness; Business Department Professors; and provides a Writing Center for students to utilize.

### **BLACK MALE COLLEGE EXPLORERS BUILDING**

This two-story block masonry building, constructed in 1959 and renovated in 2003, is located across the street from the Morris-Cone Dormitory Complex. It houses the Black Male Explorers Program.

### **CENTER FOR CRIMINAL JUSTICE AND FORENSIC SCIENCE**

Constructed in 2013, this two-story building houses the Jacksonville Sheriff's Office Zone 5 Substation, two classrooms and a forensic lab for EWC students.

### **CENTER FOR PREVENTION OF HEALTH DISPARITIES**

Built in 2012, this 2,500-sq. ft. facility serves as a central location for health care and health-based organizations, and academic institutions for collecting and disseminating data that are relevant to improving the health of the community.

### **CENTENNIAL BUILDING**

The Centennial Building was built in 1916 and renovated in 1979. It was listed on the National Register of Historic Places in 1976. The Centennial Building houses the College's Library which serves as the college's information portal while providing access to the networked world of

knowledge resources. As educators, the librarians facilitate the acquisition of the information literacy skills needed to operate effectively in the modern complex technological environment. The library's collections include reference and general book collections, periodical collection, juvenile book collection and the non-print (CD and DVD) media collection.

### **GEORGE N. COLLINS STUDENT UNION BUILDING**

Completed in 1972 and renovated in 1998, this modern two-story masonry block structure houses offices of Student Affairs, Counseling, Student Government, the mail room, the Bookstore, and the cafeteria. In its central campus location, it provides large and private dining rooms, a student lounge, a game room, conference rooms, a separate banquet facility, and the post office (which is available weekdays) and mailboxes (available daily) with hours posted, and UPS service. The cafeteria provides breakfast, lunch, dinner and weekend brunch for residents and others.

### **HATCHER-STEWART BUILDING**

This 2-story brick building was completed in 1968 and renovated in 1998. It houses academic departments, classrooms, faculty offices, and labs serving the natural sciences. It was named in honor of the presiding Board Chairman and President at the time of its completion.

### **HENRY Y. TOOKES BUILDING**

This building, completed in 1945, is a one-story brick structure adjacent to the Lee-Cousins building. The facility, which originally served as the College library, was completely renovated in 2001. It currently houses classrooms and offices for the Department of Communications, Campus Security, and Information Technology.

### **HONORS RESIDENTIAL HOUSING COMPLEX**

This modular structure was built in 2000 and is used for student housing and office space.

### **JAMES WELDON JOHNSON BUILDING**

On June 29, 2017, EWC finalized the purchase of James Weldon Johnson -ACT Center No. 54 for \$10.00. The facility is comprised of five (5) buildings totaling 101,168 square feet located on four (4) acres. It houses the Teacher Education and Urban Studies and the General Studies Department, as well as the football program and the EWC Triple Threat Marching Band.

### **LEE-COUSINS BUILDING**

Constructed in 1925 and renovated in 1993, it is a distinguished National Register Site on our campus. The four-story brick structure contains the Milne Chapel-Auditorium recently renovated in 2003, and named after its most generous benefactor, Mr. Doug Milne. The building also contains the offices of the President, Academic Affairs, Financial Aid, Student Accounts, Business and Finance, the Registrar and the Department of Continuing Education and Credentials for Leadership in Management and Business (C.L.I.M.B).

### **MARTIN LUTHER KING, JR. BUILDING**

This building, constructed in 1954, is a small one-story facility adjacent to the Student Union and Centennial Buildings. It was completely renovated in 2000 and is currently vacant due to the weight room being moved to the Adams-Jenkins Sports and Music Complex.

### **M.B. SALTER HALL**

This building, completed in 1950, is a two-story brick dormitory for women. The building was completely renovated in 1998 and 2013. It provides a reception lounge on the first floor suitable for

gatherings and lounging for residents and their guests.

### **MORRIS-CONE RESIDENTIAL COMPLEX**

This building, completed in 1982, is an all-masonry, two-unit, 192-bed residential facility. Morris-Cone A houses males and Morris-Cone B houses females. Named after the presiding College president and AME Bishop, the buildings offer a total of approximately 38,000 square feet. Each floor includes a lounge area for student activities and the rooms are double-occupancy.

### **POLLY BROOKS BUILDING**

This building was constructed in 1919 and renovated in 2011. It is a brick and wooden two-story house across from the Morris-Cone Dormitory Complex. This building now houses Academic Advising, the Center for Excellence in Teaching and Learning (CETL), and Focused Academics Motivating Excellence (FAME). Students benefit greatly by the close partnership of the faculty and academic support services.

### **PRINT SHOP**

This building was completed in 1950 and renovated in 2011. The building currently houses the College's Print Shop. The building is an all-masonry block structure adjacent to the Polly Brooks Building and across the street from the Morris-Cone Dormitory Complex.

### **SHELL-SWEET COMMUNITY RESOURCE CENTER**

This building, constructed in 1995, serves as a community resource center and contains office space as well as a medical clinic. Also located in the CRC is the Senior Wellness Center, which offers a variety of services for seniors including computer classes.

### **SHEEHEE MAINTENANCE BUILDING**

This building, constructed in 1960, is a one-story block masonry building located directly north of the Martin Luther King Jr. Building, the tennis courts, and Centennial Library. It provides space for the College's Facilities Management Department.

### **SOCIAL AND BEHAVIORAL SCIENCES BUILDING**

This block structure is located on Grunthal Street, which is behind the Schell-Sweet Community Center. This building houses the faculty for the Division of Social and Behavioral Sciences.

### **SUSIE E. TOLBERT HOUSE**

This two-story wood structure was built in 1912 and is a locally designated historical site and serves as a museum. This building houses the Division of Institutional Advancement.

### **STUDENT AFFAIRS AND ENROLLMENT SERVICES**

Built in 1974 and renovated in 2009, this is a one-story brick structure that houses Student Affairs and Enrollment Management as well as Career Services.

### **EDWARD L "TED" BAKER HONORS VILLAGE COMPLEX**

This apartment complex was built in 1959 and was completely renovated in 2015 as a two-story, ten building masonry block complex and opened as the new Honors Village. The complex also contains a 780 square foot clubhouse.



**TIGER LANDING RESIDENTIAL COMPLEX**

This apartment complex, built in 1968, currently houses male students. The building was completely renovated in 2001, It consists of four, two-story masonry block buildings.

## **OFFICE OF INSTITUTIONAL ADVANCEMENT**

The Office of Institutional Advancement (IA) provides strategic initiatives, vision and establishment of fundraising, grants and gift opportunities as defined by key Edward Waters College institutional goals to design and restructure its programs, personnel and functions. IA creates engagement and financial support for College administration, students, faculty, and alumni. The Office manages expansive marketing and public relations responsive to the internal and external constituencies. Institutional Advancement carries out its mission through the oversight of the following areas of the College:

- College operations for funding and advancement opportunities
- Development of private, public and grant resources
- Alumni affairs and legacy development
- Government relations (local, state and federal)
- Marketing and Communications

The Office of Institutional Advancement encompasses areas of Edward Waters College that share in the commitment to strengthening and enhancing the experience of the students, past, present, and future. By working creatively and resourcefully, these areas have formed a productive partnership which benefits the institution, and its stakeholders. Ambitious fundraising goals are achieved with a strong alumni and donor philanthropic effort to deepen engagement and participation in the success of the College.

## **EWC ALUMNI ASSOCIATION**

The purpose of the Edward Waters College Alumni Association is to promote the financial development and academic growth of Edward Waters College; to promote effective public relations; and to recruit students to enroll in EWC. Former students of the College who have accumulated 45 credit hours and graduates of the College are entitled to membership in the association. Alumni and friends of EWC are invited to contact the Institutional Advancement Office to arrange support for the college.

## **OFFICE OF TITLE III AND SPONSORED PROGRAMS**

The mission of the Edward Waters College Office of Sponsored Programs is to provide its administrators, faculty, staff, and students with guidance and technical assistance during the pre-award process in order to secure external sponsored funding that furthers the college's overall mission, and to provide post-award administration to ensure that all activities and expenditures and reporting are in compliance with the terms of the award. In general, a Sponsored Program is any externally funded grant, contract, or cooperative agreement in which the sponsor requires financial reporting, invoicing, or auditing. All government awards are considered Sponsored Programs as well as many corporate and foundation awards. Sponsored Programs are situations where the College agrees to specific conditions and/or to perform a definite scope of work as defined by the sponsor.

- An investigator-initiated project that specifies proposals for research, training, and/or service activities to an outside entity
- The proposed project binds the College to a specific scope of work.
- A formal agreement for a specified term is established and signed by an officer of Edward Waters College and the sponsoring agency

- The project involves disposition of property, whether tangible or intangible, that may result from the project (e.g., equipment, records, inventions, copyrights, or rights in data).
- The sponsor requires invoices for cost reimbursement and/or a financial report is required.

## **OFFICE OF INSTITUTIONAL PLANNING, RESEARCH, & EFFECTIVENESS**

Edward Waters College is committed to accountability for our students, faculty, staff and external stakeholders. Accordingly, the College actively participates in the ongoing process of assessment as informed by the College's Strategic Plan. Every fiscal year, each unit develops an operational plan identifying two or three important goals to achieve during that year. At the end of the fiscal year, each unit submits a report indicating if performance targets were or not met. In addition, each unit describes how the assessment results will be used to improve the quality of services provided to students attending Edward Waters College.

At the beginning of the academic year, each academic unit submits an assessment plan. The College uses the plan to determine if students are meeting stated program learning outcomes as designated by each academic program. Program learning outcomes are aligned with student learning outcomes in individual classes. In short, the assessment process asks, "Are our students learning what we say they are learning?" Edward Waters College uses a number of measures to help answer that question, including the analysis of pre-test and post-test scores; the evaluation of student work products from courses and performance on nationally standardized instruments like the Major Field Test (MFT) and the Association of American Colleges and Universities (AAU) VALUE Rubrics; and the Area Concentration Achievement Test.

Additionally, the College assesses students' experiences in the classroom using CAMPUS LABS' online platform which allows the College to compare the teaching effectiveness of EWC faculty to faculty at selected colleges and universities across the nation. Edward Waters College uses the results of CAMPUS LABS course evaluations to help improve the instructional delivery systems and overall learning environment.

The College also measures students' overall experiences on our campus through nationally standardized instruments like The Beginning College Student Survey of Student Engagement, The National Survey of Student Engagement, and the Faculty Survey of Student Engagement. A number of student satisfaction surveys are administered by the various activity directors to determine the extent to which the College is delivering effective student support services.

# ADMISSIONS



## ADMISSION PHILOSOPHY

Edward Waters College is devoted to serving and assisting students who are qualified for admission and will benefit from the College's academic and social experiences. The College is especially well- equipped to support students who see value in our academic opportunities.

## BASIS OF SELECTION

New students are eligible for admission at the beginning of Fall, Spring, and Summer Semester sessions. Applications are reviewed on a rolling basis. EWC does not discriminate against any student on basis of age, race, creed, religion, handicap, gender, nationality, ethnic origin or any other unrelated factors.

## PRIORITY APPLICATION DEADLINES

Although we operate on a rolling admissions basis, merit-based scholarship consideration is given to students who apply by these **priority deadlines**:

Fall Term	April 15
Spring Term	November 15

## Application Deadlines

Fall Term	July 31
Spring Term	December 1
Summer Term	May 1

## APPLYING FOR ADMISSIONS

To apply online, please go to the following link:

<http://www.ewc.edu/index.php/admissions/how-to-apply/how-to-apply-for-admission>

Students can also contact the Office of Admissions at the following numbers to request an application package to be mailed.

(888) 898-3191  
(904) 470-8200

If you have high school or collegiate coursework in progress, all offers of admission are tentative. Final admission is dependent on receipt and review of your official transcripts. Admission offers are subject to cancellation if your final coursework does not meet admission requirements.

## HIGH SCHOOL APPLICANTS

### Application Requirements

- Completed admissions application
- \$25 application fee or waiver from College Board or ACT
- Official High School Transcripts
- Official College transcripts if dual-enrolled classes were completed with grades of C or higher
- Official ACT and or SAT scores (Use EWC ACT Code: 0724 or SAT Code: 5182)



### High School Transcript

- Admission consideration is given to applicants with standard high school diplomas from an accredited high school.
- If you are a senior applying for admission, submit an **official** copy of your high school transcript showing coursework and grades through the completion of your junior year.
- Transcripts are considered **official** when received directly from the issuing institution in a sealed envelope with the school's seal and/or official signature.
- Your enrollment for the application term and year is based upon review of your final high school transcript with graduation date listed.

### High School Curriculum

Priority admission consideration is given to applicants who have earned a standard high school diploma and completed a minimum of the following:

English	4 years or units
Mathematics	3 years or units, including Algebra, Geometry and Algebra II or higher
Social Science	3 years or units
Natural Science	3 years or units
Foreign Language	2 years or units Optional (If a student has not taken two years of a sequential language, they are still admissible to the EWC, but they will be required to take 6 credit hours in a foreign language.)

EWC reserves the right to grant special consideration to applicants who present unique circumstances. Additional documentation may be required.

### Minimum Admission Requirements

**GPA:** High school applicants who have earned at least a 2.5 cumulative grade point average and have taken the ACT or SAT are considered for priority admissions to the EWC. High school applicants who have earned at least a 2.0 – 2.49 cumulative grade point average and have taken the ACT or SAT are considered for provisional admission to EWC.

**ACT and SAT Scores:** There is no minimum score requirement to be accepted into the college; however, the student should submit either the ACT or SAT score report to the Admissions Department. Official score reports from either The College Board (SAT) or ACT are required to complete the admission file. ACT or SAT scores listed on the final official high school transcript can be used as official scores. For students who have not taken the ACT or SAT, Edward Waters College is an ACT testing site. Students can be admitted without test scores and take the exam once on campus.

### **Final Official Documents**

All final official transcripts and test scores must be received by the Office of Admissions by the first day of class. If a student has not turned in all transcripts and test scores, the Office of Admissions will allow students 30 days to get the information into our office before administratively withdrawing the student from the institution. Applicants wishing to receive credit for Advance Placement (AP), International Baccalaureate (IB), Cambridge (AICE), or Dual-Enrollment (DE) must submit all test scores or transcripts for review.

## **GED APPLICANTS**

### **Application Requirements**

- Completed admissions application
- \$25 application fee
- Official GED transcripts



### **Official GED Transcript**

- Request an official copy of your GED transcript.
- Electronic transcripts from companies, such as Parchment, are considered official when sent directly to the Admissions Department.

### **Minimum Requirements**

- Student must have a passing score on all sections of the GED exam.

### **Final Official Documents**

All final official transcripts and test scores must be received by the Office of Admissions by the first day of class. If a student has not turned in all transcripts and test scores, the Office of Admissions will allow students 30 days to get the information into our office before administratively withdrawing the student from the institution.

## **HOME-SCHOOLED APPLICANTS**

Edward Waters College welcomes home-schooled students! Home-schooled applicants will be evaluated in the same manner as other applicants.

### **Application Requirements**

- Completed admissions application (There is no charge for online applications)
- \$25 application fee or waiver from College Board or ACT
- Official High School Transcripts

- Official College transcripts if dual-enrolled classes were completed with grades of C or higher
- Official ACT and or SAT scores (Use EWC ACT Code: 0724 or SAT Code: 5182)

### **Home-Schooled Transcript**

If the home-school family is using a transcript service, request that the service provide an official student transcript to the Admissions Office. The Home-Schooled transcript must include the following elements:

- A list of courses with descriptive titles
- The letter grades earned in each course
- Organize the courses by the academic year in which they were completed
- Record the student's graduation date.

After grades are earned in the designated courses, the transcript should be signed by the home school educator before a notary public. If the home school is offering courses where the title does not make it clear as to subject content, please include a description of these courses.

### **Final Official Documents**

All final official transcripts and test scores must be received by the Office of Admissions by the first day of class. If a student has not turned in all transcripts and test scores, the Office of Admissions will allow students 30 days to get the information into our office before administratively withdrawing the student from the institution.

## **INTERNATIONAL APPLICANTS**

### **Application Requirements**

- Completed admissions application
- A non-refundable \$75 (United States currency) application fee
- Official High School Transcripts (not in English) must be translated by an approved agency
- Official College transcripts – If student is a transfer student from a college
- Official ACT and or SAT scores
- Financial Statements (Affidavit of support)
- International students on F-1 Visas are not eligible for admission as non-degree students
- Test of English as a Foreign Language (TOEFL) may be required for non-English speaking students

TOEFL scores will be waived for applicants who are:

- 1) Graduates of high schools within the United States
- 2) Students whose native language or language of instruction is English
- 3) Students transferring to EWC after at least one year at another English language college or university



Information on the TOEFL exam may be obtained by writing to:

Education Testing Service  
Box 899  
Princeton, NJ 08540

### **Priority Application Submission Deadlines**

Fall Semester	June 30
Spring Semester	November 30
Summer Semester	March 30

### **Official Transcripts**

- Send official transcript(s) directly to EWC. Scanned or fax copies are not considered official
- Transfer applicants must submit official transcript(s) from each college or university attended.

### **Foreign Credential Evaluation Fees**

Students are accountable for all evaluation fees if transcripts need to be translated.

### **High School and/or Secondary School**

- Applicants must be graduates of a secondary school and submit a first or second division General Certification of Education (or its equivalent for those applying from the British Commonwealth).
- Basic courses in Algebra, English, Geometry, History, Natural Sciences, and other academic subjects should have been taken in secondary school. The applicant should have achieved a thorough knowledge of the English language.
- All school records must be certified by school officials and sent with your application.

### **Minimum Admission Requirements**

**GPA:** High school applicants who have earned at least a 2.5 cumulative grade point average and have taken the ACT or SAT are considered for regular admissions to the college. High school applicants who have earned at least a 2.0 – 2.49 cumulative grade point average and have taken the ACT or SAT are considered for provisional admissions to EWC.

#### **ACT and SAT Scores**

There is no minimum score requirement to be accepted to the college, but the student must submit either the ACT or SAT score report to the admissions department. In order to be considered for academic scholarships, a student must have a grade point average of at least 3.0 and minimum composite scores of an 18 on the ACT or a score of 860 (Verbal/Math) on the SAT. Scores reported on high school transcript can be used to evaluate applicant admissibility; however, official score reports from either ACT or SAT are required to complete the admission file. Scores listed on the final official high school transcript can be used also as official scores.

**College GPA:** Applicants earning at least a 2.00 cumulative GPA in all college coursework are considered for regular admission.

Academic Standing: Good academic standing and/or eligibility to return to previous institution for full-time study is required for admission consideration.

**ACT or SAT:** Test scores required if student have attempted less than 24 credit hours.

### **Financial Statement**

Applicants must provide a notarized financial statement from their bank showing that the applicant has enough support for at least one year in the United States. This statement must be submitted with the application for admission. This amount should be at least \$19,607.22 (this price is subject to change). Please consult with the Admissions Department for current cost per year.

### **Employment**

International students who enter the United States as non-immigrants on a student visa must not accept permanent employment without the permission of the U.S. Department of Immigration and Naturalization.

### **Medical Care**

The College does not offer medical insurance; therefore, medical care for international students is the responsibility of the student and/or his or her source of financial support. Students are responsible for purchasing their own medical insurance.

### **Issuing the I-20**

I-20 forms are issued once all required documents are received. I-20's are not released to a third party. They are issued only to the applicant or mailed directly to the permanent home address listed on the application for admission. The student must present an original copy of the I-20 and the letter of acceptance to the Embassy to authorize travel to the U.S.

### **SEVIS I-901 Fee**

Once the I-20 has been issued, the student is responsible for paying the \$200 fee (U.S. currency) directly to the Department of Homeland Security. The I-901 fee must be paid prior to the student's scheduled Embassy appointment. Failure to pay this fee may result in denial of F-1 status.

### **Final Official Documents**

All final official transcripts and test scores must be received by the Office of Admissions by the first day of class. If a student has not turned in all transcripts and test scores, the Office of Admissions will allow students 30 days to get the information into our office before administratively withdrawing the student from the institution.

## **POST-BACCALAUREATE STUDENTS**

A Post-Baccalaureate student is an individual who, at the time of application to EWC, has earned a bachelor's degree and/or graduate degree from a regionally accredited college or university.

### **Application Requirements**

- Completed admissions application
- \$25 application fee
- Official College Transcripts (Only from institution which conferred the degree)

### **Exemption from EWC General Education Requirements**

Students seeking a second degree *are not* required to complete General Education courses. Students *are* required to take major courses and EWC Mission courses (African American History and Introduction to Biblical Studies).

## **NON-DEGREE SEEKING STUDENTS**

### **Who is a Non-Degree Seeking Student?**

Students wish to take courses for personal growth and development and/or individual learning goals, but do not wish to enroll in a degree program.

- Non-degree students may enroll in a maximum of 12 credit hours.
- Non-degree students may enroll in courses in any academic division.
- Credits earned may be counted toward degree requirements should you decide to pursue a degree.
- Financial aid is available on a limited basis.

### **Application Requirements**

- Completed admissions application
- \$25 application fee
- Official High School or College transcript

### **Final Official Documents**

All final official transcripts and test scores must be received by the Office of Admissions by the first day of class. If a student has not turned in all transcripts and test scores, the Office of Admissions will allow students 30 days to get the information into our office before administratively withdrawing the student from the institution.

## **TRANSIENT STUDENTS**

### **Who is a Transient Student?**

- A student enrolled at a regionally accredited college or university other than EWC.
- A student in good standing at his/her home institution.
- A student who does not intend to transfer to EWC.

- A student who desires the academic record of coursework completed at EWC forwarded to his/her home institution.

### **Application Requirements**

- Completed Transient Admissions Application
- \$25 application fee

### **Required Documentation**

- An official copy of the Transient Form from her/his home institution.

### **Request Your Edward Waters College Transcript**

- Official copies of your academic transcript can be forwarded to any school and/or agency upon your official request to the Office of the Registrar .
- Transcripts are only released when all financial obligations to the College are satisfied

### **Final Official Documents**

All final official transcripts and test scores must be received by the office of Admissions by the first day of class. If a student has not turned in all transcripts and test scores, the Office of Admissions will allow students 30 days to receive the information into our office before administratively withdrawing the student from the institution.

## **TRANSFER APPLICANTS**

### **Who is Eligible to Transfer?**

- Transfer admission is granted to applicants at all class levels
- Transfer student must have at least a 2.0 grade point average.
- No minimum credit hours or units are required.
- Transfer consideration is given for all academic terms.

### **Application Requirements**

- Completed admissions application
- \$25 application fee
- Official College transcripts (transcripts are needed from ALL colleges attended)
- Official High School transcripts (if you have less than 24 college credit hours)
- Official ACT and or SAT scores (if you have less than 24 college credit hours)

Edward Waters College **ACT code: 0724**

Edward Waters College **SAT code: 5182**

### **Official Transcripts**

Transcripts are considered official when received directly from the issuing institution in a sealed envelope with the school's seal and/or official signature.

## **College Transcripts**

Official academic transcripts are required from all regionally accredited colleges and/or universities attended, regardless of grade point average or number of credit hours completed. If you have attempted less than 24 college credit hours, you must submit an official high school transcript.

## **Minimum Requirements**

**College GPA:** Applicants earning at least a 2.00 cumulative GPA in all college coursework are considered for admission.

**Academic Standing:** Good academic standing and/or eligibility to return to previous institution for full-time study is required for admission consideration.

**SAT or ACT:** Test scores required if student have attempted less than 24 credit hours.

## **Evaluation of Transfer Credits**

An official transcript is required for formal credit evaluation. At the discretion of College personnel, unofficial transcripts may be used for advising or counseling. The College makes every effort to match your transferable courses to our General Education and academic discipline coursework. In most cases, coursework from regionally accredited institutions for which you've earned at least a "C" or better is transferable, if comparable coursework is offered at Edward Waters College.

- Professional certificates are not transferable.
- Advanced International Certificate of Education (AICE), Advanced Placement, International Baccalaureate, Dual Enrollment, and College Level Examination Placement credits are acceptable based on departmental requirements.
- Students may transfer a maximum of 72 combined credit hours from all regionally accredited colleges and/or universities attended.

## **Transferring with an Associate of Arts Degree from Florida State or Community Colleges**

Edward Waters College is one of the private colleges and universities in the State of Florida that signed a formal articulation agreement with the State Board of Community Colleges in 1992. Under the terms of this agreement, graduates of Florida Community/State colleges with a transferable Associate of Arts degree and without formal matriculation into another college or university, are guaranteed admission to upper-division status as juniors or seniors subject to departmental and degree requirements.

- Any student who has completed an AA degree but has not met the Edward Waters College's 38-credit core General Education requirements are required to do so.
- Students are required to take EWC Mission courses (African American History and Introduction to Biblical Studies) if those classes are not already taken.
- Students may transfer a maximum of 72 combined credit hours from all regionally accredited colleges and/or universities attended.

## **Credentials for Leadership in Management and Business (CLIMB)**

### **Who is Eligible?**

- Students ages 23 and older.
- Students who have completed at least 45 semester hours of college credit.
- Students who have a cumulative grade point average of at least a 2.0.

### **Applying for Admissions**

To apply online or to print out an application, go to the following link:

<http://www.ewc.edu/index.php/admissions/how-to-apply/how-to-apply-for-admission>.

Students can also contact the CLIMB Department to request an application package to be mailed.

(904) 470-8076

(888) 898-3191

A non-refundable \$25.00 application fee.

### **Official College Transcripts**

- Transcripts are considered official when received directly from the issuing institution in a sealed envelope with the school's seal and/or official signature. Official academic transcripts are required from all regionally accredited colleges and/or universities attended, regardless of grade point average or number of credit hours completed

### **Final Official Documents**

All final official transcripts and test scores must be received by the office of Admissions by the first day of class. If a student has not turned in all transcripts and test scores, the Office of Admissions will allow students 30 days to receive the information into our office before administratively withdrawing the student from the institution.

## **READMIT APPLICANTS**

### **Who is a Readmit Student?**

A Readmit Student is an applicant who has previously attended Edward Waters College but withdrew or transferred to another institution and now desires to reenroll in classes at EWC.

### **Application Requirements**

- Completed admissions application
- \$25 application fee
- Official College transcripts (if student has attended another institution since leaving EWC)

### **Review of Applications**

- Readmission applications are reviewed and evaluated by several College units before

decisions are rendered.

- Official transcripts are required from any colleges or universities attended since last enrolled at Edward Waters.
- Applicant files are reviewed for issues related to, but not limited to satisfactory academic progress.

## **ACADEMIC STANDING**

### **Classification**

Class designation is based upon the number of total credit hours earned in college and reflected on transcripts. All earned credits listed on a student's transcript may not count towards matriculation (graduation). Consult the degree requirements for your major with your academic advisor for more information. Class standing is based on the satisfactory completion of a designated number of credit hours (usually 30).

<b>Standing</b>	<b>Semester Credit Hours Completed</b>
Freshman	0 – 29
Sophomore	30 – 59
Junior	60 – 89
Senior	90 or more

## **EWC STATUTE OF LIMITATION POLICY**

Effective Fall, 2010, a full-time student who is pursuing a baccalaureate degree must complete all degree requirements for graduation within ten (10) academic calendar years from the date they were admitted to the college. Students will not receive credit hours toward graduation for courses taken more than seven years prior to graduation, unless those courses were approved and accepted by EWC as transfer credits upon the student's admission to the College. Courses older than seven years may be repeated by the student if required by the major.

Students who are not enrolled at the College for ten (10) years or more will be required to meet all degree requirements of the departmental curriculum in effect at the time of their readmission. Further, such students will be subject to the terms, conditions and requirements of the College Catalog edition in force at the point of readmission.

Part-time students must complete all degree requirements for graduation within ten (10) academic calendar years from the date they were admitted to the College. The same hour/course conditions stipulated above for full-time students apply similarly for part-time students.

The EWC Statute of Limitation Policy is reviewed on a case-by-case basis. The student has the right to petition that their individual situation be evaluated to take into consideration any circumstances that are unique to the student.

## **LONG-TERM ABSENCE FROM EWC**

If a student's study at EWC is interrupted for two semesters or more, the student is required to fulfill the terms of the current catalog at the time of readmission. If the student's study at EWC is interrupted for five years or longer, all earned credits are subject to review by the Division of Academic Affairs.



# REGISTRATION



## **REGISTRATION INFORMATION**

Edward Waters College expects all new students (first time and transfer students) to report to campus prior to the start of classes on the date indicated in the Academic Calendar to complete needed orientation and academic advising in preparation for class registration. All students are expected to have a schedule and report to their classes beginning on the first day identified in the Academic Calendar.

### **Early Registration**

Currently enrolled students may register in advance within the preceding semester. Early Registration

occurs in the Fall Semester for the Spring Semester and in the Spring Semester for the Summer and Fall semester.

## **Registration**

Separate days are defined and noted in the Academic Calendar specifically for registration. Listed below are the steps for registration:

1. Obtain registration materials.
2. Identify courses desired for the current semester and record correct code numbers for each course desired with an Academic Advisor's assistance.
3. Register for courses on Self-Service ([www.online.ewc.edu](http://www.online.ewc.edu)) or at the advertised location and meet with an Academic Advisor to complete the scheduling process
4. Pay tuition and fees in Business or Student Accounts Office.
5. Obtain an official EWC Identification Card in the Tookes Building.

## **Add/Drop/Course Load Adjustment**

The add/drop period begins the first day that classes and ends on the date advertised in the academic calendar. Students adding classes are responsible for making up required course work subject to the approval of the instructor. Instructors begin taking class attendance the first day of class. Students who have not attended or not logged into online classes via [online.ewc.edu](http://online.ewc.edu) during the first week will be dropped from the classes. A drop in course load will affect a student's credit hours. Students should note that this reduction in credit hours may cause a change in financial aid. Therefore, attending classes is vital to college success.

## **Late Registration**

Late Registration occurs the second week of classes during the Fall and Spring terms only. Students must pick up the Late Registration Form in the Office of the Registrar and complete the form with all required signatures for approval. If approved, students must make up all missed assignments.

## **Terms and Credit Hours**

Edward Waters College academic schedule consists of Fall and Spring semesters and the Summer term which has two five-week sessions and a ten week session.

The value of each course of instruction is stated in terms of credit hours. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- a. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or
- b. At least an equivalent amount of work as required in paragraph (a) of this definition for academic activities as established by the institution including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.

## Academic Course Load

A typical load for a full-time undergraduate is 15 credit hours a semester. However, students enrolling for 12 credit hours are considered full-time students. Students enrolling for fewer than 12 credit hours are considered part-time. Part-time students do not normally have access to campus housing; however, exceptions are possible through appeal to the Vice-President for Student Success and Engagement.

## Course Withdrawal Procedures

The student must obtain an official Course Withdrawal Form from the Office of the Registrar during the advertised withdrawal period. Once the form has been acquired it must be filled out in its entirety and signed by the student and by each of the College officials designated on the form. The student must then return the signed form to the Office of the Registrar where the form will be stamped. *The Course Withdrawal Form is not valid until the Registrar's stamp has been placed on it.*

## College Withdrawal Procedures

All students terminating their enrollment prior to the end of a semester must complete a College Withdrawal Form which must be validated Office of the Registrar. The student must obtain an official College Withdrawal Form from the Office of the Registrar, complete the form in its entirety (including student's signature), and obtain the signatures of each of the persons listed on the form. **It is the student's responsibility to provide accurate personal information particularly with current address and telephone numbers.**

- o All students who withdraw during the advertised withdrawal period of any semester will receive a W grade.
- o When a student withdraws from the College after the regular withdrawal period she/he will receive a letter grade of "WF."
- o Credit hours from which a student withdraws in any given semester or term will be considered as hours attempted but not earned, and will possibly effect his/her financial aid eligibility.
- o Students who fail to officially withdraw from the College will receive the letter grade assigned by their instructors in all courses.
- o A student can forfeit his/her right to reentrance into the College or his/her transfer to another accredited institution if he/she fails to withdraw from the college properly.
- o A written statement must be accompanied via fax with the following information listed there within (i.e., name, date of birth, student number, last four digits of the student's social security number) and the purpose of withdrawal from the College.
- o The student will receive from the Office of the Registrar an official notification to certify that the withdrawal process is completed.

**NOTE:** A student is not officially withdrawn from the College until all signatures are received and the Office of the Registrar is properly notified. Financial Aid recipients who withdraw from classes prior to 60% of the semester will be required to repay the unearned portion of their Title IV grants and loans for the semester.

## Overload Policy

Students must carry at least 12 credit hours to be classified as full time. Barring any administrative restrictions, a full-time student can enroll in up to 18 credit hours in a semester. Registering for credit

overload (more than 18 credit hours in Fall/Spring Semesters or 9 credit hours in either Summer-I and Summer-II or 10 credit hours in the Summer Term) requires permission and signatures from the student's faculty/academic advisor, department chair, and the Associate Provost for Faculty Affairs and may only be granted to students whose overall GPA is 3.0 or better. Requests for overload are made in writing on a designated form available in the Office of the Registrar. Overload credit hours range in cost and may result in a student exceeding available financial resources. Special regulations regarding overload apply to students receiving financial aid. Those individuals must confer with Financial Aid prior to registering for the credit overload. The maximum number of credit hours a student may attempt in a given semester shall not exceed 21 credits.

### **Course Cancellation**

The EWC administration reserves the right to cancel course sections for which there is insufficient enrollment or when necessary to meet changing situations. Students are encouraged to participate in advisement and pre-registration each semester to enable timely information and planning for class schedules, course offerings, and program and curriculum adjustments.

### **Transcripts**

The Offices of Financial Aid and Student Accounts must approve transcript release requests for academic transcripts. Transcript Request Forms are located in the Office of the Registrar and the College's website. Official and unofficial transcripts are \$10 per copy. The Office of the Registrar is the only office on campus that can issue an official transcript. Students must have all financial obligations satisfied with EWC before transcripts are released. Florida Statute 240.645(5) requires that no individual borrower who has been determined to be in default in making guaranteed loan repayments shall be furnished with his or her academic transcripts or other academic records. Loan status may be obtained from the United States Department of Education at: 1-800-999-8219.

## **REGISTRATION FOR NON-EWC CREDITS**

### **Transient Student Request**

Regularly enrolled students wishing to transfer courses from other institutions, subsequent to matriculation at EWC, must first obtain their advisor's written approval specifying the course and institution and obtain a "Transient Form" from the Office of the Registrar. EWC will not otherwise guarantee acceptance of such course work in the major. Official, sealed transcripts must be requested from the institution and received by the EWC Registrar. Coursework must be taken at a regionally accredited institution for credit to transfer. (Grades and GPA are not transferred, only credits for equivalent courses.)

## GRADING SYSTEM

Academic progress and graduation honors are determined by grades submitted by instructors at the conclusion of each semester. The combined quantity and quality of a student's work will be used to determine the final grade. Grade distributions are as follows:

<b>Grade</b>	<b>Interpretation</b>	<b>Quality Points</b>
A	Excellent (90-100) Denotes work of an exceptional character as demonstrated by achievement and initiative on the part of the student	4
B	Good (80-89) Indicates a superior quality of work resulting from diligent and consistent application	3
C	Average (70-79) Represents a satisfactory level of work	2
D	Below Average (60-69) Designates work, which barely meets the minimum requirements of a course. If this is a required course in the student's major, it must be repeated until a passing grade of "C" or better is obtained.	1
F	Failure (59 and below)	0
FN	Failure for Non-Attendance – Non-Academic Passing	0
P	Passing Successful; not included in GPA	0
NP	Non-Passing Unsuccessful; not included in GPA	0
W	Withdrawal Student initiated withdrawal according to the date in the academic calendar .	
WF	Withdrawal Failing Student initiated course withdrawal after the regular withdrawal period has ended. A WF counts in the student's GPA	
AW	Administrative Withdrawal Issues by administration for extenuating circumstance or for disciplinary reasons	
I	Incomplete This grade is awarded to students who have completed 75% of the work in the course but who are unable to complete the term.	
AU	Audit No academic credit attempted or earned	
R	Repeated Course Course repeated later with higher grade counted in determining GPA	
CR	Transferred Course Recorded on transcript for credits transferred from other institutions and/or formal education programs in the military service. It is not used in computing EWC's GPA.	

## GRADE REPORTING

Following midterm examinations, academic deficiency reports are sent to students, the Counseling Center, and the academic advisors in the Center for Excellence in Teaching and Learning warning of unsatisfactory work. These reports are not part of the student's permanent record, but do warn all parties of unsatisfactory progress. Staff members in the aforementioned centers intervene to provide academic support services to enable at-risk students to improve their performance.

Final course grades are determined by faculty and must be recorded electronically by faculty in the Self-Service system by the published deadline for faculty. The Registrar is responsible for ensuring that all grades are submitted on time by reporting to the Provost/Senior Vice President of Academic Affairs or designee.

Subsequent to each semester, students receive semester grade reports in Self-Service indicating grades earned for all courses in which they were enrolled. Grade reports indicate the credit hours attempted, grades, credit hours earned, the quality point equivalent, and the cumulative grade point average.

## COMPUTING THE GPA

The grade point average is computed by multiplying the quality points earned by the credit hours of each course and dividing the total quality points earned by the total credit hours attempted, as indicated by the following example:

Grade	Quality Points		Credit Hours		Quality Points
A	4	x	6	=	24
B	3	x	3	=	9
C	2	x	2	=	4
D	1	x	1	=	1
F	0	x	3	=	0
<b>Total</b>			15	=	38

$$\frac{38 \text{ Quality Points}}{15 \text{ GPA Credits}} = 2.53 \text{ GPA}$$

## GRADE CHANGES

Course grades reported by faculty members and entered into students' records become part of the permanent official records of EWC. Grades can be changed only under specific documented circumstances, outlined below:

1. The Instructor of Record made an error in the original calculation, recording and/o reporting of a final grade. The faculty member completes, signs, and returns Grade Change Form with signatures of Department Chairperson, and the Associate Provost for Faculty Affairs to the Office of the Registrar. The faculty member must append to the Form written justification for the change of grade as well as copies of grade book pages to verify computation and

assignment of the new grade.

2. The Instructor of Record originally reported/recorded a provisional Incomplete (“I”) grade for the student. Student completes work to remove the “I” grade and the faculty member completes, signs, and returns Grade Change Form with signatures of Department Chairperson, and the Associate Provost for Faculty Affairs to the Office of the Registrar.
3. A student appeals the decision of a faculty member and the results of a formal review reveal that the original grade assigned was arbitrary, capricious or biased. The faculty member completes, signs, and returns Grade Change Form with signatures of Department Chairperson, and the Associate Provost for Faculty Affairs to the Office of the Registrar, or the grade may be changed administratively by the College.

### **GRADING POLICY**

- EWC faculty members are solely responsible for evaluating the work and/or performance of students and for assigning appropriate grades;
- Students have a right to receive a grade assigned upon a fair and unprejudiced evaluation based on a method that is neither arbitrary nor capricious;
- Instructors have the right to assign a grade based on methods that are professionally acceptable, submitted in writing to all students, and applied equally;
- Students have a right to know the criteria by which their academic performance will be evaluated and to know the bases for calculating scores and grades. The faculty members must communicate modifications to such clearly and in a timely manner.

### **INCOMPLETE (I) GRADES**

An “I” is the provisional grade given pending fulfillment of an outstanding course requirement. The “I” indicates that the student previously demonstrated satisfactory academic performance in the class, but for exceptional reason(s) beyond his/her control, was unable to complete a specific requirement such as an assignment, a report, an examination, or experiment. The “I” is issued only for specific purposes:

1. Illness prevented the student from taking the final examination for the course.
2. Illness throughout the semester prevented the student from completing more than one requirement for the course.
3. The student can provide documented evidence to substantiate other valid extenuating circumstances, beyond the student’s control, that prevented his/her completion of required work.

A student must prove that failure to complete all course requirements was due to extenuating circumstances beyond his/her control and not due to his/her negligence. A faculty member may only assign an “I” grade if the student were passing the course at the time the “I” is given. The faculty member who assigns an “I” grade to a student must submit to the Registrar with the grade book a completed “I” Assignment/Removal of Incomplete Request Form that indicates the outstanding requirement *and* the default grade, and is signed by the student and the faculty member. An Incomplete “I” grade must be removed in the succeeding regular semester, by the



date designated in the Academic Calendar or the “I” becomes an F

## **INDEPENDENT STUDY**

EWC recognizes a student’s option for obtaining academic credit through Independent Study. The student must be a Senior, have a minimum Grade Point Average of 2.5, and must work independently under the direction of a full-time EWC faculty member on a mutually agreed-upon Independent Study project. Students are limited to two Independent Study classes during their tenure at EWC. Activity courses and courses that require a lab are not available through Independent Study. The Independent Study must be for a course listed in the college catalog. Undertaking an Independent Study course requires the agreement of the student, the faculty advisor, the faculty member, the relevant department chairperson, and the Vice President for Academic Affairs. The approval process begins with the faculty advisor. Once the advisor reviews the student’s degree plan or course of study and assesses appropriateness, the student must then gain approval from the instructor. The instructor will outline with the student the requirements for completion of the Independent Study and indicate approval. Upon approval from the Chair of the Department and the Vice President for Academic Affairs, the student may enroll for Independent Study. Under no circumstance will Independent Study be approved after two weeks of the start of a semester or after the first week of a summer session. Students may be approved to complete an Independent Study during the summer term **only** when they do not meet the standard conditions for granting an Independent Study.

## **COURSE REPEAT POLICY**

In order to graduate, a student must receive a passing grade of “C” or better in all core and required supportive courses of the major. In the event that a student fails to earn the required grade for a course in their first attempt, the student can repeat the course in a subsequent semester. Excluding the student’s last 30 credit hours prior to matriculation, a course may be repeated at EWC or another accredited college or university (see Residency Policy for details). When repeated at EWC, only the final passing course grade is computed in the student’s institutional grade point average. When repeated elsewhere, the course requirement will be satisfied; however, the institutional grade point average will remain unaffected. The original grade will remain on the transcript in all cases. In most cases, courses completed with a grade of “C” or better cannot be repeated. Keep in mind, a repeated course can delay a student’s matriculation and a course is not discounted or reduced in cost when repeated. Repeated courses are also governed by college policies on maximum transfer credits accepted and residency requirements.

## **ACADEMIC BANKRUPTCY**

Students may petition for the forgiveness of one academic semester of work because of extenuating personal or financial problems. Petitions are not automatically approved. However, if approved, the transcript will note “Academic Bankruptcy” and the courses taken in that semester will be treated as though the student had received an “AW” in every course. The original grades will not count toward graduation. If required for graduation, a student must repeat and earn a grade of “C” or better for all courses taken during the semester for which a student petitioned and was granted Academic Bankruptcy. Petitions are available only to current students and will never be approved for the current or immediately preceding terms. All petitions must be approved prior to graduation and no more than one petition will be granted for any student at EWC. Once a bankruptcy has been processed, it will not be restored. Petition forms are available through the Office of the Registrar; however, the petition can only be approved by the Associate Provost for Faculty Affairs or designee.



## ACADEMIC STANDING

### Classification

Class designation is based upon the number of total credit hours earned in college and reflected on transcripts. All earned credits listed on a student's transcript may not count towards matriculation (graduation). Consult the degree requirements for your major and your academic advisor for more information. Class standing is based on the satisfactory completion of a designated number of credit hours (usually 30).

STANDING	SEMESTER CREDIT HOURS COMPLETED
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90 or more

### ACADEMIC PROGRESS

Good standing status is assigned to the record of any undergraduate student with a term and cumulative GPA above the standard of 2.00 at the close of the term and when 75% of the total semester credit hours in which the student was enrolled are completed with a grade other than "F", "NP", "NC", "I", "AW", "W", "WP", "WF", or "FN". In other words, if a student enrolled in five courses at the start of the semester for a total of fifteen credit hours and dropped or withdrew from three of the five courses during the term and earned "A" grades in the remaining two courses, the student's term GPA would be 4.0, but they would have only completed 60% of the attempted courses and therefore would not be making satisfactory academic progress. A student in "good standing" must have a cumulative term GPA of 2.0 or higher and must have earned 75% of attempted credit hours. A student in good standing is making satisfactory academic progress, is advancing towards their degree at an acceptable pace and is not in danger of academic suspension, financial aid suspension, or dismissal.

Minimum Semester Hours	Class	Acceptable GPA	Probation
0-29	FR	2.00	Below 2.00
30-59	SO	2.00	Below 2.00
60-89	JR	2.00	Below 2.00
90+	SR	2.00	Below 2.00

**Note:** Post baccalaureate/teacher certification students must earn a 2.50 GPA or they are automatically dismissed.

### Satisfactory Progress Requirements for Veterans

Effective August 1, 2001, a student eligible and receiving Veteran Educational Benefits must adhere to the standards of satisfactory academic progress according to the following criteria: Complete 75% of the total semester credit hours in which he/she is enrolled with a grade other than "F", "FN", "NP", "NC", "I", "AW", "W", "WP", or "WF", and maintain the grade point

average indicated by the following table. The table identifies academic progress according to:

- 1) Number of semester hours attempted;
- 2) Classification of students;
- 3) Minimum acceptable grade point average;
- 4) Probation; and
- 5) Automatic dismissal from the College.

Semester Hours	Classification	Minimum	Probation
		Acceptable CGPA	
0 – 29	FR	2.00	Below 2.00
30 - 59	SO	2.00	Below 2.00
60 - 89	JR	2.00	Below 2.00
90+	SR	2.00	Below 2.00

**Note:** A student's VA educational benefits will be terminated if his GPA remains less than the required standard of academic progress for more than two consecutive semesters. However, benefits may be reinstated upon achieving an acceptable cumulative grade point average.

## **ACADEMIC PROBATION, SUSPENSION, DISMISSAL POLICY**

### **Purpose of the Policy**

The academic probation, suspension, dismissal policy of EWC is not intended to be punitive. The purpose of probation and suspension is to warn students that they are not doing satisfactory work, to stimulate them to improve their performance. The dismissal policy is to serve notice that the institution does not choose to allow students to continue because there is little or no likelihood of their finishing successfully. We recognize that students may experience academic difficulty for a wide variety of reasons, including but not limited to, personal issues, poor time management, inappropriate course selection, or unsuitable choice of major. The probation policy is intended to be an early-warning system to alert the student that certain adjustments need to be made to avoid continuing academic difficulty. The suspension policy is intended to give a student the time to address the issues that resulted in academic difficulty when adjustments made during probation are not sufficient. The suspension policy is an effort to prevent further damage to the student's academic record while the student works to resolve their issues.

### **Academic Warning**

When a student fails to achieve a required minimum semester grade point average of at least a 2.0 he/she will receive a letter of academic warning through the Office of the Registrar on behalf of the Vice President for Academic Affairs. Upon notification, the student must schedule an appointment with his/her academic or faculty advisor. The purpose of these meetings is to determine the specific problem(s) related to the student's poor or marginal academic performance and to develop the appropriate intervention strategy to remedy the problem(s).

### **Academic Probation**

A student who fails to attain the cumulative grade point average of at least 2.0 as required to meet the standards of satisfactory academic progress (SAP) is placed on probation the second semester

after falling below a 2.0 G.P.A. The probation status triggers intervention by academic counselors and advisors and further student support resources focused on assisting the “at risk” student. A student who is placed on academic and financial aid probation will be notified by the Office of the Registrar and the Financial Aid Office. A student on academic and financial aid must receive counseling by his/her advisor and the counseling center. A student on academic and financial aid probation may not enroll for more than 12 semester hours; must earn at least a grade of “C” in each course taken while on probation; and may not participate in extra-curricular activities.

### **Academic Suspension**

A student who fails to meet the standards of satisfactory academic progress (SAP), after being on probation for one semester will be placed on academic suspension for one semester. A student who has been suspended and wishes to return to the College, after one semester, must apply for readmission. Readmission is not automatic and requires the approval of the Academic Appeals Committee or the Provost/Senior Vice President of Academic Affairs or designee. Readmission is not automatic and requires the approval at least 1 month prior to registration for the anticipated semester of return. Students permitted to return following suspension are required to meet the standards of academic progress (SAP) at the end of the first semester of return. If the student is readmitted, he/she, if otherwise eligible, may receive financial aid; however, financial aid may not be granted retroactively to cover a period of suspension. A student readmitted after academic and financial aid suspension may not participate in extra-curricular activities during the first semester of his/her return to school.

**Students on academic probation or suspension are ineligible to hold elective office, join or participate in Greek letter organizations, student organizations, or to represent the college in athletics, choir, band, or any other official capacity.**

### **Academic Dismissal**

The Academic Appeals/Scholarship Committee reviews the academic performance of students on academic probation and makes a determination regarding suspension and/or dismissal. Suspension decisions may be appealed by the student. A dismissed student is ineligible to obtain a degree from EWC or to continue enrollment in courses offered by the College.

### **Reinstatement**

If you have been suspended, you must apply for reinstatement. Reinstatement is not guaranteed, but is generally granted when there is a clear reason to expect that the student’s performance is likely to show substantial improvement. The best evidence in support of a reinstatement request is a transcript from an accredited institution of higher education showing strong academic performance during the period of separation from EWC. An improved attitude or change of heart is not sufficient justification for reinstatement. The Academic Appeals/Scholarship Committee will review reinstatement requests and decide if readmission is warranted on a case-by-case basis. If a student is reinstated after being suspended, they are required to have a term GPA of 2.0 or above for each semester they are enrolled. Failure to obtain the minimum GPA threshold and to advance towards good standing in any semester following reinstatement may result in dismissal from the College.

## Academic Appeals

No personal appeals will be heard in the Office of the Registrar's. A student must petition the Academic Appeals Committee if he/she had circumstances beyond his/her control, which prevented him/her from attaining or maintaining satisfactory academic progress (SAP). Such circumstances include death in the immediate family, lengthy illness (more than 8 days out of class), accidents, and hospitalizations.

## Academic Grievance Policy

When a student at EWC believes a faculty member has infringed upon his/her academic rights as set forth in this policy, or has a complaint/grievance related to other academic affairs matters at the College, the student must follow the procedures detailed below to seek resolution. It is the responsibility of the **student** to initiate the academic grievance process by submitting a **written** complaint to the faculty member involved and providing documentation to support the complaint. Should the student not receive satisfactory resolution from the faculty member, the student must appeal the decision, **in writing**, first with the Department Chairperson. Absent resolution at the Chairperson's level, the student may then proceed to appeal to the Associate Provost for an Academic Appeals Hearing. The decision of the Academic Appeals Committee is final. The Chair of the Committee will send written notifications of the committee's decision to the student and the Dean of Students. In case of a grade change, the committee chair or his/her designee will be responsible for the grade change. If the student fails to pursue the matter in the manner provided by this policy, the original academic decision will be final.

In cases where the student is challenging an assignment of a grade received in connection with a course, classroom management style, or the instructor's conduct of the course, the student will follow the outlined grade appeal procedure. It is expected that all parties involved at each step of the academic appeals/grievance process will make a good faith effort to resolve the issue.

## Student Academic Appeals and Academic Grievance Procedures

The following procedures outline the steps in the academic appeal/academic grievance process and should be used to appeal or resolve disputes concerning academic grades and other academic decisions considered by a student to be arbitrary or contrary to College policy. These procedures should also be used to grieve perceived violations of any of the student academic rights detailed above. For the purposes of these procedures, a student is an individual who holds an "active" registration status at the time of the alleged violation.

Consultation with Faculty - Any student who believes that a faculty member has acted improperly or in a manner inconsistent with academic expectations specified in this policy, may initiate action to obtain a remedy. It is the responsibility of the student to initiate the academic grievance process with the faculty member by submitting a completed Student Conference Request Form to the faculty member involved. Together with this form, the student must submit documentation to support his/her complaint. The action must be initiated within fourteen (14) business days after the student becomes aware of the alleged offense. The student should make every reasonable effort to discuss the matter with the faculty member whose action is addressed in the student's written grievance. The student shall attempt resolution by seeking a meeting with the instructor in question. The instructor will review the complaint, render a decision and provide the decision in writing to the student within seven (7) business days of receipt of the student's completed Student Conference Request Form.

If, to the student, this process does not seem feasible, or if a personal conversation with the instructor has been attempted/initiated, but a resolution satisfactory to the student's grievance is not obtained, the student may seek resolution through written appeal to the instructor's Department Chair. The Department Chair will then attempt to resolve the matter between the student and the instructor. If the grievance is against the Department Chair, the student should proceed to step 3 below.

Department Chair - In the event that a student perceives that he/she has not received satisfactory resolution to the issue from a discussion with the faculty member involved, or if a student prefers not to discuss his/her concerns directly with the involved faculty member, the student may schedule a conference to discuss the matter with the department chair or equivalent. Such discussion must be initiated by the student within seven (7) business days after the final discussion with the faculty member. During the conference, the student must provide the chairperson with a copy of his/her written appeal and/or grievance. The department chair will review the complaint, render a decision and provide the decision in writing to the student and to the involved faculty member, within seven (7) business days of receipt of the student's report of an unresolved issue. If the department chair is the involved faculty member, this step should be skipped.

Associate Provost for Academic Student Success & Research Initiatives - Only in instances when all established College procedures have been exhausted will it be appropriate for the Associate Provost for Academic Student Success & Research Initiatives to consider a final appeal from a student. Generally, the Associate Provost for Academic Student Success & Research Initiatives will consider only those appeals that either demonstrate violations of due process or evidence that prior proceedings resulted in a decision contrary to college policies and procedures. Either party to a grievance appeal – whether instructor or student – may appeal the decision of the Chairperson to the Associate Provost for Academic Student Success & Research Initiatives, in writing, within ten (10) business days following notice of the Chairperson's decision. A written reply to the other party must be filed within ten (15) business days after receipt of the appeal. The Chairperson's decision shall be "stayed" pending appeal. The Associate Provost for Academic Student Success & Research Initiatives has discretion to determine the information and procedure that he/she will utilize in deciding each appeal. Should the Associate Provost for Academic Student Success & Research Initiatives not find reasonable grounds for the student's appeal, the Associate Provost for Academic Student Success & Research Initiatives will issue a formal decision regarding the appeal, within fifteen (15) business days of receipt of the appeal. However, if the Associate Provost for Academic Student Success & Research Initiatives deems it necessary to hear additional evidence, he/she will convene the Academic Appeals Committee within thirty (30) days of receipt of the appeal.

The Academic Appeals Committee will convene hearings as necessary to allow the involved parties the opportunity to present their cases to the committee in a fair and expeditious manner. Appropriate precautions should be taken to ensure the confidentiality of the grievance proceedings – including information regarding the outcome. The Committee shall submit a letter of recommendation including findings and reason(s) for the recommendation to the Associate Provost for Academic Student Success & Research Initiatives within ten (10) business days after the final meeting of the committee.

The Associate Provost for Academic Student Success & Research Initiatives will consider the findings and recommendations and render a final university determination. This decision will be submitted in writing to the student, faculty member, the department chair and the Academic

Appeals Committee within ten (10) business days after receiving the Academic Appeals Committee's written recommendation. The written decision rendered by the Associate Provost for Academic Student Success & Research Initiatives shall be final step in the academic grievance process and may not be further appealed. In the case of a grade change, the Associate Provost for Academic Student Success & Research Initiatives or his/her designee, will be responsible for making the change. Files shall be maintained in the office of the Associate Provost for Academic Student Success & Research Initiatives.

## **GRADE APPEALS**

Students who believe they have received an unfair final grade have the right to appeal the final grade, within four (4) weeks of the subsequent regular term that the College is in session (Fall or Spring Semester). Students should begin by trying to resolve the problem with his or her instructor. In the event a student is not satisfied with the grade received for a course, the student should follow the process outlined below within 45 days of the end of the semester in which the grade was posted.

The policy recognizes that:

- Every student has a right to receive a grade assigned upon a fair and unprejudiced evaluation based on a method that is neither arbitrary nor capricious;
- Instructors have the right to assign a grade based on methods that are professionally acceptable, submitted in writing to all students, and applied equally; and
- Students have a right to know how their academic performance will be evaluated to include the bases for calculating scores and grades. Modifications must be communicated clearly and in a timely manner.

The following reasons are recognized grounds for a grade appeal:

- Arbitrary or Capricious: The grade awarded was not based on written information provided to the student on the syllabus and represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not actually exercise professional judgment
- Prejudice: The grade awarded was based on personal bias and is not indicative of the student's academic performance.
- Error: The instructor made a mistake in calculation and/or recording.

The student and faculty member should make every effort to resolve this issue without seeking a formal grade appeal. The Grade Appeal process should be the last resort. The student must contact the professor involved within the first two weeks of the start of the next semester.

Procedure for appealing a course grade

**Step One:** The student must meet with the Instructor within four (4) weeks of the subsequent regular semester in which the College is in session (Fall or Spring). As it is the responsibility of the student to demonstrate that the appeal has merit, the student should bring to this meeting any work from the course the student has in his/her possession for the professor to review. During the meeting the instructor will:

- 1 Review any work that the student brings to discuss.
- 2 Show the student any of the student's work that remains in the professor's possession (e.g., papers, final examinations and projects).
- 3 Explain how the student's grade was determined based on the standards set forth at the beginning of the class and stated in the course syllabus.
4. Recalculate the numerical computation of the grade, if any, to determine if there has been a clerical error. If student satisfaction is obtained, the process will stop here.

**Step Two:** If, however, the student is not satisfied, he or she may proceed with the formal grade appeal process as outlined below.

1. File a Grade Appeal Form with the instructor's Department Chairperson by the end of the fourth week of the semester\*.
2. The student will submit to the Department Chairperson the Grade Appeal Form and copies of the course syllabus, tests, assignments and papers in the student's possession.
3. The Department Chairperson will notify the instructor involved, and the instructor will provide a written response to the allegations identified in the Grade Appeal Form within one week of notice. Copies of the syllabus, assignments and any of the student's work that remains in the instructor's possession should be attached to the response.
4. The Department Chairperson, following consultation with the student and instructor will render a decision in writing regarding the grade appeal by the end of the sixth week of the semester.

Note\* If the Department Chairperson is the instructor involved, the written appeal will go to the Associate Vice-President for Academic Affairs.

**Step Three:** If the student wishes to appeal the Chair's decision, the student must submit the Conference Request Form within one week following receipt of the decision from the Department Chair. The Conference Request Form is to be submitted to the Associate Vice President of Academic Affairs (APFA). The Associate Vice President of Academic Affairs may choose to review the case personally or convene a grade appeals committee. Should the APFA choose to review the case, the aforementioned steps as outlined for the Department Chair will apply. Should the APFA choose to convene a grade appeals committee, the following outlines the composition and procedure of the committee.

The committee will consist of the following: Director of Financial Aid, Director of Counseling Services, Office of the Registrar, the Associate Vice President of Academic Affairs, and two Department Chairs.

## **GRADE APPEAL HEARING PROCEDURE**

The grade appeal hearing is an in-house procedure; as such, attorneys and other legal counsel or any other persons outside the college community are not permitted in the hearing. The final decision shall be made in a closed session of the committee members. The decision of the committee is final, and the Chair of the Grade Appeal Committee will send written notification of the committee's decision to the instructor and the student. In the case of a grade change, the Vice - President of Academic Affairs or her/his designee, will be responsible for the change.



# **GRADUATION REQUIREMENTS**

## **Application**

Students who wish to graduate at the end of a given semester must submit an Application for Graduation form to Department Chairs and pay the graduation fee prior to the deadline of application for that semester (the fee covers printing of the diploma and purchase of the cap and gown). Deadlines for application are presented in the Academic Calendar and are as follows:

**Spring:** The fourth (4th) Friday in October.

**Fall:** The fourth (4th) Friday in March.

EWC holds one formal graduation ceremony at the completion of the Spring Semester. However, degrees are conferred in each term once the student has completed all requirements and paid fees

## **Requirements**

1. Satisfactory completion of at least 120 semester credit hours with a minimum cumulative GPA of 2.0.
2. Completion of the last 30 semester credit hours at EWC.
3. Satisfactory completion (a minimum course grade of C in each core and major required course) of all degree requirements for the chosen major to include core and major required courses by the major program and additional requirements established by the major program. Students aspiring to graduate with two degrees listed on the diploma must satisfactorily complete all requirements for both degrees including pre-requisites and core course requirements.
4. Satisfactory completion of the required General Education courses of a minimum of 38 credit hours.
5. Pass final course exams, competency tests and take the respective degree program Major Field Exams as required by departments.
6. Earn a minimum of 20 community service/service learning hours for each semester enrolled (except for the first semester of the freshman year and the last semester of the senior year).

### **Additional Graduation Requirements**

- Satisfy all financial obligations to the College including payment of the graduation fee.
- Submit a resume to the Office of Career Planning and Placement.
- Return borrowed Library books and clear outstanding Library fines or fees.
- Complete the financial aid exit interview.
- Submit the Graduating Seniors' Clearance Form by the deadline stipulated on the Form

## **Community Service/Service Learning Requirement**

Each first-time freshman enrolled at Edward Waters College will be required to complete 20 hours of community service/service learning per semester prior to the last semester of the senior year. Incoming freshman are not required to begin community service/service learning hours until the second semester of the freshman year. Transfer students are required to complete a minimum

of 20 community service/service learning hours for each registered semester. This is a graduation requirement as community service is important to the growth and development of the student.

## **ACADEMIC HONORS**

Excellence in academic achievement is recognized by inducting students into the National Alpha Chi Honor Society and by presenting accolades to achievers on the President's List, Vice President's List, and Honor Roll. These presentations are made publicly in a ceremony on Academic Honors Day.

### ***Alpha Chi National Honor Society***

(Juniors/Seniors with 3.5 or higher GPA), founded February 22, 1922, at Southwestern University in Georgetown, Texas, is a national college honor society. Its ceremonial colors, sapphire blue and emerald green, signify "truth" and "victory, respectively. The name "Alpha Chi" means, in Greek, "truth and character." The society's motto is "Ye shall know the truth, and the truth shall make you free." (John 2:22) The symbolic colors and the motto reflect the "spiritual success" goals outlined in the EWC Statement of Purpose. Juniors and seniors with a 3.5 GPA and "exemplary character" are inducted at Academic Honors Day ceremonies each semester.

### **President's List**

Following each semester, the Registrar prepares a list of students with a 4.0 GPA for the College President. Students on this list receive a congratulatory letter from the President and public recognition at the Academic Honors Day ceremony.

### **Dean's List**

At the end of each semester, the Registrar prepares a list of students with a 3.5-4.0 GPA for the Provost/Senior Vice President of Academic Affairs. Students on this list also receive public recognition at the Academic Honors Day ceremony.

### **Honor Roll**

Following each semester, the Registrar prepares a list of students with a 3.0-3.4 GPA and without a "D," "F," or "I" during the semester, for the Provost/Senior Vice President of Academic Affairs. Students on this list are invited to attend the Academic Honors Day ceremony.



## GRADUATION HONORS

Academic distinction is conferred at graduation upon deserving students who have achieved the following cumulative GPA's: To be considered for honors at graduation, a baccalaureate candidate must have completed at least 90 credit hours of graded coursework at EWC and have a grade point average of 3.0 or higher for all graded course-work earned at EWC. Students transferring from other institutions must be required to submit all their grades. Transfer students and EWC students who have postsecondary work elsewhere must have an overall GPA of 3.00 or higher counting all EWC courses as well as transferable work attempted at other institutions.

Honor Categories	Meaning	Criteria
Summa Cum Laude	With Highest Distinction	3.8 (no grade lower than "B")
Magna Cum Laude	With Great Distinction	3.5 (no grade lower than "C")
Cum Laude	With Distinction	3.2 (no grade lower than "C")
Honors	Worthy of Esteem and	3.0 (no grade lower than "C")

**NOTE:** The GPA is not rounded up when determining honors at graduation (e.g., 3.499 is not the same as 3.500).

# FINANCIAL SERVICES

## **GENERAL INFORMATION**

Edward Waters College, an independent, private, nonprofit institution, does not receive direct tax support from any governmental agency; principally the student tuition and fees support EWC. Other sources of support to the College include the contribution from the African Methodist Episcopal Church (AME), the United Negro College Fund (UNCF), grants (Federal, State, Local and Private), and private gifts.

Consistent with the college's mission statement, EWC provides opportunity for students to receive a post-secondary degree regardless of their social, educational, or economic background. To accommodate the student body, EWC's policy is to keep charges as low as possible without affecting the quality of instruction, services and accommodations. While the importance of stabilized educational expense is clearly understood, EWC reserves the right to adjust tuition and fees at the end of any semester, should conditions warrant.

## **STUDENT ACCOUNTS**

The staff of the Student Accounts Office is responsible for monitoring and reconciling all student account activities. The staff ensures that students receive their Statement of Accounts on a monthly basis. Concerns about student account activities should be directed to personnel in this office.

## **PAYMENT OF TUITION AND FEES**

Students are ultimately responsible for payment of their tuition and fees even though they may be eligible for Financial Aid. Tuition and fee charges are due at the time of Registration. Special payment arrangements may be made at the discretion of the Vice President for Business and Finance. All student account balances must be paid in full no later than one (1) week prior to the beginning of Final Exams. Students not paying bills promptly are subject to a 5% penalty on the total outstanding balance. At the end of each semester, any outstanding balance will be charged appropriate interest. Cash, cashier's check, money order, or credit cards (Master Card and Visa) can be used to make all payments. Personal checks may be accepted after appropriate verification. Students will not be allowed to register for classes if they have a prior semester balance. Students may apply for an exception. Application for an exception does not guarantee approval.

If financial aid (federal and/or state) is used to supplement the cost of tuition and fees, students and/or parents will be required to have a financial aid award letter listing the type of aid received. If the student does not have an award letter the student's registration may be delayed. (Registration is completed when total tuition, fees, room and board charges are paid to the Cashier's Office and/or appropriate arrangements is made with the Student Accounts Office and the student receives a current I.D. card). Students should maintain a record of all financial documents received from the College for future reference.

## **CALCULATING TUITION AND FEES**

Registration at EWC is considered a binding contract between the student and the college for the academic semester of enrollment. Therefore, upon completing the registration process, a student has accepted full responsibility as stated in this publication. Please contact Financial Services for obtaining current tuition and respective fees.

## 2018-2019 TUITION & FEES

Traditional Full-Time Students (12-18 Hours)	Semester	Year
<b>Tuition</b>	\$ 6,662.50	\$ 13,325.00
<b>Room</b>	\$ 1,722.00	\$ 3,444.00
<b>Board</b>	\$ 1,919.00	\$ 3,838.00
<b>Student Activity Fee</b>	<b>\$100.00</b>	<b>\$ 200.00</b>
<b>Total</b>	<b>\$10,403.50</b>	<b>\$ 20,807.00</b>
<b>More than 18 credit hours (\$555.20) per additional hour</b>		
<b>19 credit hours</b>		\$ 7,217.70
<b>20 credit hours</b>		\$ 7,772.90
<b>21 credit hours</b>		\$ 8,328.10
<b>Traditional Part-Time Students less than 12 hours (\$555.20) per credit hours 3 credit hours</b>		
<b>3 credit hours</b>		\$ 1,665.60
<b>6 credit hours</b>		\$ 3,331.20
<b>9 credit hours</b>		\$ 4,996.80

ADDITIONAL FEES	
<b>Housing Deposit for Room Reservation</b>	\$ 100.00
<b>Returning &amp; New Students) this amount is non-refundable.</b>	
<b>Late Registration</b>	\$ 50.00
<b>Graduation Fee (Not Optional)</b>	\$ 150.00

PER REQUEST	
<b>Add/Drop</b>	\$ 5.00
<b>Audit</b>	\$ 50.00
<b>Transcript (cashier's check or money orders or cash)</b>	\$ 10.00
<b>Degree Reorder</b>	\$ 40.00
<b>ID Replacement</b>	\$ 10.00
<b>Reinstatement Fee</b>	\$ 125.00
<b>Returned Check</b>	\$ 30.00

OTHER FEES	
<b>Admission Application (Cashier's check, Money orders)</b>	\$ 25.00
<b>U.S. Students</b>	\$ 25.00
<b>International Students</b>	\$ 75.00
<b>Internship/Practicum/Student teaching</b>	\$ 70.00

**Note: Students are required to have insurance unless waived with supporting documentation. This information is subject to change.**

## SUMMER TUITION & FEES

Summer Traditional		Cost
Section I	and II	\$ 200.00 per credit hour
Books		\$ 220.00 per section
Room for Summer		\$362.88
Board for Summer		\$505.44

## NON-TRADITIONAL (CLIMB) TUITION & FEES

NON-Traditional Students (CLIMB)	Credit Hours	Cost
Term I	16	\$ 6,508.00
Term II	15	\$ 6,101.25
Term III	16	\$ 6,508.00
Total		\$ 19,117.25

ADDITIONAL FEES	
Graduation Fee (Not Optional)	\$ 150.00
Late Registration	\$ 50.00
Student Activity Fee (per year)	\$ 200.00

OTHER FEES	
Admission Application (Cashier's check, Money orders)	
New Students	\$ 25.00
Reinstate Fee	\$ 125.00
ID Replacement	\$ 10.00
Return Check	\$ 30.00

PER REQUEST	
Audit	\$ 50.00
Transcript (Cashier's check or Money order)	\$ 10.00

**Note:** This information is subject to change.

## **LATE REGISTRATION FEE**

Students are encouraged to observe the dates designated for registration. If registration is not completed before the first day of classes, a late registration fee of \$50 will be assessed and the fee must be paid in cash before completing the registration process.

## **OVERLOAD FEE**

Full-time traditional students may take up to 18 credit hours during Fall, Spring, and Summer Semesters (8 per session). Additional credits are considered overload and require permission of the Provost/Senior Vice President of Academic Affairs to enroll. The overload cost will be \$436.25 per credit hour. Students are expected to have a cumulative 3.00 GPA for permission to be granted.

## **CREDIT BALANCE**

A credit balance may develop in a student's account as a result of adjustments to charges and fees. A credit balance indicates an overpayment by the student to EWC or a debt owed to the student by EWC. Credit balances that result from any Federal Fund will automatically be refunded to the student within 14 days unless the student requests in writing to leave the balance in his/her account. All EWC scholarships and Grant-In-Aid (GIA) Awards are non-refundable.

## **COLLECTIONS**

The staff of the Student Accounts Office is responsible for recovering outstanding delinquent account balances owed to the College. A collection fee up to 28% may be levied on all delinquent accounts and any related attorney fees may also be imposed. These accounts will be assigned to a collection agency, credit bureau, and/or the tax commission for refund garnishment. Grades and transcripts will be withheld until indebtedness is fully satisfied.

## **REFUND OF TUITION AND FEES**

Refunds for students withdrawing from the college or dropping courses to part-time status, for any reason, will be made in accordance with the scale listed below.

<b>Week of Class</b>	<b>Percent of Refund</b>
1st Week	100%
2nd Week	90%
3rd Week	80%
4th Week and Beyond	0

Application fees, housing deposit fees and graduation fees are non-refundable. For further information on the EWC Institutional Refund Policy, please contact the Office of Business and Finance. The Federal Return of Title IV Refund Policy is listed below.

## **Refund of Room and Board**

Room and Board charges begin the first day the residential halls open. If a student withdraws from school or moves out of the residence halls, the room and board charges will be prorated from the day the residential halls opened until the day the student officially moved out of the residential hall. After the third week of classes no refund will be given for any reason.



# FINANCIAL AID

## **FINANCIAL AID INFORMATION**

Financial Aid is awarded according to individual financial need, in the form of loans, grants, scholarships or work-study to be used solely for school-related expenses. The College expects students and parents to assume the primary responsibility for financing college costs. All students and families are encouraged to apply for aid from Federal and State supported programs administered by the Financial Aid Office.

### **HOW AND WHEN TO APPLY FOR FINANCIAL AID**

Students seeking financial aid must complete the Free Application for Federal Student Aid each award year. Financial aid applications can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Eligibility for aid is determined by the U.S. Department of Education Federal Methodology need calculation and documents submitted to the Financial Aid Office. Online Applications are available in October for the following award year. Students and/or parents are encouraged to apply early for financial aid. The priority consideration date for EWC is March 1. Some financial aid programs are awarded on a first-come, first-serve basis until funds are exhausted.

### **GENERAL FINANCIAL AID ELIGIBILITY REQUIREMENTS**

In most instances, student financial aid eligibility is based on a Federal Methodology calculation as determined by completion of the FAFSA. The federal methodology calculation may also be used to determine eligibility for state, institutional and private awards. To be awarded financial aid, an applicant must:

1. Have a high school diploma or GED;
2. Be accepted or enrolled in an eligible program;
3. Be a U.S. citizen or eligible non-citizen;
4. Be capable of maintaining a satisfactory academic standing and consistent progress towards a degree;
5. Be registered with the Selective Service (if required);
6. Have not defaulted on a TITLE IV or State student loan;
7. Not owe a repayment under any state or federal grant.

### **NEW AND TRANSFER STUDENTS**

Students must complete admissions requirements and receive their formal letter of acceptance before financial aid commitments are made. Financial aid applications are available beginning October prior to each academic year for which financial aid is sought. Financial aid funding in many programs are limited. Students are encouraged to apply by March 1 to receive priority consideration of funds in those limited programs.

### **SOURCES AND TYPES OF FINANCIAL AID**

Student aid funds come from three sources: government (federal, state and city), college (gifts and endowments from alumni and other friends of the college), and private gifts (foundations, corporations, associations, or individuals). There are three types of student aid:

***Grants and scholarships*** are awards that students do not have to repay;

***Loans*** are funds that are borrowed by students from the Federal government and must be repaid with interest; they should be used with caution as students' credit can be severely damaged if not repaid in a timely manner. The longer loans are held, the more expensive

they become; and **Work-study** awards are wages paid to students to perform a job in a degree-related environment to apply what they have learned in the workplace.

## **FINANCIAL AID COUNSELING**

Students are encouraged to visit with a Financial Aid Counselor to determine what other forms of financial aid are available. Students should pursue the many private scholarships and other forms of financial aid available before considering a student loan.

## **HOW FINANCIAL AID IS DETERMINED**

The Financial Aid Office will determine a student's allowable educational expenses (student budget). The expected family contribution (EFC) is determined by a Federal methodology established by the United States Department of Education. The difference between the two is the student financial need. EWC will attempt to provide financial aid for all or a portion of a student's demonstrated financial need in the form of an award package consisting of grants, scholarships, loans, and/or work-study. Selection of students, as well as the types of aid awarded, depends on one or a combination of the following: the demonstrated financial need, the student's class level, available funds, and the date a student's forms are received by the awarding agencies and the Financial Aid Office.

## **FULL AND PART-TIME STUDENTS**

Financial aid is available to full-time (12 or more credit hours), three-quarter time, (9-11 credit hours) and half-time (6 credit hours) students at Edward Waters College. Some financial aid programs are predicated on full-time enrollment status. If a student is awarded from a fund based on full-time enrollment and the student's enrollment drops to part time, a proration or cancellation of awards may occur. Therefore, students receiving financial aid should review course plans with a Financial Aid Counselor to determine the amount of aid that may be adjusted or cancelled.

## **FEDERAL PELL GRANT**

The U.S. Department of Education provides federal grants to undergraduate students who are eligible U.S. citizens or eligible non-citizens that have financial need as determined by completion of the FAFSA. Unlike loans, Federal Pell Grants do not have to be repaid. Eligibility for a Federal Pell Grant is based on financial need as determined by completion of the FAFSA. Upon completion, a Student Aid Report is sent to the student notifying them of their eligibility. Students are encouraged to contact the Financial Aid Office to complete the application process.

## **FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT**

The U.S. Department of Education provides Federal Supplemental Educational Opportunity Grants (FSEOG) to undergraduate students who are eligible for the Federal Pell Grant. FSEOG is a grant and does not have to be repaid. Unlike Federal Pell Grant funds, FSEOG funds are limited and are awarded to students who demonstrate exceptional financial need that apply by the priority consideration date. Funds are first-come, first-serve until funds are exhausted.

## **FEDERAL DIRECT STUDENT LOANS**

EWC participates in the William D. Ford Federal Direct Student Loan Program. The Direct Loan Program offers several low interest loans to students. The lender is the U.S. Department of Education rather than a bank or other financial institution (which you may have if you previously borrowed under the Federal Family Educational Loan Program). Loan eligibility and amounts are based on completion of the Free Application for Federal Student Aid and may be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

First-time students at EWC must complete the master promissory note and the entrance counseling at [www.studentloans.gov](http://www.studentloans.gov) to have funds disbursed from the loan program.

## **THE DIRECT LOAN PROGRAM OFFERS: DIRECT SUBSIDIZED LOANS**

The amount you may borrow per year is based on your level of enrollment, financial need and cost of attendance. Please see <https://studentloans.gov> website for amounts that may be borrowed per enrollment level and aggregate limits. “Subsidized” means the government pays the interest on your loan while you are in school and during your six-month grace period after you leave school.

## **DIRECT UNSUBSIDIZED LOANS**

Independent students may borrow between \$6,000-\$7,000 based on their level of enrollment and cost of attendance per academic year. Dependent students may borrow up to \$2,000 per academic year. “Unsubsidized” means you are responsible for paying the interest while in school and during your six-month grace period after you leave school on at least a half-time basis.

## **DIRECT PLUS LOANS**

Parent Loan for Undergraduate Students (PLUS) is available to parents of dependent students that wish to borrow up to their child’s cost of education or for additional education expenses not covered by other forms of financial aid. A credit check is required as part of the loan approval. For more information on Direct Loan interest rates, fees, and student rights and responsibilities, please visit their website at [studentloans.gov](http://studentloans.gov). Student Loan Defaults Are on The Rise! EWC encourages students to pursue all other forms of financial assistance before deciding to obtain a loan and determining the amount to borrow. Please visit the Office of Financial Aid regarding other aid options available and for assistance on how much student loan you may need.

**Remember: The loan must be repaid to the Federal government. Failure to do so may result in your wages being garnished, your credit tarnished, and any tax refund intercepted by the government and other sanctions. PLEASE BORROW WISELY!**

## **FEDERAL COLLEGE WORK-STUDY**

On-campus and off-campus jobs pay at least the Federal minimum-wage to students demonstrating need for income while in school and who possess usable skills for on-campus and off-campus positions. Federal College Work-Study is awarded to students who indicated interested in work programs on the FAFSA. If you did not receive Federal Work Study on your award notice, you may apply in the Office of Financial Aid. There is limited funding available for this program.

## **STATE GRANTS AND SCHOLARSHIPS**

### **Effective Access to Student Education (EASE)**

EASE is a program that provides tuition assistance to Florida undergraduate students attending an eligible private, non-profit Florida college or university. Eligible students must meet Florida’s residency requirements for receipt of state student financial aid by maintaining Florida residency for purposes other than education for a minimum of 12 consecutive months prior to the first day of class of the academic term for which funds are requested. All recipients must be enrolled full time (12 or more credit hours per term) and earn 12 credit hours each semester and maintain a 2.0 GPA. Students must also complete Free Application for Federal Student Aid.

## **The Florida Student Assistance Grant (FSAG) Program**

This is a need-based grant program available to degree-seeking, Florida-resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions. All recipients must enroll full time each term and earn 12 credit hours each semester and maintain a 2.0 GPA. Students must also complete Free Application for Federal Student Aid. Limited funding is available.

## **The Mary McLeod Bethune Scholarship**

A Scholarship that provides financial assistance to Florida undergraduate students who meet scholastic requirements and demonstrate financial need. This scholarship is awarded to the students with the highest need first. The funds are limited at each participating Institution. Students must also complete the Free Application for Federal Student Aid.

## **The Florida Bright Futures Scholarship Program**

This is a scholarship program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. For Initial Eligibility the student will submit a fully completed (error free) Initial Student Florida Financial Aid Application during his/her last year in high school (after December 1 and prior to graduation) by accessing [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org) Select >State Grants, Scholarships & Applications >Apply Here). Students must also complete Free Application for Federal Student Aid. The application gives the Florida Department of Education (FLDOE) permission to evaluate the student's high school transcript and standardized test scores for eligibility for a Bright Futures Scholarship and other state scholarships and grants. The student must apply during his/her last year in high school, before graduation, or forfeit all future eligibility for a Bright Futures Scholarship.

## **SCHOLARSHIPS**

The Office of Financial Aid is pleased to announce the availability of both merit and need-based scholarships to students who qualify. The Edward Waters College Scholarship/Grant-in-Aid programs are designed to assist students with offsetting the direct costs of education (Tuition, Fees, and On-campus room and board). The Following awards will be made after all other financial aid has been determined. The EWC scholarship and Grant-in-Aid programs are not designed or intended for students to make a financial profit or generate a student refund, rather only to pay for direct college expenses not met by other forms of assistance. The award may be reduced should additional aid be received after disbursement (other than work-study and loans) for direct costs. The following scholarships are offered to potential students once all admissions documents have been received by the Admissions office.

## **SCHOLARSHIP DESCRIPTIONS**

Annual scholarship awards provided to EWC students are as follows:

### **United Negro College Fund**

Gifts to EWC students administered by the UNCF staff are based upon students' need, academic performance, and major. Amounts vary from \$500 to \$5,000 per semester. Please visit the UNCF website at [www.uncf.org](http://www.uncf.org) to apply for the various scholarships available.

## **Presidential Scholarship**

Awarded to incoming high school seniors with a 3.50 cumulative grade point average (GPA) and SAT scores of 1100 or ACT scores of 24. Students must apply for financial aid to be eligible for this scholarship. Students must register for at least 12 credit hours and earn at least 12 credits hours per semester. This scholarship is up to the full cost of tuition and fees, and cannot generate any refund to the student. Renewable up to eight semesters by maintaining a minimum 3.25 GPA.

## **College Scholarship**

Awarded to incoming high school seniors with a 3.25 cumulative grade point average (GPA) and SAT scores of 1000 or ACT score of 21. Students must apply for financial aid to be eligible for this scholarship. Students must register for at least 12 credit hours and earn at least 12 credit hours per semester. This scholarship is up to \$7,000, and cannot generate any refund to the student. Renewable up to eight semesters by maintaining a 3.00 GPA.

## **Freshman Grant**

Non-renewable and only good for one academic year. This scholarship is for high school seniors with a minimum 2.60 cumulative grade point average (GPA). This scholarship is up to \$2,000, and cannot generate a refund to the student.

## **Transfer Grant**

Non-renewable and is only good for one academic year. This scholarship is for students transferring from another college or institution with a minimum of 24 transferable credit hours and a 3.00 grade point average (GPA). This scholarship is up to \$3,000, and cannot generate a refund to the student.

## **Honors Scholarship**

Awarded to incoming high school seniors with a 3.00 cumulative grade point average (GPA) and SAT scores of 860 or ACT scores of 18. Students must apply for financial aid to be eligible for this scholarship. Students must register for at least 12 credit hours and earn at least 12 credit hours per semester. This scholarship is up to \$5,000, and cannot generate any refund to the student. Renewable up to eight semesters by maintaining a 2.75 GPA.

## **Talent-Based Scholarship**

Based on the individual talent in choir, or band (amounts vary). Renewable for up to eight semesters. For more information, contact the Music Department at (904) 470-8391 or 470-8381.

## **Athletic Scholarship**

Based on the athletic ability of the student. To be considered for academic scholarships, a student must have a grade point average of at least 3.0 and minimum composite scores of 18 on the ACT or a score of 860 (Verbal/Mathematics) on the SAT. Scores reported on the applicant's high school transcript can be used to evaluate applicant admissibility (amounts vary). Renewable for up to eight semesters. For more information, contact the Athletic Department at (904) 470-8278.

## **SCHOLARSHIPS AND FINANCIAL AID**

All institutional scholarship/grant recipients must complete the Free Application for Federal Student Aid (FAFSA). International students are not eligible. Some scholarship awards can reduce the amount of financial aid you receive. Should you receive other scholarship awards, the

college will adjust the institutional award first. External scholarship awards may be received up to the cost of attendance.

## **EDWARD WATERS COLLEGE SCHOLARSHIPS/GRANTS INSTITUTIONAL AID**

Grant-in-Aid is available to students with exceptional skills in the areas of athletics, band, and choir. Contact the appropriate office for information. In some cases, offices will contact you. The students must meet the requirements of each of the programs to be qualified. These programs are combined with other federal, state and institutional grants and scholarships to determine the value of the award. The maximum award amount for students living on campus cannot exceed the charges for EWC tuition, fees, on-campus room and board less the federal, state and institutional grants and scholarships. For students living off campus, the maximum award cannot exceed the charges for EWC tuition and fees less the federal, state and institutional grants and scholarships. These programs cannot generate a refund to the student. Interested students can contact the appropriate offices for more information.

## **FINANCIAL AID DISBURSEMENTS**

All financial aid funds must be disbursed in two disbursements. In most cases, this means one disbursement in fall term and the second disbursement in the spring term. However, should a student be enrolled in only one term, then the funds will be disbursed in two disbursements with the second disbursement occurring after one-half of the term is over. All requirements must be met in order for the funds to be authorized for payment. Once the funds are authorized, the awards will be placed on your student account. Tuition, fees, housing expenses, meal plans, book charges and other minor institutional charges owed to EWC must be deducted from the first available aid. If funds are remaining after all appropriate institutional charges have been deducted, student accounts will issue the refund within 14 days of the date that the funds were applied on your account. Please check self-service to see when funds have been applied. You will also receive an email to your EWC email address notifying you that a refund check is ready for pick up.

## **SATISFACTORY ACADEMIC PROGRESS (SAP)**

Title IV of the 1992 Higher Education Amendments requires that institutions establish a minimum standard of “Satisfactory Progress” for students. A minimum standard for “Satisfactory Academic Progress” (SAP) is defined as follows:

“SAP is a measure of whether a student is progressing adequately toward completion of his or her course of study. It is determined in terms of grade point average and course completions. For a student to be eligible for Title IV aid after the student’s second academic year of attendance at an institution, the student must have a cumulative ‘C’ average or its equivalent or have academic standing at that point in the program that is consistent with the institution’s requirements for graduation.” More information can be found at <https://studentaid.ed.gov/sa/eligibility/staying-eligible>

## **FREQUENCY OF MONITORING EVALUATION**

EWC will review a student’s progress at the end of each academic year. For this purpose, the EWC academic year is defined as the following: Two semesters of 15 to 16 weeks of coursework occurring between August 1 and May 31. At the end of the spring semester, the Financial Aid Office determines whether or not a student is making “Satisfactory Academic Progress” toward a degree and is thus qualified to receive financial aid during the next academic year. A student’s progress is measured both qualitatively and quantitatively. Courses taken during summer school (and accepted by EWC if taken at another school) may be included in determining satisfactory progress for the next term; but the



student must make sure that the Financial Aid Office receives a copy of the record of courses taken and the grades received. If the removals of an incomplete grade (“I”) makes the student eligible, the student must make sure that the Financial Aid Office is informed of the removal of the incomplete grade.

## **QUALITATIVE PROGRESS**

Qualitative progress is measured in terms of grade points earned during the preceding semester, which are computed on a 4.00 grading system. Following are the standards for maintaining qualitative progress at Edward Waters College:

### **STANDARDS FOR QUALITATIVE PROGRESS**

<b>Number of Attempted Credit Hours</b>	<b>Required Cumulative Grade Point Average</b>
1 – 29	1.75
30 – above	2.00

## **QUANTITATIVE PROGRESS**

All students (full time or part time) must successfully complete a minimum number of semester credit hours attempted. Students receiving Title IV aid must complete 67% or higher of their attempted cumulative hours to be in good standing. Students below 67% are placed on financial aid suspension and must appeal to continue to receive financial aid.

## **REPEATS, INCOMPLETES, TRANSFER CREDITS, AND WITHDRAWALS**

Transfer students must meet the same satisfactory academic progress requirements and maximum enrollment limits as other students. Only transfer credit hours needed to complete the declared degree will be accepted. Repeated courses, non-credit courses, incomplete courses, and courses from which you have withdrawn after drop and add periods are also included as semester credit hours attempted. Failing grades (F) are included in the GPA calculation. Withdrawals (W) are not used in the GPA calculations. Incomplete grades (I) are not factored into the GPA until a letter grade is recorded. Grade changes will be recognized when they occur. Retroactive reinstatement of aid will not be considered unless the grade change is officially posted by the last day of classes and funds are still available. Withdrawal from the College is not considered making satisfactory progress.

## **MAXIMUM TIME FRAME**

The maximum timeframe a student is eligible for financial aid is 150% of the published length of educational programs. Most baccalaureate degrees require a minimum of 120 semester credit hours. Therefore, a student working toward a bachelor’s degree is eligible for financial aid up to 180 semester credit hours attempted.

## **FINANCIAL AID SUSPENSION**

Failure to make Satisfactory Academic Progress upon the end of the academic year will result in Financial Aid Suspension. The student will be denied all types of federal and state aid (grants, work



study and loans) until the deficiency has been removed or an appeal has been approved. Financial aid, once lost, cannot be reinstated retroactively for previous semesters. Expenses incurred while a student's aid is suspended must be paid by the student. This policy applies to all students at EWC receiving Financial Aid.

## **APPEAL PROCEDURES**

Students who fail to make satisfactory academic progress due to extenuating circumstances (divorce of a parent or spouse, death of an immediate family member or severe medical or financial problems for example) may appeal. Appeals and any supporting documentation must be submitted in writing to the Office of Financial Aid. Students will be notified in writing of the decision. If the appeal is granted, the student is placed in a probation status and monitored each term to ensure that the student is meeting the 2.0 term GPA and completing 67% of the credit hours attempted. If students do not meet the probation requirement, the student is suspended.

## **CHANGING A PROGRAM OF STUDY OR MAJOR**

Students who have changed their major and/or are pursuing a second degree are more likely to reach their maximum timeframes for financial aid eligibility. The College may consider a change of major or pursuing a second degree as extenuating circumstances. This appeal and any supporting documentation must be submitted in writing to the Office of Financial Aid.

## **RETURN OF TITLE IV REFUNDS**

When you receive a Federal Pell Grant, Federal Direct Loans, a Federal PLUS Loan, a Federal Supplemental Educational Opportunity Grant, or a Teach Grant to attend Edward Waters College, you are agreeing to complete all of the courses covered by your Federal financial aid. If you accept financial aid but do not complete the term, you may have to repay part of your grant and/or loan. If you officially or unofficially withdraw from all of your classes, you may owe a repayment to the Federal government. This is a Federal law called the "Return of Title IV Refund" (R2T4) for Federal Financial Aid. It is important to successfully complete and attend all of your classes to avoid having to pay back your financial aid.

## **COMMONLY ASKED OF TITLE IV FUNDS QUESTIONS:**

### **How do I avoid paying back funds?**

The first and most obvious way to avoid owing the government any money is simply: **Start attending and then keep attending all of your classes.**

- If you receive a Federal Pell Grant or Federal Direct Loans and then withdraw from ALL your classes or stop attending ALL your classes, you may have to repay all or a portion of that aid received.
- Once you have completed more than 60% of the semester, you have earned all of your assistance. If you withdraw from EWC before completing 60% of the semester, or stop attending classes prior to the 60%, you will have to repay any unearned financial aid funds that were already disbursed to you.

### **What if I stop Attending or withdraw from all of my classes**

The College will calculate how much you must repay based on how many days you attended. You

will be notified by the Financial Aid Office of how much you must repay. EWC must report any student that does not repay to the federal government at the end of 45 days. You will be ineligible to receive financial aid at ANY school until the funds are repaid in full.

### **How can I repay the funds I owe?**

Students are responsible for the repayment. Payment must be made to the Student Accounts Office within 45 days. Once the debt has been reported to the federal government, the amount owed must be repaid to the Federal government and not to EWC.

### **What if I never attended?**

Students who never attended are considered “No Shows.” These students are considered ineligible for financial aid, and 100% of the financial aid received must be repaid. In addition, if a student does not withdraw prior to the published drop date, they may owe 100% of their tuition and fee charges. Official withdrawals must be processed through Office of the Registrar . Students who fail to formally withdraw from classes prior to the published drop date (census date) will be held responsible for any tuition/fee charges and repayment of all financial aid for the term even if they did not attend.

### **Where does the repayment go?**

For a Return of Title IV Refund, repayment returns back to the Federal Financial Aid program(s) that you received the aid from. Federal regulations require that the college return Federal funds in the following order:

- Unsubsidized Federal Stafford Loan
- Subsidized Federal Stafford Loan
- Federal PLUS Loan
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant – FSEOG

### **How do you calculate the return of the Title IV funds?**

Title IV funds include the Federal Direct Loans, Federal PLUS Loans, Federal Pell Grant, Federal SEOG grant and Federal Teach Grant. This is a formula process established by the federal government. Students need to talk with the financial aid counselor concerning the calculation. For additional information on the Edward Waters College Return of Title IV Refund Policy, please visit the Office of Financial Aid.

# **STUDENT AFFAIRS & ENROLLMENT MANAGEMENT**

# STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

Student Affairs & Enrollment Management Office  
1701 Pearce Street  
Jacksonville, FL 32209  
904-470-8210  
<https://www.ewc.edu/student-affairs/>

Edward Waters College provides a comprehensive array of student services. Students are given many opportunities for campus involvement and for community service. Partnerships with companies and agencies allow students to have meaningful internship and shadowing experiences.

Students at the College are encouraged to fully participate in all of its extracurricular activities. The Division for Student Affairs and Enrollment Management has a competent and caring staff that provides personal attention to each student. Workshops and seminars sponsored by the Division give students valuable information about current trends in the job market, resume writing and interviewing tips. Students are also provided with free counseling and tutorial services.

The Division of Student Affairs and Enrollment Management are making a difference, one student at a time. Individualized attention to students is the rule and not the exception! The Division of Student Affairs and Enrollment Management are comprised of the following offices: Office of Admissions, Black Male College Explorers Program, Office of Campus Ministry, Office of Career Planning and Placement, Office of Counseling, Office of the Dean of Student Services, Office of Financial Aid, Office of Residential Life and the Office of Student Life. The Office of the Dean of Students is located in the George N. Collins Student Union Building.

## CAFETERIA

**Three meals are provided for residential students, Monday through Friday**, upstairs in the George N. Collins Student Union Building. The hours of operation are:

Breakfast	7:00 a.m. – 9:00 a.m.
Continental Breakfast	9:00 a.m. – 10:00 a.m.
Lunch	11:00 a.m. – 2:00 p.m.
Wednesday Lunch	Noon – 2:30 p.m.
Dinner	5:00 p.m. – 7:30 p.m.

**On Saturday, Sunday and holidays, meals are served:**

Brunch	11:00 a.m. – 2:00 p.m.
Dinner	5:00 p.m. – 7:00 p.m.

The schedule of operations for the Cafeteria correlates with the dates in the academic calendar. When the College is closed, no services are provided. Residential students must present their ID card with a current meal plan sticker. Staff, faculty and visitors must pay the cashier upon entering the dining area. The meal plan offers unlimited serving on all food and beverages except premium entrees. More information can be found online at <https://www.dineoncampus.com/ewc/>

## **POST OFFICE**

The Post Office is located on James Weldon Johnson 1840 W 9th St Jacksonville, Florida 32209  
On the corner of 9th Street & Fairfax Room 36.

## **BOOKSTORE**

The Follett Bookstore is located in the George N. Collins Student Union Building and is operational: Monday - Friday. You may also see the online bookstore here: <http://www.bkstr.com/edwardwatersstore/home> for hours of operation and to buy items from the bookstore.

## **THE EWC LIBRARY**

The EWC Library serves as the college's information portal while providing access to the networked world of knowledge resources. As educators, the librarians facilitate the acquisition of the information literacy skills needed to operate effectively in the modern complex technological environment. The Library further strives to provide students, faculty and staff with relevant, contemporary and widely circulated books, periodicals, and multimedia collections. The Library serves as a learning common to bring together the various constituencies of the campus and community as it endeavors to stimulate and encourage the development of a lifelong habit of learning. The Edward Waters College Library provides year-round service and is closed on holidays observed by the college.

During regular Semesters, the library serves the campus and community according to the following schedule:

Monday - Thursday	8 a.m. to 9 p.m.
Friday	8 a.m. to 5 p.m.
Saturday	2 p.m. to 6 p.m.
Sunday	2 p.m. to 6 p.m.

*Semester breaks and summer hours vary. Hours will be posted. Changes will be posted.*

### **Reference Service**

- Assistance in the use of the Library's online catalog, websites and databases
- Assistance in the use of reference books and materials
- Assistance in the techniques of research
- Assistance in locating books and information in other libraries

### **Circulation Services**

- Books and materials checkout
- Maintenance of class reserves as requested by instructors
- Retrieval of class reserves and ready reference books
- Interlibrary loans
- "Hold Shelf" for books
- Directional information
- Assistance in finding books and periodicals on the shelves

## **Educational Services**

- Freshman Orientation Class
- Library manual issued on request
- Information Literacy and Multimedia Services
- Instruction and workshops to enhance research skills
- Available use of instructional equipment for the classroom
- Information Literacy and Multimedia Lab

## **Other Services**

- Study carrels
- Conference areas
- Photocopiers
- Comfortable lounge area

The Library's collections include the reference and general book collections, periodical collection, young adult book collections, and the non-print (VHS, CD, and DVD) media collections.

## **COMPUTER CENTERS**

An on-campus computer center is available in the Hatcher-Stewart Building, Room 105. In keeping with national trends, computers are regularly upgraded to enable keeping pace with changing technology, including hardware, software, databases, networks and communications. In addition, the 2nd floor of the Polly Brooks Building has a computer lab to be used with the FAME Program. The Writing Center also has a computer lab with tutors available to provide writing assistance.

*\* Semester breaks and summer hours vary, and are posted on the front door.*

## **LOST AND FOUND**

Found items should be turned over to Campus Security. The College is not responsible for lost or stolen items. Students who lose an item should report it to Campus Security who will contact them once the item is found.

## **COUNSELING & Disability Services**

The mission of the Counseling Center is to assist students in achieving their personal, educational, and career goals. The Counseling Department is an integral part of the College's total learning environment. The Counseling Center provides students with a nurturing environment where personal concerns can be openly explored and discussed with a professional Counselor. The Counseling Services are voluntary, confidential, and free of charge to all currently enrolled students. The Counseling staff provides individual and group counseling, crisis intervention, HIV/AIDS pre and post-test counseling, and referrals. The staff presents workshops to aid students. The Counseling Center is located on the 1st floor of the George N. Collins Student Union Building. For more information, call (904) 470-8231 or (904) 470-8990. For emergency counseling requests, please call (904) 514-6769 or 911. More information about the Counseling Center can be found online at <https://www.ewc.edu/student-affairs/counseling-center/> More information about Student Disability Services can be found at . <https://www.ewc.edu/student-affairs/counseling-center/disability-services/>

## **HEALTH SERVICES**

At EWC, we take special pride in helping students stay healthy, active in their coursework, and focused on graduation. The health services are provided by the health service coordinator at (904) 470-8128 or 1710 Pearce Street and college through the Schell-Sweet Community

Center, 1697 Kings Road or by calling (904) 470-8142. Students may also visit <http://www.schellsweetcrc.org/>.

### **Campus Ministry**

The Chaplain/Director of Campus Ministry's primary role is to serve as the spiritual covering for the campus, and to provide various campus programs such as weekly Chapel Services, Bible Study, Sunday Worship Services, Religious Emphasis Week activities, Pastoral Counseling (Psychological-Spiritual), Corporate and Individual Prayers. This goal is in keeping with EWC'S mission to help students to develop a commitment to a life of excellence and ethics. The Chaplain's role also encompasses promoting Edward Waters College as an African Methodist Episcopal Church-related higher education institution. The Office of the Chaplain/Director of Campus Ministry is located on the 1st floor of the Lee-Cousins Building. For more information, please call (904) 470-8056. More information can be found online at <https://www.ewc.edu/student-affairs/religious-life/>

## **CAREER SERVICES**

Our mission is to adequately prepare students for the workplace and a positive career experience. The Career Services Center offers a variety of services ranging from career exploration to internships and employment. The services and programs are tailored to meet the needs of our students as well as to advance their knowledge base. Students are encouraged to register in person at the Career Center or online in order to make use of career services. Collaboratively, assistance is given to each student based on an assessment of interests, skills and abilities. Further, students are able to take advantage of all rendered services which can be used as a springboard for development and enhancement purposes. The Office of Career Services is located at 1710 Pearce Street. For more information, please call (904) 470-8007. More information can be found online at <https://www.ewc.edu/student-affairs/career-planning-and-placement/>

## **RESIDENCE LIFE**

The mission of Residence Life and Campus Housing is to create a living and learning environment that challenges and supports the personal, spiritual, social and academic development of our residents and their communities in an environment that is safe, functional, non-threatening, and consistent with the institution's mission and goals. Edward Waters College assumes no responsibility for off-campus housing agreements.

The EWC Housing Services is conveniently located on campus and is managed and operated by a professional Residential Life staff. Residential Life is available in the following dormitories: Salter Hall (freshman female facility), Tiger Landing apartments (upper-class male facility), Morris Cone A (freshman male facility), Morris Cone B (upper-class female facility), and the Ted Baker Honors Village. Co-ed living is not permitted in any residence hall. The College reserves the right to change housing assignments depending upon availability. Although the Residence Halls are supervised, students are responsible for their conduct and any property damage resulting from inappropriate use or play. Rooms are inspected weekly for the health, safety and welfare of the occupants. The Dean of Students and Residence Life is located on the 1st floor of the George N. Collins Student Union Building. For more information, please call (904) 470-8212. More information can be found online at <https://www.ewc.edu/student-affairs/residence-life/>

## **STUDENT ACTIVITIES**

Edward Waters College strives to provide a student centered college experience. The best college

education must take place both inside and outside of the classroom. A variety of programs are offered to enhance the educational, social cultural experiences, and enrichment of students. The Office of Student Activities is located on the 1st floor of the George N. Collins Student Union Building. For more information, please call (904) 470-8223.

## **STUDENT GOVERNMENT**

The Student Government Association of Edward Waters College is the students' governing body in any matter pertaining to the interest of the students. At the time of election, candidates for office shall meet the criteria outlined in the scholastic regulations. A candidate must be a full-time student, in good standing with the college. Students elected to offices shall not graduate prior to the expiration of their elected term. Affairs of the Student Government Association are managed by elected representatives of the respective classes. The SGA President is a member of the Board of Trustees and participates in developing general policy for the college. The Vice President for Student Affairs and Enrollment Management and the Director of Student Activities supervise all SGA activities.

## **EW C ORGANIZATIONS/CLUBS**

- Band (Marching and Jazz)
- Chamber and Concert Choirs
- Charles Mingus Society of Composers
- Chess Club
- Christians in Action Campus
- College Debate Club
- Drama Club
- Golf Club
- International Students Association
- Ministry Yearbook Club
- Sankofa Club
- Sigma Beta Delta Honor Society
- Student Activities Advisory Council Student Government Association

## **FRATERNITIES AND SORORITIES**

Edward Waters College recognizes a variety of Greek-letter organizations. The organizations are designed for the enrichment of students and help prepare students for global living through the various activities provided. The following organizations are registered with the Office of Students Activities and are recognized by the college:





## **ROTC AT EDWARD WATERS COLLEGE**

Edward Waters College, in partnership with the University of North Florida, is proud to offer Army Reserve Officers Training Corps (ROTC). ROTC is a rigorous program that prepares students to become commissioned officers in the United States Army. Widely considered one of the best leadership training programs in the world, ROTC prepares cadets to lead both in the military and civilian world. ROTC offers many benefits, including tuition assistance (in the form of ROTC scholarships), leadership skills, and career training. Students who enroll in the program should be prepared to do physical training at least three times a week. In addition to their regular college courses they also take leadership courses. Cadets who complete the program are commissioned as Second Lieutenants in the United States Army upon graduation. Students interested in joining ROTC or obtaining more information should contact (904) 620-3930. Additional information may be found at [http://www.rotc.com/us\\_army/](http://www.rotc.com/us_army/).

## **ACADEMIC ENRICHMENT ASSOCIATIONS AND CLUBS**

Student Business Association  
 Communication Majors' Club  
 Criminal Justice Majors' Club  
 Education Majors' Club  
 Math, Science, Engineering Majors' Club  
 Math Majors' Club  
 Psychology Majors' Club  
 Political Science Association

Social and Behavioral Science Club

### **NATIONAL ORGANIZATIONS**

National Associations for the Advancement of Colored People (NAACP)

National Association Business Journal (NABJ)

National Council of Negro Women (NCNW)

National Pan-Hellenic Council

### **NATIONAL SERVICE ORGANIZATIONS**

Anointed Student in Unity Fellowship-Sorority and Fraternity

Tau Beta Sigma Service Sorority

Gamma Beta Chi Service Fraternity

Sigma Beta Delta (Business Student Honor Society)

**Information regarding college policies for all student organizations can be found in the Student Handbook. These policies will cover membership, hazing and other matters of importance. Students may also contact the Dean of Students or the Director of Student Activities at Edward Waters College.**

## **ATHLETICS**

The College offers an athletic program that encompasses intramural and intercollegiate athletic activities that are competitive.

### **Intramural Athletics**

Intramural recreation sports are an important part of college life. Competitive, recreational sports assist in developing positive social and physical skills. At EWC, the intramural sports include basketball, flag football, ping-pong, and volleyball. These sports are operated according to the National Intramural Recreational Sports Association (NIRSA) guidelines under the supervision of the Director of Student Activities or his/her designee. Enrolled students are encouraged to participate in intramural athletics; thus, acquiring practical experience in team management and supervision.

### **Intercollegiate Athletics**

Competitive, scheduled sports with teams from other colleges with membership in the NAIA, Division II and the Sun Conference are vital for developing advanced motor, physical, and social skills; emotional control, sportsmanship, school spirit and self-reliance. EWC abides by the rules and regulations of the NAIA for all sports – football, basketball, baseball, softball, and track & field for both women and men, and golf.

1. The student must be identified and enrolled in a minimum of 12 institutional credit hours at the time of participation, or if the participation takes place between terms, the student must have been identified with the institution the term immediately before the date of participation.
2. The student must maintain institutional identification during any term of participation.
3. The student must have accumulated a minimum of nine institutional credit hours prior to identification for the second term of attendance. Only those institutional credit hours earned after identification (at any institution) may be applied toward meeting the (9) institutional credit rule for a second term freshman.

4. After completion of the second term of attendance, from then on, a student must have accumulated a minimum of 24 institutional credit hours in the two immediately previous terms of attendance.
5. The student must be making normal progress toward a recognized baccalaureate degree and maintain the minimum grade point average as defined by the institution and the NAIA.
6. All students must maintain a cumulative grade point average (GPA) of at least 2.0 on a 4.0 scale.
7. To participate a second season in a sport, all students must have accumulated at least 24 semester institutional credit hours. To participate the third season in a sport, all students must have accumulated at least 48 semester institutional credit hours.
8. The student must be eligible according to the institution's standards for intercollegiate competition.
9. The student must be eligible according to affiliated conference standards when such standards are more stringent than NAIA rules and standards.
10. Repeat courses previously passed with a grade of "D" or better in any term, during summer or during a non-term cannot be counted toward satisfying the 24-credit rule. Maximums of one repeat course per term previously passed with a grade of "D" may be counted toward satisfying the 12-hour enrollment rule.
11. A student who has not been identified at an institution during the preceding term does not become eligible at the institution until identification takes place the following term.
12. A student who is eligible the last day of a term may retain eligibility until midnight of the 14th calendar day following the close of a term to allow an institution time to recertify eligibility.
13. A student enrolling in college after the date set by the institution for enrollment of regular full-time students will not be eligible to compete in intercollegiate athletics until two full calendar weeks of residency have been completed.

## **TRADITIONAL EWC EVENTS**

### **African American History Celebration**

While commemorative ceremonies are programmed throughout the year, special activities are scheduled in February and open to the public. A variety of activities are planned by the EWC "Black History Month Committee" annually.

### **Baccalaureate Service**

Baccalaureate Service is a traditional spiritual event to celebrate and honor the graduating senior class. The ceremony provides an opportunity for the College to impart final words of wisdom and inspiration and for the graduates to reflect on their years at EWC and look ahead to their future life.

### **Chapel**

During school terms, a campus-wide assembly is held every Wednesday at 11 a.m. Chapel is

mandatory for freshmen and all residence hall students. Classes are not scheduled, and certain administrative offices may be closed during this period. The religious-oriented assemblies provide opportunities for participation by guest artists and speakers, prominent figures, community members, faculty and staff. Campus Assembly is open to the public. Senior Chapel is required for all graduating seniors.

### **Convocatum Est.**

Convocatum Est. is the opening convocation and a ceremony of matriculation officially welcoming new students to the Edward Waters College community. Faculty dress in academic regalia for the Convocatum Est. Ceremony and students are dressed in black and white professional attire. Students witness their signature in the school's Registry and have the opportunity to shake the hand of the President, while being in the presence of faculty, staff, students, and friends of the College. The ceremony takes place each Fall to represent the official opening of academic year. Participants include all students who are new to the College.

### **Coronation**

This annual formal event showcases the crowning of Mister and Miss Edward Waters College.

### **Commencement**

The formal graduation activity is held at the end of the Spring Semester for graduating seniors, with a GPA of 2.0 or above, who have accumulated at least 120 semester hours and meeting all requirement of a formal major program of study.

### **Honors Convocation**

This formal ceremony acknowledges scholastic achievement s of students who are on the President's List, Dean's List, or have achieved Honors.

### **Homecoming**

Homecoming is an annual event that offers a week of celebration for students and alumni. The culminating activities are the announcement of the Homecoming Court and the Coronation of the Kings, Queens, and Princes of our great institution who are showcased at the Homecoming Football Game.

### **New Student Orientation**

The purpose of the new student orientation at Edward Waters College is to ensure that new students have a successful transition and integration into college life. The program promotes discussion among parents, new students, continuing students, and faculty and staff on the expectations and perceptions of the campus community. The culminating event is the Freshman Oath and the "Rites of Passage" to assist students in acclimating to the college environment..

## **STUDENT CONDUCT**

### **Code of Conduct**

Students are expected to exhibit appropriate behavior on campus and in the community. By enrolling at EWC, students abide by College's standards of behavior and conduct themselves with dignity, pride, and respect. They also agree to abide by policies, rules, and procedures established

by the College. (Please refer to the Student Handbook for more detailed information).

## **Enforcement of the Code**

By the authority of the Board of Trustees, the President (or designee) is responsible for ensuring that College policies, rules, and procedures are followed. The Dean of Students is responsible for enforcing regulations as they apply to students. EWC community members are responsible to bring cases of misconduct to the attention of the Dean of Students. Should disciplinary action arise from student conduct issues, the Dean of Students will, with the recommendation of appropriate committees, take decisive action. Formal Grievance procedure and due process are available to students, and detailed information is available from the Office of the Vice President for Student Affairs and Enrollment Management.

## **Primary Behavior Standards**

- Use college facilities and property for authorized purposes that support the College mission.
- Be honest and fair while taking a test or preparing a written assignment and give credit to an author or a classmate for an original idea or work.
- Abstain from using, selling, or distributing unauthorized narcotics, drugs, or alcohol on the College campus or while participating at college-related events.
- Refrain from carrying, using, or displaying lethal weapons, firearms, or explosives in the College.
- Maintain and display orderly behavior in the classroom (onsite/online) and display dignity and respect to instructors and classmates.
- Comply with directives and requests of College officers.
- Act orderly, decently, and maturely in the College or at College-sponsored functions.
- Use fire extinguishers for their intended purpose.
- Refrain from the use of threats and/or acts of physical violence.
- Follow national guidelines for initiating new members into student organizations; hazing is illegal.
- Refrain from sexual activity on campus and at college -related events.
- Zero tolerance for bullying and cyberbullying

## **Secondary Behavior Standards**

The following positive behaviors enhance the College experience (**violations may result in warning, probation, censure or suspension**).

1. Be courteous to others.
2. Follow campus traffic regulations (including parking).
3. Follow campus dress codes and recommendations.
4. Promote the rights of others.
5. Support the orderly operation of College affairs.

## **ACADEMIC DISHONESTY**

Academic dishonesty and plagiarism are very serious offenses. Each student is expected to do

his/her own thinking on all quizzes, tests, class work, written reports, research papers, and homework assignments. Any student who is found to be copying from another student, from books, text messages, or internet sites, or cheating, she/he must have a conference with the instructor and a grade of F will be awarded for the assignment. The matter may be reported to the Department Chair and the Office of Academic Affairs if deemed necessary. Similar and more stringent consequences will apply if a student is found guilty of plagiarism.

## CLASS ATTENDANCE

Attendance is mandatory and will be recorded daily. If you have more than 6 absences from class, this will result in a non-negotiable failure for non-attendance. Students are expected to attend every class session to satisfy all academic objectives outlined by the instructor. Multiple absences will negatively affect a student's performance in class and final grade. Students participating in extra-curricular activities on behalf of EWC are required to notify the instructor in advance of the scheduled event so that attendance can be recorded correctly. Excessive absences that are for official college business may warrant the need to drop or withdraw from the course to protect your grade point average. **Note carefully:** This attendance policy will stand regardless of the quality of the student's work. Punctual class attendance is **required** at EWC as described in the individual course syllabus. When absences result from EWC activities, advisors or event sponsors are responsible for notifying instructors (with copies to the Offices for Academic and Student Affairs) to ensure that absence is excused for Official College Business.

## CLASS ATTENDANCE POLICY

Students must be present for **80%** of the scheduled course time in order to receive credit for a course. Please note that students who miss more than **six (6)** class periods will not receive credit for the course and will be given a **Failure for Non-Attendance** or **FN** grade. We will no longer provide excused absences to ensure compliance to this policy. Students with extenuating circumstances may appeal to the Office of Academic Affairs and may be granted an Administrative Withdrawal (AW) from their respective course(s) and/or receive a W, WP, or WF depending on their grade and time period in the semester at which they fail to meet the 80% attendance rule. Students representing the college with sufficient documentation from the Athletic Department, Choir, Band, and other auxiliary organizations will receive an excuse for "Official College Business."

**Note:** Students conducting "Official College Business" are required to attend all classes unless the Office of Academic Affairs and the Instructor of Record have been given prior notice by the activity director that the student will be absent. Under no circumstances will students be excused from class for practice. Activity Students will be held responsible for all course work (i.e., assignments, readings, examinations, presentations, etc.) covered during their absence, and the Instructor of Record must allow the student athlete to make up all work missed.

## Late Arrival Policy

It is important that students arrive to class on time.

- Because we cannot always plan for unforeseen circumstances, *students will be allowed a grace period of 5 minutes only.*
- Beyond 5 minutes up to 15 minutes late, students will be marked tardy. The accumulation of 3 tardies will be the equivalent of 1 absence.
- Students who are late beyond 15 minutes, for any reason, will be marked absent for the day.

- **Remember:** Students must attend at least 80% of class sessions to receive any credit for the course.

## **CLASS EXPECTATIONS**

Edward Waters College seeks to provide an environment where discussions and expressions of all views relevant to the subject of the course are recognized and necessary for the educational process. Students do not have the right to interfere with the professor's right to teach or the other student's right to learn. A student demonstrating inappropriate behavior during class time will be asked to leave the class and a meeting will be set with the Department Chair to discuss dropping the student from the course and/or the college. Also, the student's behavior will be discussed with the Associate Vice President of Academic Affairs to determine if expulsion from Edward Waters College is warranted.

**Children of faculty, staff, or students are not allowed in the classrooms.**

## **ELECTRONIC EQUIPMENT**

All electronic equipment, such as Cell Phones, IPADS, IPODS and MP3 Players must be turned off before class and kept out of sight during class. Use of these devices is strictly prohibited in class unless the instructor specifically allows you to utilize them for a classroom activity. **DO NOT** have these items on your desk or attached to your body. **Recording Classes using audio\video:** It is against Florida law to record individuals without their permission. Thus, students who wish to record a course lecture must seek permission from the instructor. Without instructor permission, a student is prohibited from recording the instructor during class.

## **EWC DRESSCODE**

Edward Waters College is committed to Sustaining the Principles of Excellence and Ethics with unity of purpose, integrity and effectiveness practices. This includes a commitment to Christian principles and values, moral and ethical behavior. In accordance with its affiliation with the African Methodist Episcopal Church, the College expects faculty, staff and students to model and uphold high standards of conduct and behavior both on and off campus, conducting themselves with pride and respect. Edward Waters College adheres to a business casual dress code. Every student registered at Edward Waters College must be in compliance and adhere to the dress code.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **Academic Rights**

At EWC, students work to achieve personal goals through wholesome academic pursuits and may assume certain clearly established rights. (Described more fully in the Student Handbook)

1. "Academic Freedom," including the freedom to teach and to learn, is a tradition shared between students and faculty within their recognized spheres of expertise in an academic context.
2. "Civil Rights," including the rights of expression and due process, are legal rights protected by the U.S. Constitution, which will not be used to disrupt the academic rights of others.
3. Opportunity to seek truth and develop critical judgment is critical to a mature learning experience in a community of scholars.

4. Expressing contrasting points of view and reserving skeptical judgment about opinions expressed are encouraged but do not abrogate responsibility for learning content and interpretations presented as part of formal courses.
5. Evaluation of student performance should be expected, as should the fact that it be based upon clearly articulated goals and tasks, carefully predetermined criteria, and professional judgment without prejudice or capricious intent.
6. Review of grade policy system, and evaluation of faculty and staff is sometimes appropriate and useful to promote enhanced student-faculty understanding.
7. Personal information about a student acquired by the College or a staff member in the course of College work is confidential and the Family Educational Rights and Privacy Act of 1974 govern its release to third parties. Generally, releasing such information requires either specific student permission or court order.
8. Access to join or belong to any EWC organization for which one qualifies is assumed.
9. Broad involvement in determining individual programs of study within College guidelines and personal responsibility for meeting requirements, in a timely manner, is a normal part of EWC.
10. The right to examine and responsibly discuss questions of interest and to express opinions publicly and privately in like manner is strongly encouraged at EWC.

### **Non-Academic Grievance Process**

Students are expected to conduct themselves in accordance with EWC policy and regulations and will be disciplined should infractions occur. (Details relating to violations, penalties, and procedures are presented in the Student Handbook.) However, “due process” rights also protect students as follows:

1. Timely notice of charges or allegations
2. Opportunity to plead admission or denial of alleged violations
3. Opportunity to request or waive formal hearing and accept or reject college determination
4. Hearing before tribunal other than those bringing the charge or making the allegation
5. Opportunity for personal appearance in a formal hearing before judgment is rendered
6. Responsible advisor or counselor of choice available
7. Opportunity to call and confront witnesses and accusers and to present evidence in own behalf
8. Advanced notice or information listing witnesses appearing against own interests
9. Copy of the record of a hearing if alleged offense may result in suspension or expulsion
10. Appeal opportunities to the Vice President for Academic Affairs
11. Final appeal opportunity to the EWC President

### **DISCRIMINATION/SEXUAL HARASSMENT/HARASSMENT POLICY**

EWC does not discriminate against otherwise qualified persons on the basis of race, color, religion, national origin, gender, age, physical or mental handicap, disability, or veterans status in its



recruitment, admissions, employment, facility and program accessibility, or services. It is a violation of EWC policy for any employee or student, male or female, to harass another employee or student. There is a “Zero” tolerance policy on making sexual advances, requests for sexual favors, and/or other physical or expressive behavior that may constitute hostile environment. Harassment of any form is not tolerated on this campus.

Students who think that they have been discriminated against, harassed, or otherwise had their civil rights violated, shall make a formal, written complaint to the Vice President for Student Affairs within five calendar days of the alleged incident. The complaint should contain, but is not limited to, date and place of the alleged incident as well as names, addresses, and telephone numbers of any and all witnesses. The specific facts and context of the complaint should be documented. The Vice President for Student Affairs and Enrollment Management shall convene a formal hearing within 20 calendar days to adjudicate the complaint. Details of the procedure are elaborated in the Student Handbook. Students have the right to appeal the Vice President’s decision to the President of the College.

# ACADEMIC AFFAIRS

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” Malcom X

## ACADEMIC AFFAIRS

**Dr. Donna H. Oliver**

Provost and Senior Vice-President for Academic Affairs

**Dr. Monique L. Akassi**

Associate Provost for Academic Affairs

**Dr. Stephanie G. Campbell**

Interim Associate Provost for Academic Student Success & Research Initiatives

**Dr. Rigoberto Rincones Gomez**

Associate Provost for Institutional Planning, Research, and Effectiveness

### VISION

The Division for Academic Affairs will become an urban higher education model that is recognized nationally for excellent academic programs and effective, innovative teaching and learning strategies for diverse, urban student populations. Embracing Christian principles and a spirit of servant leadership, the Division of Academic Affairs will be a leader in promoting excellence and ethics, student engagement, community service and service learning, relevant and contemporary teaching methodologies, and community-oriented research.

## ACADEMIC INFORMATION

### **The Quality Enhancement Plan (QEP) Mighty Write**

Writing Program Administrator/QEP Director, Mr. Joel Williams

The focus of the Quality Enhancement Plan (QEP) is to improve the writing of first-year students. The need to enhance the instruction and academic support services provided in freshman composition sequence emanated from broad-based involvement of institutional stakeholders including alumni, Board of Trustees, community members, faculty, staff, and students. Through the use of surveys, focus groups, and a review of national and local data, a critical need began to emerge: the improvement of writing among our student population. The QEP Steering Committee reviewed the literature regarding freshman composition coursework, its history and development, as well as the best practices in writing instruction. The data and literature review are what facilitated the development of the QEP and the plan for implementation. QEP strategies include professional development for faculty, revision of the freshman writing curriculum to be in alignment with the Council for Writing Program Administrators' (WPA) *Outcomes Statement for Freshman Composition*. Other enhancements to the curriculum included common syllabi, aligned rubrics, peer tutor training, and a Writing Center.

Learning Outcomes associated with the QEP are as follows:

1. Students will be able to write informative/explanatory composition essays that are supported by a thesis statement and supporting topic sentences.
2. Students will be able to construct arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant evidence.
3. Students will be able to write narrative and descriptive compositions using effective techniques, well-chosen details, and well-structured event sequences.
4. Students will demonstrate measurable, observable improvements to writing proficiency after completing the freshmen composition sequence.

Edward Waters College is committed to the improvement of students educational goals and mastery of academic writing. As such, the QEP assessment plan plays a critical role in this process and care was taken to ensure alignment among the assessment plan, course syllabi and assessment rubrics. Implementation of the plan will serve to facilitate an enhanced writing curriculum and instructional strategies which will result in the improved writing skills among our students.

For more information about the Quality Enhancement Plan (QEP), its implementation, or assessment, please contact Mr. Joel M. Williams the Director of the QEP at [jmwilliams@ewc.edu](mailto:jmwilliams@ewc.edu)

## **Center for Excellence in Teaching and Learning**

Academic support services are offered through the College's Center for Excellence in Teaching and Learning (CETL). Faculty and staff members in CETL are committed to providing services which empower students to develop their full academic potential as self-directed life-long learners. The College offers a comprehensive academic support system which facilitates student learning. Through the Center's activities, programs, instructional course, and services students learn how to make the best of their college years. We encourage even the most academically proficient student to take advantage of services available.

### **Services Include:**

- Academic Advising
- Dual Enrollment
- Academic Support Services:
- Focused Academics Motivating Excellence Tutoring  
Writing Center

### **Academic Advising**

Advising services in the Center for Excellence in Teaching and Learning (CETL) are provided to all admitted students of the College, but primarily target students classified as freshmen, sophomores, and transfer students. The goal of CETL advisors is to provide support services to students at EWC while helping them discover opportunities that will advance their educational goals. Advisors will clarify matriculation processes, promote excellence, and inform students about course requirements that must be completed prior to transitioning to their major department. Students are assigned a CETL Academic Advisor who assists them throughout their completion of General Education requirements. Once the student completes their General Studies requirements they are turned over to a major-specific advisor who tracks them until completion of their bachelor's degree. The advisors in CETL provide academic guidance to students to ensure they become well informed about academic program requirements, important dates, declaration of a major, prerequisites for courses, critical forms, important dates, and college policies and procedures.

Students can arrange to meet with a CETL advisor by contacting the Center for Excellence in Teaching and Learning (904) 470-8057. Students at EWC have exciting academic options from which to choose. Students are encouraged to take advantage of the excellent academic advising offered at EWC which will help you understand your academic options and outline your academic foundation for success.

### **Dual Enrollment Program**

Dual Enrollment is a program that allows high school students who meet the GPA requirements of the institution to earn college credits while they are in high school. This shortens the time to graduation from a post-secondary institution and saves money. Edward Waters College partnered with Duval County Public Schools to enhance the educational experience of our local high school students by implementing the Dual Enrollment program in Spring 2015. The Dual Enrollment Program has expanded to include charter and private schools within the Jacksonville area. The Dual Enrollment program GPA requirements are: 2.5 unweighted GPA or 2.0

unweighted GPA to enroll. Questions about the Dual Enrollment Program can be addressed to: [DualEnrollment@ewc.edu](mailto:DualEnrollment@ewc.edu) or by calling 904-470-8079.

## **ACADEMIC SUPPORT SERVICES**

### **Focused Academics Motivating Excellence (FAME)**

Focused Academics Motivating Excellence (FAME) is a tutorial and academic support service housed under the Center for Excellence in Teaching and Learning (CETL). FAME is a support service program designed to assist students to increase and enhance their skills in reading, mathematics, and writing. The FAME Program has a staff of peer tutors who have been recommended by their instructors and who have a grade point average (GPA) of 3.0 or better in the field in which they tutor. In addition, the program has a Mathematics and a Writing Specialist to assist students in their coursework. This service is available to all enrolled EWC students who need additional assistance with their coursework.

The FAME Program is also responsible for providing academic support services to students who are completing their General Studies coursework. All students have access to one-on-one or group tutoring in the FAME Tutorial Lab. Students enrolled in FAME must sign and adhere to the expectations of the Participation Agreement, a binding agreement between the student, FAME Director and the FAME Academic Advisor. This agreement was designed to help students stay on track.

The FAME Program also provides support for students on Academic Warning and Academic Probation by monitoring their progress in their class work, by providing tutoring service, and by offering available academic counseling. Tutoring service is free for all currently enrolled EWC students and is available Monday through Thursday from 8:00 a.m. to 8:00 p.m. and on Fridays from 8:00 a.m. to 5:00 p.m. For additional information contact, 904-470-8058.

### **Writing Center**

The Writing Center is designed to support the instruction of writing across the curriculum. It is used to provide one-on-one tutoring to students as well as small group workshops to allow time for students to develop the skills needed to be effective writers who are learning the skills needed to demonstrate the qualities of an academic writer. The Writing Center is not a professional proofreading service. Its function is to build skills needed for better writing ability on the part of the student.



## **TRiO PROGRAMS AT EDWARD WATERS COLLEGE**

The history of TRiO is progressive but the aim of all the TRiO Programs is to provide access to higher education for students who because of situation or condition may not have these opportunities. The TRiO Program began with Upward Bound, which emerged out of the Economic

Opportunity Act of 1964 in response to the Administration's War on Poverty. In 1965, Educational Talent Search, the second outreach program, was created as part of the Higher Education Act. In 1968, Student Support Services, which was originally known as Special Services for Disadvantaged Students, was authorized by the Higher Education Amendments and became the third in a series of educational opportunity programs. By the late 1960's, the term "TRiO" was coined to describe these federal programs.

### **Upward Bound Program**

The Edward Waters College Upward Bound Program provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in their higher education pursuits. Edward Waters College Upward Bound serves high school students from low-income families and high school students from families in which neither parent holds a Bachelor degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education, enroll in, and graduate from institutions of post-secondary education.

The Upward Bound Program provides academic support in reading, writing, study skills and other subjects necessary for a student to be successful in their educational goals beyond high school. Academic and financial counseling is taught through workshops and students are exposed to academic programs and cultural events through speakers and field trips. A tutorial program provides services to assist students in developing their study skills by instructing them on how to study effectively and test taking skills.

Upward Bound provides information on post-secondary education opportunities and assistance in completing college entrance applications, financial aid applications and preparing students for college entrance examinations. The goal of Upward Bound at Edward Waters College is to introduce students to college and what college life is all about through intensive on-campus summer experience programs that are designed to make better college students.

### **Student Support Services (College Support Services)**

The Edward Waters College Student Support Services (SSS) Program provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. The goal of SSS is to increase student retention and graduation rates and facilitate the process of transition from one level of higher education to the next.

### **Academic Enrichment**

TRiO participants receive support in the areas of mathematics, reading comprehension, writing, study skills, and time management.

### **Counseling Services**

The counseling program provides the following services to participants:

- Individual and Small Group Counseling Sessions
- Financial Aid/Money Management Workshops

- Career Exploration
- Assistance for Graduate and Professional Programs
- Academic Advisement

## **Tutorial Services**

Student participants have access to regular seminars and tutorial assistance in the areas of mathematics, reading, and writing facilitated by experienced, well-trained academic specialists. In addition, peer tutors with a minimum 3.0 GPA in these subject areas are available to provide tutorial services to students requesting assistance on a one-on-one basis.

Other SSS programs include:

- Cultural Enrichment Activities
- Motivational Seminars
- Graduate School Visits
- Diversity Workshops
- Historical Site Tours
- Etiquette Seminars

## **BACHELOR’S DEGREE**

Bachelor’s degrees usually take four years of full-time study to complete; 120 credit hours or more in certain disciplines. Undergraduate degrees are further divided into arts and sciences.

### **Degree Requirements**

Each department specifies requirements in terms of “credits” and type of course. Credits roughly equate to the number of in-class hours the course requires, a bachelor’s degree requires 120 semester credit hours.

Undergraduate degrees generally have three components:

- General Education requirements
- Core Requirements
- Major Requirements
- Elective Courses
- Minor Courses (if a Minor is declared)

## **Graduation Competencies**

EWC students must demonstrate before graduation, a minimum competency in oral communication, English composition, mathematics, natural science, social or behavioral science, computer technology, information literacy and financial literacy.

### **Core Requirements**

Faculty members in each degree program have identified a core set of 32 to 36 hours of course work required for the particular degree. The work is selected to develop the foundation of the ideas and skills of the major.

### **Major Course Requirements**

Faculty members in each degree program have identified an additional set of 20-30 credit hours of course- work required for the particular degree. The work is selected to enhance and further develop ideas and skills of the major in a broader context.

### **Electives**

In many programs, provisions have been made for students to broaden their understanding of areas of study outside their major field, develop a recreational or vocational interest, or pursue a minor field of study. Students are, however, encouraged to develop a personal strategy for selecting electives, rather than selecting them randomly. In this endeavor, students should look across the curriculum to identify courses that will further their personal and professional goals. It should also be noted that some degree programs will have suggested electives for their majors.



# ACADEMIC DEGREES

## Degree Type

EWC offers three categories of degrees:

1. Bachelor of Arts (B.A.) degree
2. Bachelor of Science (B.S.) degree
3. Bachelor of Business Administration (B.B.A.) degree
4. Minors are reflected on the transcripts not on the college degree

## Degree Programs

EWC offers 8 Bachelor's Degree Programs

### **Bachelor of Business Administration (B.B.A.) degree in Business Administration**

- Accounting Concentration
- Business Management Concentration
- Computer Information systems Concentration
- International Finance & Global Trade Concentration
- Organizational Management Concentration (Non-Traditional)
- Healthcare Management Concentration

### **Bachelor of Science (B.S.) degree in Biology**

- Allied Health/Biomedical Applications Concentration
- Biotechnology/Cellular Biology Concentration
- Environmental Biology/Ecology Concentration

### **Bachelor of Arts (B.A.) degree in Criminal Justice**

- Emergency Management Concentration
- Forensic Science Concentration
- Police Academy Concentration
- 3+3 Law School Concentration (Florida Coastal School of Law/Barry University)

### **Bachelor of Science (B.S.) degree in Communications**

- Digital Media Concentration
- Journalism Concentration
- Advertising and Public Relations
- Communication Studies Concentration

### **Bachelor of Science (B.S.) degree in Mathematics**

- Statistics Concentration
- Dual Degree in Mathematics and Engineering Concentration  
A partnership with Florida A&M University, Florida State University, University of North Florida, and University of Central Florida

**Bachelor of Arts (B.A.) degree in Music**

- Instrumental Performance Concentration
- Vocal Performance Concentration
- Sacred Music Performance Concentration

**Bachelor of Arts (B.A.) degree in Psychology**

- Addictions Concentration

**Bachelor of Arts (B.A.) in Elementary Education** degree in the following areas:

- Early Childhood Concentration
- Exceptional Student concentration
- Health Education Concentration
- Sports Management Concentration
- Recreation Concentration
- Fitness Leadership Concentration

## **ACADEMIC COURSE PREFIXES**

Abbreviated prefixes are designated by the Florida Department of Education's Statewide Course Numbering System (SCNS) and are used to identify courses in categories. Please note the categories do not mean a department is represented by them they are part of the SCNS taxonomy. They are employed and designated as follows:

### **ACCOUNTING**

ACG ACCOUNTING: GENERAL

APA APPLIED ACCOUNTING

ACO ACCOUNTING: OCCUPATIONAL/TECHNICAL VARIABLE PACED

APA APPLIED ACCOUNTING

TAX TAXATION

### **AMERICAN AND AFRICAN-AMERICAN STUDIES**

AFA AFRICAN-AMERICAN STUDIES

### **ART**

ARE ART IN THE ELEMENTARY SCHOOL

### **BIOCHEMISTRY**

BCH BIOCHEMISTRY (BIOPHYSICS)

### **BIOLOGICAL SCIENCE**

BOT BOTANY

BSC BIOLOGICAL SCIENCES

MCB MICROBIOLOGY

PCB PROCESS BIOLOGY (CELL/MOLECULAR/ECOLOGY/GENETICS/PHYSIOLOGY)

ZOO ZOOLOGY

### **BUSINESS LAW**

BUL BUSINESS LAW

### **CHEMISTRY**

CHM CHEMISTRY

CHS CHEMISTRY - SPECIALIZED

### **COMMUNICATIONS\MASS COMMUNICATIONS\SPEECH COMMUNICATION**

ADV ADVERTISING

COM COMMUNICATION

FIL FILM

JOU JOURNALISM

MMC MASS MEDIA COMMUNICATION

RTV RADIO-TELEVISION

SPC SPEECH COMMUNICATION

### **COMPUTER SCIENCE AND COMPUTING TECHNOLOGIES**

CGS COMPUTER GENERAL STUDIES

**CRIMINAL JUSTICE**

CCJ CRIMINOLOGY AND CRIMINAL JUSTICE  
CJB COLLEGE LEVEL APPLICATION IN CRIMINAL JUSTICE  
CJC CORRECTIONS  
CJD CRIMINAL JUSTICE DEVELOPMENT  
CJE LAW ENFORCEMENT  
CJJ JUVENILE JUSTICE  
CJL LAW & PROCESS  
CJT CRIMINAL JUSTICE TECHNOLOGIES  
DSC DOMESTIC SECURITY

**ECONOMICS**

ECO ECONOMICS

**EDUCATION SYSTEMS**

EDE EDUCATION: ELEMENTARY  
EDG EDUCATION: GENERAL  
EEC EDUCATION: EARLY CHILDHOOD  
EMC EDUCATION: TECHNOLOGY AND MEDIA

**EDUCATION: EXCEPTIONAL CHILD**

EEX EDUCATION: EXCEPTIONAL CHILD – CORE COMPETENCIES

**EDUCATION: FOUNDATIONS AND POLICY STUDIES**

EDF EDUCATION: FOUNDATIONS AND POLICY STUDIES

**EMERGENCY MEDICAL SERVICES**

EME EMERGENCY MEDICAL SERVICES

**ENGLISH AS A SECOND LANGUAGE\TEACHING ESL**

TSL TEACHING ENGLISH AS A SECOND LANGUAGE

**ENGLISH LANGUAGE AND LITERATURE**

AML AMERICAN LITERATURE  
ENC ENGLISH COMPOSITION  
LIT LITERATURE

**FINANCE**

FIN FINANCE

**FOREIGN LANGUAGE: SPANISH LANGUAGE AND LITERATURE**

SPN SPANISH

**GENERAL BUSINESS**

GEB GENERAL BUSINESS

**GEOLOGY**

ESC EARTH SCIENCE

**HEALTH SCIENCES/RESOURCES**

HAS HEALTH SERVICES ADMINISTRATION  
HSC HEALTH SCIENCES

**HEALTH/LEISURE/PHYSICAL EDUCATION**

HLP HEALTH/LEISURE/PHYSICAL EDUCATION

**HISTORY**

AMH AMERICAN HISTORY

HIS HISTORY GENERAL

WOH WORLD HISTORY

**HUMAN SERVICES**

HUS HUMAN SERVICES

**HUMANITIES**

HUM HUMANITIES

**LANGUAGE ARTS AND ENGLISH EDUCATION**

LAE LANGUAGE ARTS AND ENGLISH EDUCATION

RED READING EDUCATION

**LEISURE**

LEI LEISURE

**MANAGEMENT**

ISM INFORMATION SYSTEMS MANAGEMENT

MAN MANAGEMENT

**MARKETING**

MAR MARKETING

**MATHEMATICS**

MAA MATHEMATICS – ANALYSIS

MAC MATHEMATICS – CALCULUS AND PRECALCULUS

MAD MATHEMATICS – DISCRETE

MAP MATHEMATICS APPLIED

MAS MATHEMATICS – ALGEBRAIC STRUCTURES

MAT MATHEMATICS

MGF MATHEMATICS –GENERAL AND FINITE

MHF MATHEMATICS – HISTORY AND FOUNDATIONS

MTG MATHEMATICS – TOPOLOGY AND GEOMETRY

**MATHEMATICS EDUCATION**

MAE MATHEMATICS EDUCATION

**MUSIC APPLIED**

MVB APPLIED MUSIC: BRASSES

MVK APPLIED MUSIC: KEYBOARD

MVP APPLIED MUSIC: PERCUSSION

MVS APPLIED MUSIC: STRINGS

MVV APPLIED MUSIC: VOICE

MVW APPLIED MUSIC: WOODWINDS

**MUSIC: OTHER THAN APPLIED**

MUE MUSIC EDUCATION  
MUG MUSIC CONDUCTING  
MUH MUSIC HISTORY/MUSICOLOGY  
MUN MUSIC ENSEMBLES  
MUS MUSIC  
MUT MUSIC THEORY

**PARALEGAL\LEGAL ASSISTING**

PLA PARALEGAL\LEGAL ASSISTANT\LEGAL ADMINISTRATION

**PHILOSOPHY**

PHI PHILOSOPHY

**PHYSICAL EDUCATION**

APK APPLIED KINESIOLOGY  
PEL PHYSICAL EDUCATION ACTIVITIES GENERAL OBJECT-CENTERED LAND  
PEM PHYSICAL EDUCATION ACTIVITIES GENERAL PERFORMANCE-CENTERED LAND  
PEN PHYSICAL EDUCATION ACTIVITIES GENERAL WATER, SNOW, ICE  
PEO PHYSICAL EDUCATION ACTIVITIES PROFESSIONAL OBJECT-CENTERED LAND  
PET PHYSICAL EDUCATION THEORY  
SPM SPORTS MANAGEMENT

**PHYSICS**

PHY PHYSICS  
PSC PHYSICAL SCIENCES

**POLITICAL SCIENCE**

INR INTERNATIONAL RELATIONS  
POS POLITICAL SCIENCE

**PSYCHOLOGY**

CLP CLINICAL PSYCHOLOGY  
DEP DEVELOPMENTAL PSYCHOLOGY  
EAB EXPERIMENTAL ANALYSIS OF BEHAVIOR  
EXP EXPERIMENTAL PSYCHOLOGY  
PCO PSYCHOLOGY FOR COUNSELING  
PPE PERSONALITY  
PSB PSYCHOBIOLOGY  
PSY PSYCHOLOGY  
SOP SOCIAL PSYCHOLOGY

**PUBLIC ADMINISTRATION**

PAD PUBLIC ADMINISTRATION

**QUANTITATIVE METHODS IN BUSINESS**

QMB QUANTITATIVE METHODS IN BUSINESS

**RELIGION**

REL RELIGION UNDERGRADUATE

**SCIENCE EDUCATION**

SCE SCIENCE EDUCATION

**SOCIAL STUDIES EDUCATION**

SSE SOCIAL STUDIES EDUCATION

**SOCIOLOGY**

SYA SOCIOLOGICAL ANALYSIS

SYD SOCIOLOGY OF DEMOGRAPHY/AREA STUDIES/SOCIOLOGICAL MINORITIES

SYG SOCIOLOGY GENERAL

SYO SOCIAL ORGANIZATION

SYP SOCIAL PROCESSES

**STATISTICS**

STA STATISTICS

**STUDENT LIFE SKILLS**

SLS STUDENT LIFE SKILLS

## GENERAL STUDIES DEPARTMENT

Mr. Rafael Velez, Department Chair  
(904) 470-8964

### **FULL-TIME FACULTY**

Instructor: Ms. Clara Di Gennaro  
Instructor: Mr. Ray Fowler  
Instructor: Mr. David Gonsalves  
Instructor: Mr. Dontreal Jackson-Ross  
Associate Professor: Dr. Damaris Mmworia  
Instructor: Mr. Richard Scott  
Instructor: Ms. Megan Crowley-Watson

General Studies is the core of the undergraduate curriculum for all students, regardless of their major. It attributes to the distinctiveness of a college-educated person and guarantees that all college graduates have a broad, balanced education. The General Studies Department is designed to promote a learning environment that will support students for the first two years of the college experience while providing a foundation of knowledge that will supplement what students attain from majors and minors. The General Studies Department at EWC provides a program of study that assures students the capabilities to obtain a liberal arts education, as well as develop and cultivate the necessary skills for effective social, intellectual, cultural, and civic engagement.

EWC provides an opportunity for students to discover their academic strengths, interests, and capabilities while acquiring knowledge and understanding of educational principles and practices in the traditional liberal arts: humanities, fine arts, social and behavioral sciences, mathematics, and natural sciences. A liberal arts foundation is required of all students matriculating at EWC which includes developing in each student:

1. A breadth of knowledge about human cultures and the physical and natural world;
2. Intellectual and practical skills including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative reasoning, information literacy, teamwork and problem solving;
3. A commitment to personal and social responsibility through civic engagement, ethical reasoning and lifelong learning and,
4. The ability to integrate learning across general and specialized studies.



## GENERAL STUDIES REQUIREMENTS

<b>Orientation to Collegiate Studies</b>		<b>3-6 Hours</b>
SLS 1103	Introduction to College	3
SLS 1321	Career Explorations (Elective Credits)	3
<b>Writing &amp; Communicating Effectively</b>		<b>10 Hours</b>
<b>English Composition</b>		<b>7 Hours</b>
ENC 1101	Composition I: Introduction to Academic Writing	3
ENC 1102	Composition II: Academic Writing and Research	3
EWC 200	Applied Academic Writing	1
<b>Oral Communication</b>		<b>3 Hours</b>
COM 2000	Introduction to Communication	3
SPC 2608	Public Speaking	3
SPC 2017	Fundamentals of Speech	3
<b>Thinking Critically</b>		<b>12 Hours</b>
<b>Humanities</b>		<b>6 Hours</b>
Choose <b>one</b> course from the following:		
AMH 2010	United States History I	3
AMH 2020	United States History II	3
HUM 2020	Introduction to Fine Arts (Education Major)	3
LIT 2000	Introduction to Literature	3
LIT 2100	Great Ideas in World Literature	3
PHI 2010	Introduction to Philosophy	3
PHI 1600	Introduction to Ethics	3
WOH 1012	Survey of World History I	3
WOH 2022	Survey of World History II	3
The following course must also be taken:		
REL 2200	Introduction to Biblical Studies	3
<b>Social Sciences</b>		<b>6 Hours</b>
PSY 2010	General Psychology	3
SYG 2000	Introduction to Sociology	3
POS 3122	State and Local Government	3
POT 2002	Introduction to Political Science	3
POT 2041	American Political Structure	3
The following course must also be taken:		
AMH 2091	African American History	3

<b>Quantitative Reasoning &amp; The Scientific Method</b>		<b>13-15 Hours</b>
<b>Mathematics</b>		<b>6-7 Hours</b>
MAC 1105	College Algebra	3
MAC 1114	Trigonometry	3
MAC 1140	Pre-Calculus	3
MAC 2311	Calculus I with Analytical Geometry	4
MGF 2106	Finite Math	3
MTG 3212	Modern Geometry (Education Majors)	3
STA 2023	Elementary Statistics	3
<b>Natural Sciences</b>		<b>7-8 Hours</b>
<b>Life Sciences</b>		
BSC 1005C	Life Sciences with Lab	4
BSC 2010	General Biology I – Cell Process	3
BSC 2010L	General Biology I Lab	1
BSC 2011	General Biology II – Diversity of Life	3
BSC 2011L	General Biology II Lab	1
HLP 1002C	Personal and Community Health	3
HSC 2620	African American Health	3
<b>Physical Sciences</b>		
ESC 100	Earth Science	3
PSC 1121C	Physical Science	4
<b>State of Florida Foreign Language Requirement</b>		
EWC students who have not met the State of Florida Foreign Language requirement in high school will be required to take the following:		
SPN 1120	Elementary Spanish I	3
SPN 1121	Elementary Spanish II	3
<b>Experiential Learning</b>		<b>1-12 Hours</b>
EWC 490	Experiential Seminar (Elective Credits)	
<i>Students may earn credit via this seminar Freshman thru Senior year. With approval from the Department Chair, students may earn credits for participation in seminars, experiential learning, conferences, and other academic opportunities outside their degree plan.</i>		
Total General Studies Hours:		38-40 Hours
Total General Studies Hours (students who must take Foreign Language)		44-46 Hours

## **Transfer Students and General Studies Requirements**

Transcripts of applicants who have earned college credits, but have not earned an A.A. degree will be reviewed individually to determine the level to which academic credits have been completed in the above General Education requirements. Students who have earned college credits prior to admission to EWC must satisfy the same General Education requirements as a first-time-in-college student. The State of Florida Foreign Language requirement must be met prior to graduation for all students.

## **EWC College Algebra Exemption Statement**

An exemption from College Algebra is given to students who have demonstrated a minimum proficiency in mathematics through ACT/SAT and/or AP Exam scores, or through transfer credit of a Calculus-level course. Any student who meets the College Algebra Exemption has satisfied the Edward Waters College General Education requirement for College Algebra.

No credit is provided to a student who receives a College Algebra exemption, but the exemption allows a student (non-Math major) to take any other Math class that has College Algebra as a prerequisite. Math majors must seek approval from the Math Department to qualify for the exemption. A high school course does not count towards college credit *unless* it was taken as part of a dual enrollment program through a regionally accredited college or university. If you took a college-level or dual enrollment course while in high school, you must provide appropriate documentation to the Edward Waters College Admissions Department. Students are exempt from the EWC College Algebra requirements if they have satisfied one of the following:

- ACT Math Score: 28 or higher
- SAT Math Score: 640 or higher
- Passed AP Calculus with a C or better, and earned a score of 3 or higher on the AP Calculus exam
- Transfer credit for College Algebra having earned a grade of C or above

# Department of Business Administration

Dr. Francis Ikeokwu, Sr. Ph.D.  
Department Chair/Professor  
(904) 470-8134

## **FULL-TIME FACULTY**

Associate Professor: Dr. Robert Tedeschi  
Assistant Professor: Dr. Esmin Shakespeare  
Assistant Professor: Dr. Seong Yoon  
Instructor: Ms. LaDeidra Ellis  
Assistant Professor: Ms. Zena Foster  
Assistant Professor: Mr. William Boss  
Assistant Professor: Vacant

The Department's vision is to instill academic excellence, ethics, creativity, commitment, collaboration, flexibility, self-esteem, and positive reaction to changes and challenges with utmost confidence in our business program. We strive for excellence, effective growth, student retention, and graduation.

The Business Degree Program at EWC for the Bachelors of Business Administration (B.B.A.) is accredited by the International Accreditation Council for Business Education (IACBE). The IACBE (IACBE-World Headquarters, 11374 Strang Line Road Lenexa, Kansas 66215, USA, Tel: +1 913 631 3009, [www.iacbe.org](http://www.iacbe.org)) is a national and international business education accrediting agency that is highly student-centered and learning outcome assessment oriented.

The Department offers Bachelor of Business Administration (B.B.A.) degrees in seven areas of concentrations: Accounting, Business Management, Computer Information Systems, International Finance and Global Trade, Organizational Management and Healthcare Management.

## **Admission Requirements to get into the Business Program**

In order to pursue a program leading to a major in Business Administration, a student must meet the following criteria:

- 1) Must have at least 2.00 GPA
- 2) Must have C or higher grade on the following General Education courses:
  - a. SPC 2608 – Public Speaking *or* COM 2000 Introduction to Communications
  - b. MAC 1105 – College Algebra
  - c. FIN 2100 – Personal Finance; or GEB 1001 – Introduction Business
  - d. CGS 2060 – Introduction to Computers

Transfer students are instructed to contact the Chairman of the Department before completing the required application, in order to receive appropriate evaluations and credits from other institutions. Usually, credit is granted if the course contents are similar in nature and a grade of “C” or better was received.

Students must earn a “C” or better in certain General Education courses in order to satisfy the major in

the Bachelor of Business Administration (BBA) degree program. These courses include:

- ENC 1101 – English Composition I
- ENC 1102 – English Composition II
- SPC 2608 – Public Speaking or COM 2000 Introduction to Communications
- MAC 1105 – College Algebra
- MGF 2106 – Finite Math

**Note: In addition to the 38 credit hours required for the General Education, if you did not complete your foreign language requirement in High School, you must take additional 6 credit hours of foreign language as part of your program requirement.**

## ACCOUNTING -- CONCENTRATION

CORE REQUIREMENTS			Credit	Prerequisite
ACG	2021	Financial Accounting 1	3	
ACG	2071	Managerial Accounting	3	ACG 2021
BUL	3130	Business Law 1	3	
CGS	2060	Introduction to Computers	3	
ECO	2013	Principles of Economics I (Macro)	3	
FIN	2100	Personal Finance	3	
FIN	3403	Financial Management	3	ACG 2021
GEB	1001	Introduction to Business	3	
ISM	3031	Introduction to Computer Information Systems	3	CGS 2060
MAN	4723	Business Policy/Strategy (Capstone)	3	Senior Status
MAR	3023	Principles of Marketing	3	
QMB	2100	Statistics for Business	3	MAC 1105
TOTAL CORE REQUIREMENTS			36	
MAJOR REQUIREMENTS			Credit	Prerequisite
ACG	2022	Financial Accounting 2	4	ACG 2021
ACG	3103	Intermediate Financial Accounting 1	3	ACG 2022
ACG	3113	Intermediate Financial Accounting 2	3	ACG 3103
ACG	3341	Cost Accounting 1	3	ACG 3103
TAX	4001	Federal Tax Accounting	3	ACG 2022
ACG	4444	Financial Statement Analysis	3	ACG 2022
ACG	4651	Auditing Procedures	3	ACG 2022
MAN	4940	Business Practicum (Internship)	6	Senior Status
TOTAL MAJOR REQUIREMENTS			28	
ELECTIVES			18	
TOTAL CREDIT HOURS TO GRADUATE			120	
ACCOUNTING MINOR NON-BBA MAJORS				
MINOR IN ACCOUNTING (NON-BBA MAJORS)			Credit	Prerequisite
ACG	2021	Financial Accounting 1 (Foundation)	3	NONE
ECO	2013	Principles of Economics I (Macro)	3	NONE
ACG	2022	Financial Accounting II	4	ACG 2021
ACG	3103	Intermediate Financial Accounting 1	3	ACG 2022
ACG	3341	Cost Accounting I	3	ACG 3103
MAR	3023	Principles of Marketing	3	
TAX	4001	Federal Tax Accounting	3	ACG 2022
Elective (Select one)			3	
ACG	3113	Intermediate Financial Accounting II		ACG 3103
ACG	4651	Auditing Procedures		ACG 2022
ACG	4444	Financial Statement Analysis		ACG 2022
TOTAL REQUIREMENTS			25	

## ACCOUNTING MINOR BBA MAJORS

MINOR IN ACCOUNTING (BBA MAJORS ONLY)			Credit	Prerequisite
ACG	2022	Financial Accounting II	4	ACG 2021
ACG	3103	Intermediate Financial Accounting I	3	ACG 2022
ACG	3113	Intermediate Financial Accounting II	3	ACG 3103
ACG	3341	Cost Accounting I	3	ACG 3103
TAX	4001	Federal Tax Accounting	3	ACG 2022
		<b>Elective (Select one)</b>	3	
Any business course not required in your major area, or:				
ACG	4651	Auditing Procedures		ACG 2022
ACG	4444	Financial Statement Analysis		ACG 2022
<b>TOTAL MAJOR REQUIREMENTS</b>			<b>19</b>	

## BUSINESS MANAGEMENT CONCENTRATION

CORE REQUIREMENTS			Credit	Prerequisite
ACG	2021	Financial Accounting I	3	
ACG	2071	Managerial Accounting	3	ACG 2021
BUL	3130	Business Law I	3	
CGS	2060	Introduction to Computers	3	
ECO	2013	Principles of Economics I (Macro)	3	
FIN	2100	Personal Finance	3	
FIN	3403	Financial Management	3	ACG 2021
GEB	1001	Introduction to Business	3	
ISM	3031	Intro to Computer Information Systems	3	CGS 2060
MAN	4723	Business Policy/Strategy ( <b>Capstone</b> )	3	Senior
MAR	3023	Principles of Marketing	3	
QMB	2100	Statistics for Business	3	MAC 1105
<b>TOTAL CORE REQUIREMENTS</b>			<b>36</b>	
MAJOR REQUIREMENTS			Credit	
ECO	2023	Principles of Economics 2 (Micro)	3	ECO 2013
ACG	2022	Financial Accounting 2	4	ACG 2021
MAN	3025	Fundamentals of Management	3	
MAN	3240	Organizational Behavior	3	
MAN	4301	Human Resource Management	3	
MAN	4504	Operations Management	3	Senior
MAN	4063	Business Ethics	3	Senior
MAN	4940	Business Practicum (Internship)	6	Junior/Senior
<b>TOTAL MAJOR REQUIREMENTS</b>			<b>28</b>	
<b>TOTAL GENERAL ELECTIVE REQUIREMENTS</b>			<b>18</b>	
<b>TOTAL HOURS</b>			<b>120</b>	

<b>BUSINESS MANAGEMENT Minor (NON-BBA MAJORS)</b>				
<b>MINOR BUSINESS MANAGEMENT REQUIREMENTS (NON-BBA MAJORS)</b>			<b>Credit</b>	<b>Prerequisite</b>
<b>ACG</b>	<b>2021</b>	Financial Accounting 1 ( <b>Foundation</b> )	<b>3</b>	NONE
<b>ECO</b>	<b>2013</b>	Principles of Economics I (Macro) ( <b>Foundation</b> )	<b>3</b>	NONE
<b>MAR</b>	<b>3023</b>	Principles of Marketing	<b>3</b>	
<b>MAN</b>	<b>3240</b>	Organizational Behavior	<b>3</b>	
<b>MAN</b>	<b>4301</b>	Human Resource Management	<b>3</b>	
<b>MAN</b>	<b>4504</b>	Operations Management	<b>3</b>	Senior
<b>MAN</b>	<b>4063</b>	Business Ethics	<b>3</b>	Senior
		<b>Elective (Select one)</b>	<b>3</b>	
<b>ECO</b>	<b>2023</b>	Principles of Economics 2 (Micro)		ECO 2013
<b>GEB</b>	<b>1011</b>	Introduction to Business		
<b>ACG</b>	<b>2022</b>	Financial Accounting 2		ACG 2021
<b>MAN</b>	<b>3025</b>	Fundamentals of Management		
<b>TOTAL REQUIREMENTS</b>			<b>24</b>	
<b>MINOR IN BUSINESS MANAGEMENT (BBA MAJORS) REQUIREMENTS</b>				
<b>MINOR IN BUSINESS MANAGEMENT (BBA MAJORS)</b>			<b>Credit</b>	<b>Prerequisite</b>
<b>ECO</b>	<b>2023</b>	Principles of Economics 2 (Micro)	<b>3</b>	ECO 2013
<b>MAN</b>	<b>3240</b>	Organizational Behavior	<b>3</b>	
<b>MAN</b>	<b>4301</b>	Human Resource Management	<b>3</b>	
<b>MAN</b>	<b>3504</b>	Operations Management	<b>3</b>	Senior
<b>MAN</b>	<b>4063</b>	Business Ethics	<b>3</b>	Senior
		<b>Suggested Elective (Select one)</b>	<b>3</b>	
		Any business course not required in your major area, or		
<b>GEB</b>	<b>2214</b>	Business Communication		
<b>ACG</b>	<b>2022</b>	Financial Accounting 2		ACG 2021
<b>MAN</b>	<b>3025</b>	Fundamentals of Management		
<b>TOTAL MAJOR REQUIREMENTS</b>			<b>18</b>	



## COMPUTER INFORMATION SYSTEMS CONCENTRATION

CORE REQUIREMENTS			Credit	Prerequisite
ACG	2021	Financial Accounting 1	3	
ACG	2071	Managerial Accounting	3	ACG 2021
BUL	3130	Business Law 1	3	
CGS	2060	Introduction to Computers	3	
ECO	2013	Principles of Economics I (Macro)	3	
FIN	2100	Personal Finance	3	
FIN	3403	Financial Management	3	ACG 2021
GEB	1001	Introduction to Business	3	
ISM	3031	Intro to Computer Information Systems	3	CGS 2060
MAN	4723	Business Policy/Strategy ( <b>Capstone</b> )	3	Senior Status
MAR	3023	Principles of Marketing	3	
QMB	2100	Statistics for Business	3	MAC 1105
<b>TOTAL CORE REQUIREMENTS</b>			<b>36</b>	
MAJOR REQUIREMENTS			Credit	PREREQUISITES
ISM	3113	System analysis and Design	3	CGS 2060
ISM	3230	Business Application Development	3	CGS 2100
ISM	4054	Web Publishing 1	3	CGS 2060
ISM	4221	Communication & Network	3	CGS 2060
ISM	4210	Database Management	3	CGS 2060
ISM	3314	Project Management & Practice	3	CGS 2060
ISM	4320	Introduction to Information Security	3	CGS 2060
ISM	4053	Introduction to Mobile Programming	3	ISM 3232
MAN	4940	Business Practicum (Internship)	6	Senior
<b>TOTAL MAJOR REQUIREMENTS</b>			<b>30</b>	
<b>ELECTIVES</b>			<b>18</b>	
<b>TOTAL CREDITS TO GRADUATE</b>			<b>122</b>	
COMPUTER INFORMATION SYSTEMS MINOR REQUIREMENTS (NON-BBA MAJORS)			Credit	Prerequisite
ACG	2021	Financial Accounting I ( <b>Foundation</b> )	3	NONE
ECO	2013	Principles of Economics I (Macro)	3	NONE
CGS	2060	Introduction to Computers	3	
ISM	3301	Intro to Computer Information Systems	3	CGS 2100
ISM	3113	System Analysis & Design	3	ISM 3013
ISM	4054	Web Publishing 1	3	ISM 3013
ISM	4210	Database Management	3	ISM 3013
<b>Elective (Select one)</b>			<b>3</b>	
ISM	3230	Business Application Development		ISM 3013
ISM	4221	Communication & Network		ISM 3013
ISM	4320	Introduction to Information Security		ISM 3013
ISM	4053	Introduction to Mobile Programming		ISM 3013
<b>TOTAL REQUIREMENTS</b>			<b>18</b>	

<b>COMPUTER INFORMATION SYSTEMS MINOR REQUIREMENTS (BBA MAJORS)</b>			<b>Credit</b>	<b>Prerequisite</b>
<b>ISM</b>	<b>3230</b>	Business Application Development	<b>3</b>	ISM 3013
<b>ISM</b>	<b>3113</b>	System Analysis and Design	<b>3</b>	ISM 3013
<b>ISM</b>	<b>3011</b>	Introduction to Management Information Systems	<b>3</b>	ISM 3013
<b>ISM</b>	<b>4054</b>	Web Publishing 1	<b>3</b>	ISM 3013
<b>ISM</b>	<b>4320</b>	Introduction to Information Security	<b>3</b>	ISM 3013
<b>Elective (Select one)</b>			<b>3</b>	
Any business course not required in your major area				
<b>ISM</b>	<b>4221</b>	Communication & Network		ISM 3013
<b>ISM</b>	<b>4480</b>	E-Commerce		ISM 3013
<b>TOTAL MAJOR REQUIREMENTS</b>			<b>18</b>	

## INTERNATTIONAL FINANCE & GLOBAL TRADE CONCENTRATION

<b>CORE REQUIREMENTS</b>			<b>Credit</b>	<b>Prerequisite</b>
ACG	2021	Financial Accounting 1	3	
ACG	2071	Managerial Accounting	3	ACG 2021
BUL	3130	Business Law 1	3	
CGS	2060	Introduction to Computers	3	
ECO	2013	Principles of Economics I (Macro)	3	
FIN	2100	Personal Finance	3	
FIN	3403	Financial Management	3	ACG 2021
GEB	1001	Introduction to Business	3	
ISM	3031	Introduction to Computer Information Systems	3	CGS 2060
MAN	4723	Business Policy/Strategy (Capstone)	3	Senior
MAR	3023	Principles of Marketing	3	
QMB	2100	Statistics for Business	3	MAC 1105
<b>TOTAL CORE REQUIREMENTS</b>			<b>36</b>	
<b>MAJOR REQUIREMENTS</b>			<b>Credit</b>	<b>Prerequisite</b>
ACG	2022	Financial Accounting 2	<b>4</b>	ACG 2021
MAN	3034	International Business	<b>3</b>	
ECO	3703	Global Economics	<b>3</b>	ECO 2013
FIN	4660	Multinational Business Finance	<b>3</b>	FIN 3403
MAR	4156	Global Marketing	<b>3</b>	MAR3023
INR	4403	International Law/Legal Environment	<b>3</b>	BUL 3130
MAN	4653	Global Management and Issues	<b>3</b>	Senior
MAN	4940	Business Practicum (Internship)	<b>6</b>	Senior
<b>TOTAL MAJOR REQUIREMENTS</b>			<b>28</b>	
<b>ELECTIVES</b>			<b>18</b>	
<b>TOTAL CREDITS TO GRADUATE</b>			<b>120</b>	
<b>INTERNATIONAL FINANCE &amp; GLOBAL TRADE</b>			<b>Credit</b>	<b>Prerequisite</b>

<b>MINOR REQUIREMENTS (NON-BBA MAJORS)</b>				
ACG	2021	Financial Accounting 1 ( <b>Foundation</b> )	<b>3</b>	
ECO	2013	Principles of Economics I (Macro)	<b>3</b>	
ECO	3703	Global Economics	<b>3</b>	ECO 2013
ACG	2022	Financial Accounting 2	<b>4</b>	ACG 2021
FIN	4660	Multinational Business Finance	<b>3</b>	FIN 3403
MAR	3023	Principles of Marketing	<b>3</b>	
MAR	4156	Global Marketing	<b>3</b>	
<b>Elective (Select one)</b>			<b>3</b>	
INR	4403	International Law/Legal Environment		BUL 3130
MAN	3034	International Business		
MAN	4653	Global Management and Issues		Senior Status
<b>TOTAL REQUIREMENTS</b>			<b>25</b>	

<b>INTERNATIONAL FINANCE &amp; GLOBAL TRADE MINOR REQUIREMENTS (BBA MAJORS)</b>			<b>Credit</b>	<b>Prerequisite</b>
MAN	3600	International Business	<b>3</b>	
ECO	3703	Global Economics	<b>3</b>	ECO 2013
ACG	2022	Financial Accounting 2	<b>4</b>	ACG 2021
FIN	4660	Multinational Business Finance	<b>3</b>	FIN 3403
MAR	4156	Global Marketing	<b>3</b>	MAR 3023
<b>Suggested Elective (Select one)</b>			<b>3</b>	
Any business course not required in your major area, or				
INR	4403	International Law/Legal Environment		BUL 3130
MAN	4653	Global Management and Issues		Senior Status
<b>TOTAL MAJOR REQUIREMENTS</b>			<b>19</b>	

## **DEPARTMENT OF COMMUNICATIONS**

Dr. Kimberly Davis, Department Chair

### **FULL-TIME FACULTY**

Assistant Professor: Mr. Daniel Henrich

Assistant Professor: Mr. Rahman Johnson

Instructor: Ms. Alvenia Derban

The Communications Department offers a Bachelor of Science (B.S.) degree in four areas of concentration: Digital Media Production (Radio/TV/Film), Journalism, Advertising & Public Relations, and Communication Studies.

### **Communications Program Admission Requirements**

In order to be admitted into the Communications Program, a student must meet the following criteria:

1. Have a GPA of at least 2.0.
2. Have completed at least 30 credit hours of General Education courses
3. Earn a C or higher in the following General Education courses
  - ENC 1101 English Composition I: Introduction to Academic Writing
  - ENC 1102 English Composition II: Academic Writing and Research
  - COM 2000 Introduction to Communications
4. Be in good standing with the College (i.e. not on academic or conduct probation, etc).

## Digital Media Production (Radio/TV/Film)

Core Requirements (34 hours)		
MMC 2100	Media Writing I	3
MMC 2000	Intro to Mass Media	3
ADV 2003	Advertising & Public Relations I	3
COM 2133	Organizational & Professional Communication	3
COM 2930	First Year Topics Seminar (allows for the exploration of current topics in an ever changing industry)	3
COM 3301	Communication Research Methods	3
COM 3405	Communication Theories	3
MMC 4211	Media Law & Ethics	3
COM 4945	Communication Internship	6
COM 4935	Senior Seminar (Portfolio Development)	4
Concentration Requirements (15 hours)		
RTV 3260	Media Construction	3
RTV 3556	Audio Production	3
RTV 3533	Video Production	3
FIL 4006	Film Studies	3
FIL 4102	Script & Screenwriting	3
Major Requirements (12 hours)		
COM 4711	Technical Writing	3
STA 2023 or PSY 2201	Elementary Statistics or Statistics for the Behavioral Science	3
SOP 3782 or SOP 3003 or SYA 4300 or SYD 3410 or SYG 3011 or ISM 3031 or CCJ 4662 or CCJ 3011 or CJL 3510 or HIS 2062 or SPM 3403 or STA 4321 or STA 4504	Black Psychology Social Psychology Social Research Methods Urban Sociology Current Social Problems Introduction to Information Systems Race, Class, and Justice: Color of Law Criminology Introduction to Courts/Law Public History Sports Communication Probability Categorical Data Analysis	3
MAN 3034 or MAR 4156 or POS 2001	International Business Global Marketing Intro to Political Science	3

<b>Electives (21 hours)</b>	
<b>Communication Electives (9 hours)</b>	
Students must select three classes from another Communication concentration other than the concentration selected for the major	
<b>Free Electives (12) hours)</b>	<b>Suggested Free Electives</b> COM 4831 Special Topics SYG 2000 Introduction to Sociology SLS 1321 Career Explorations EWC 490 Experiential Learning (1-12 hours—seminars, conferences, and other academic opportunities outside the degree plan. Must be approved by Department Chair.)
<b>Total</b>	<b>120 - 126</b>

## Journalism

<b>Core Requirements (34 hours)</b>		
MMC 2100	Media Writing I	3
MMC 2000	Intro to Mass Media	3
ADV 2003	Advertising & Public Relations I	3
COM 2133	Organizational & Professional Communication	3
COM 2930	First Year Topics Seminar (allows for the exploration of current topics in an ever changing industry)	3
COM 3301	Communication Research Methods	3
COM 3405	Communication Theories	3
MMC 4211	Media Law & Ethics	3
COM 4945	Communication Internship	6
COM 4935	Senior Seminar (Portfolio Development)	4
<b>Concentration Requirements (15 hours)</b>		
MMC 3105	Media Writing II	3
RTV 3590	Digital Storytelling	3
JOU 3603	Photojournalism	3
RTV 4301	Broadcast Journalism	3
RTV 4340	Journalism Capstone	3
<b>Major Requirements (12 hours)</b>		
COM 4711	Technical Writing	3
STA 2023 or PSY 2201	Elementary Statistics or Statistics for the Behavioral Science	3

SOP 3782 or SOP 3003 or SYA 4300 or SYD 3410 or SYG 3011 or ISM 3031 or CCJ 4662 or CCJ 3011 or CJL 3510 or HIS 2062 or SPM 3403 or STA 4321 or STA 4504	Black Psychology Social Psychology Social Research Methods Urban Sociology Current Social Problems Introduction to Information Systems Race, Class, and Justice: Color of Law Criminology Introduction to Courts/Law Public History Sports Communication Probability Categorical Data Analysis	3
MAN 3034 or MAR 4156 or POS 2001	International Business Global Marketing Intro to Political Science	3
<b>Electives (21 hours)</b>		
<b>Communication Electives (9 hours)</b> Students must select three classes from another Communication concentration other than the concentration selected for the major		
<b>Free Electives (12 hours)</b>	<b>Suggested Free Electives</b> COM 4831 Special Topics SYG 2000 Introduction to Sociology SLS 1321 Career Explorations EWC 490 Experiential Learning (1-12 hours—seminars, conferences, and other academic opportunities outside the degree plan. Must be approved by Department Chair.)	
<b>Total</b>		<b>120 - 126</b>

## Advertising & Public Relations

<b>Core Requirements (34 hours)</b>		
MMC 2100	Media Writing I	3
MMC 2000	Intro to Mass Media	3
ADV 2003	Advertising & Public Relations I	3
COM 2133	Organizational & Professional Communication	3
COM 2930	First Year Topics Seminar (allows for the exploration of current topics in an ever changing industry)	3
COM 3301	Communication Research Methods	3
COM 3405	Communication Theories	3
MMC 4211	Media Law & Ethics	3
COM 4945	Communication Internship	6
COM 4935	Senior Seminar (Portfolio Development)	4
<b>Concentration Requirements (15 hours)</b>		

ADV 3004	Advertising & Public Relations II	3
MMC 3632	Social Media Communication	3
ADV 3401	Interactive Marketing Communication	3
MMC 4411	Communication Campaigns	3
ADV 4802	Advertising & PR Capstone	3
<b>Major Requirements (12 hours)</b>		
COM 4711	Technical Writing	3
STA 2023 or PSY 2201	Elementary Statistics or Statistics for the Behavioral Science	3
SOP 3782 or SOP 3003 or SYA 4300 or SYD 3410 or SYG 3011 or ISM 3031 or CCJ 4662 or CCJ 3011 or CJL 3510 or HIS 2062 or SPM 3403 or STA 4321 or STA 4504 or MAR 4156	Black Psychology Social Psychology Social Research Methods Urban Sociology Current Social Problems Introduction to Information Systems Race, Class, and Justice: Color of Law Criminology Introduction to Courts/Law Public History Sports Communication Probability Categorical Data Analysis Global Marketing	3
MAN 3034 or MAR 4156 or POS 2001	International Business Global Marketing Intro to Political Science	3
<b>Electives (21 hours)</b>		
<b>Communication Electives (9 hours)</b>		
Students must select three classes from another Communication concentration other than the concentration selected for the major		
<b>Free Electives (12 hours)</b>	<b>Suggested Free Electives</b> COM 4831 Special Topics	



	SYG 2000 Introduction to Sociology SLS 1321 Career Explorations EWC 490 Experiential Learning (1-12 hours—seminars, conferences, and other academic opportunities outside the degree plan. Must be approved by Department Chair.)
<b>Total</b>	<b>120 - 126</b>

### Communication Studies

<b>Core Requirements (34 hours)</b>		
MMC 2100	Media Writing I	3
MMC 2000	Intro to Mass Media	3
ADV 2003	Advertising & Public Relations I	3
COM 2133	Organizational & Professional Communication	3
COM 2930	First Year Topics Seminar (allows for the exploration of current topics in an ever changing industry)	3
COM 3301	Communication Research Methods	3
COM 3405	Communication Theories	3
MMC 4211	Media Law & Ethics	3
COM 4945	Communication Internship	6
COM 4935	Senior Seminar (Portfolio Development)	4
<b>Concentration Requirements (15 hours)</b>		
SPC 2608	Public Speaking	3
COM 3422	Communication & Culture	3
COM 3465	Conflict Resolution	3
COM 4701 or COM 4344	Philosophy of Language and Communication or Rhetoric of Social Movements	3
COM 4541	Persuasion & Argumentation	3
<b>Major Requirements (12 hours)</b>		
COM 4711	Technical Writing	3
STA 2023 or PSY 2201	Elementary Statistics or Statistics for the Behavioral Science	3

SOP 3782 or SOP 3003 or SYA 4300 or SYD 3410 or SYG 3011 or ISM 3031 or CCJ 4662 or CCJ 3011 or CJL 3510 or HIS 2062 or SPM 3403 or STA 4321 or STA 4504	Black Psychology  Social Psychology  Social Research Methods  Urban Sociology  Current Social Problems  Introduction to Information Systems  Race, Class, and Justice: Color of Law  Criminology  Introduction to Courts/Law  Public History  Sports Communication  Probability  Categorical Data Analysis	3
MAN 3034 or MAR 4156 or POS 2001	International Business  Global Marketing  Intro to Political Science	3
<b>lectives (21 hours)</b>		
<b>Communication Electives (9 hours)</b> Students must select three classes from another Communication concentration other than the concentration selected for the major		
<b>Free Electives (12 hours)</b>	<b>Suggested Free Electives</b> COM 4831 Special Topics SYG 2000 Introduction to Sociology SLS 1321 Career Explorations EWC 490 Experiential Learning (1-12 hours—seminars, conferences, and other academic opportunities outside the degree plan. Must be approved by Department Chair.)	
<b>Total</b>	<b>120 - 126</b>	

**Communications Minor Requirements:**

The minor in Communications requires 18 credit hours of Communications coursework (6 courses). At least six credit hours must be exclusive to the minor, meaning that at least two courses for the minor cannot be part of the core curriculum for the College or part of the degree plan for the student's major.

**1. Introduction to Communication (Required)**

**Students may choose from the following courses for the remaining 15 credits of the minor**

**2. Research Methods in Communication****3. Communication Theories****4. First Year Topics Seminar****5. Media Law & Ethics****6. Media Writing I****7. Intro to Mass Media****8. Advertising & Public Relations I****9. Organizational & Professional Communication****10. Public Speaking****11. Film Studies****12. Special Topics**

## **DEPARTMENT OF CRIMINAL JUSTICE**

Dr. Judy Scott-James, Department Chair

### **FULL-FACULTY:**

Assistant Professor: Dr. Kenneth Davis

Assistant Professor: Mrs. Ekee Ehrlich, JD.

Assistant Professor Dr. Patrice McDaniel

Professor: Dr. Benjamin Okafor

Instructor: Mr. Ricardo Yanis

Ms. Gwendolyn Cummings: Administrative Specialist

### **CRIMINAL JUSTICE CLUBS/ORGANIZATIONS:**

- Lambda Alpha Epsilon-American Criminal Justice Association
- Criminal Justice Leadership Club
- Criminal Justice Pre-Law Club
- Sheriff's Advisory Council (SHADCO)

The Department of Criminal Justice offers 5 degree Concentrations: 1. Criminal Justice, 2. Emergency Management, 3. Forensic Investigation 4. Police Academy and 5. 3+3 Program (Florida Coastal School of Law). Each degree Concentration seeks to prepare students with knowledge on how the criminal justice system works at the Local, State and Federal Government levels.

- The Criminal Justice concentration aims at preparing students for entry-level positions in law enforcement, law, public policy, the court system, and criminal investigations.
- The Emergency Management concentration aims at preparing students for entry level positions in public and private sectors in the organization and management of resources and responsibilities for dealing with all aspects of emergencies, particularly preparedness, response, and rehabilitation.
- The Forensic Science concentration aims at preparing students for entry-level positions in Crime Scene Investigations.
- The Police Academy concentration aims at preparing Criminal Justice majors for a career in law enforcement. Students completing this concentration will be eligible for certification in law enforcement which qualifies the student to be hired by any Florida Law Enforcement Agency.
- The 3 + 3 Partnership the with Florida Coastal School of Law. This concentration allows our students to become a part of the legal system by earning both their undergraduate degree while also working on their Juris Doctors degree.

## **CRIMINAL JUSTICE ADMISSION REQUIREMENTS**

Students who wish to major in the Bachelor of Arts Degree program for each of the three (5) Concentrations must meet the following criteria:

1. Students must have a 2.0 overall G.P.A. with the following exceptions:
  - 3.0 GPA required for 3+3 Florida Coastal School of Law
  - 2.5 GPA required for 3+1 Police Academy
2. Students must have successfully completed a minimum of 25 credit hours of the General Education requirements, to include English ENC 1101, 1102, Introduction to Communication COMM 2000, and Math MAC 1105, MGF 1106
3. Students must have successfully completed CCJ 2220- Introduction to Criminal Justice.
4. Students must sign an Acknowledgement and Waiver regarding their Criminal History.
5. Students must not have been convicted of any felony; First degree misdemeanor students must not have a history of domestic violence.
6. Admissions applications are to be submitted to the Department Chair and reviewed for admission consideration.
7. All students will be required to submit to an interview with the Department Chair for admission consideration.

**NOTE:** Students with prior felony or misdemeanor arrests must submit a Letter of Determination to the Department Chair for consideration with the appropriate supporting documentation to include a Judgment and Sentence and circumstances of offense.

### **Expectations**

Students are expected to make at least one (1) field trip to either a state or federal correctional institute prior to graduation. Students in the Criminal Justice Concentration are expected to make a class visit to the court and observe a court proceeding prior to graduation.

Students are required to complete the Major Fields Test prior to graduation.

## CRIMINAL JUSTICE

### CRIMINAL JUSTICE CONCENTRATION

CORE REQUIREMENTS - 33		
CCJ 2220	Introduction to Criminal Justice	3
CCJ 3011	Criminology	3
CJL 3510	Introduction to Judiciary	3
CJL 4063	Constitutional Law	3
CJC 4015	Correctional Policies & Practices	3
CJC 4163	Probation & Parole	3
CJJ 3015	Juvenile Delinquency	3
CJL 4310	Criminal Law & Procedures	3
CJU 495	Senior Capstone Course	3
CCJ 4940	Criminal Justice Practicum	6
MAJOR COURSES - 36		
CJJ 3010	Juvenile Justice Reform	3
CJL 3035	Ethics, Crime, and Justice	3
CCJ 4663	Women and the Criminal Justice System	3
CCJ 4615	Criminal Minds	3
CJL 4050	Juvenile Law	3
CCJ 4662	The Color of Law	3
CCJ 3666	Victimology	3
CJE 3014	Police/Law Enforcement	3
CCJ 4701	Research Methods for Criminal Justice	3
CJD 4257	Report Writing for Criminal Justice Professionals	3
CCJ 4935	Senior Seminar/Current Topics	3
CIS 101	Introduction to Computers	3
ELECTIVES - 18		
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
Total Credits Needed to Graduate		124
(If foreign language required)		132

## EMERGENCY MANAGEMENT CONCENTRATION

CORE REQUIREMENTS - 33		
CCJ 2220	Introduction to Criminal Justice	3
CCJ 3011	Criminology	3
CJL 3510	Introduction to Judiciary	3
CJL 4063	Criminal Justice and the Constitution	3
CJC 4015	Correctional Policies and Practices	3
CJC 4163	Probation & Parole	3
CJJ 3015	Juvenile Delinquency	3
CJL 4310	Criminal Law Procedures	3
CJU 495	Senior Capstone Course	3
EMS 4940	Emergency Management Practicum\Exit Examination	6
CONCENTRATION COURSES - 36		
EMS 2006	Introduction to Emergency Management	3
EMS 2060	National Incident Management System	3
DSC 2242	Boarder and Coastal Security	3
DSC 3013	Terrorism and Homeland Security	3
EMS 4214	All Hazards Emergency Planning	3
PAD 4332	Mitigation & Preparedness	3
XXX XX	Emergency Operations Center	3
EMS 4395	Response and Recovery	3
DSC 4783	Politics of Emergency Management	3
PAD 2010	Psychology of Disaster	3
EMS 4882	Public Administration	3
XXX XX	Exercise Design and Evaluation	3
CGS 2060	Introduction to Computers	3
ELECTIVES - 18		
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
<b>Total Credits Needed to Graduate</b>		<b>124</b>
<b>(If Foreign Language required)</b>		<b>132</b>

## FORENSIC INVESTIGATION CONCENTRATION

CORE COURSES - 33		
CCJ 2220	Introduction to Criminal Justice	3
CCJ 3011	Criminology	3
CJL 3510	Introduction to Judiciary	3
CJL 4063	Constitutional Law	3
CJC 4015	Correctional Policies and Practices	3
CJC 4163	Probation and Parole	3
CJJ 3015	Juvenile Delinquency	3
CJL 4310	Criminal Law and Procedures	3
CJU 495	Senior Capstone Course	3
FSC 4940L	Internship in Forensic Science/Exit Exam	6
CONCENTRATION COURSES - 24		
CJE 3610	Criminal Investigation	3
CJE 3619C	Forensic Photography w/Lab	4
CJE 4467C	Latent Prints and Impressions w/Lab	4
CJE 4689	Digital Forensic Analysis	3
CJB 4715C	Crime Scene Processing and Investigation w/Lab	4
CHS 3549	DNA Forensics	3
PLA 3263	Law and Evidence	3
REQUIRED PREREQUISITE COURSES		
FSC 250	Introduction to Forensic Science	3
CHE 251	General Chemistry I with Lab	4
CHE 252	General Chemistry II with Lab	4
ELECTIVES		
XXX	ELECTIVE	3
XXX	ELECTIVE	3
XXX	ELECTIVE	3
XXX	ELECTIVE	3
XXX	ELECTIVE	3
XXX	ELECTIVE	3
Total Credits Needed to Graduate		123
(If foreign language required)		131



## POLICE ACADEMY CONCENTRATION

CORE COURSES - 33		
CCJ 2220	Introduction to Criminal Justice	3
CCJ 3011	Criminology	3
CJL 3510	Introduction to Judiciary	3
CJL 4063	Constitutional Law	3
CJC 4015	Correctional Policies and Practices	3
CJC 4163	Probation and Parole	3
CJJ 3015	Juvenile Delinquency	3
CJL 4310	Criminal Law and Procedures	3
CJU 495	Senior Capstone Course	3
FSC 4940L	Internship in Forensic Science/Exit Exam	6
CONCENTRATION COURSES - 24		
CCJ 3666	Victimology	3
CJE 2601	Intro to Forensics	3
CJD 4257	Report Writing for Criminal Justice Professionals	3
CJE 3610	Terrorism and Homeland Security	3
CJE 3014	Police and Law Enforcement	3
CCJ 4701	Research Methods for Criminal Justice	3
AMH 2010	United States History	3
STA 2023	Elementary Statistics	3
POLICE ACADEMY – 30 HOURS		
Total Credits Needed to Graduate		124
(If foreign language required)		132

### **3+3 FLORIDA COASTAL SCHOOL OF LAW CONCENTRATION**

<b>CORE COURSES - 33</b>		
CCJ 2220	Introduction to Criminal Justice	3
CCJ 3011	Criminology	3
CJL 3510	Introduction to Judiciary	3
CJL 4063	Constitutional Law	3
CJC 4015	Correctional Policies and Practices	3
CJC 4163	Probation and Parole	3
CJJ 3015	Juvenile Delinquency	3
CJL 4310	Criminal Law and Procedures	3
CJU 495	Senior Capstone Course	3
FSC 4940L	Internship in Forensic Science/Exit Exam	6
<b>CONCENTRATION COURSES - 24</b>		
CJU 481	Special Topics: Law School Prep	3
CJB 4715	Law and Evidence	3
CJU 480	Legal Research and Writing	3
CCJ 4662	Color of Law	3
CJL 4050	Juvenile Law	3
CJD 4257	Report Writing	3
AMH 2010	United States History	3
STA 2023	Elementary Statistics	3
<b>FLORIDA COASTAL SCHOOL OF LAW – 30 HOURS</b>		
Total Credits Needed to Graduate		124
(If foreign language required)		132

## **DEPARTMENT OF MATHEMATICS AND SCIENCES**

Dr. Prabir K. Mandal, Professor and Department Chair  
904-470-8222

### **BIOLOGY PROGRAM FULL-TIME FACULTY**

Dr. Petero Kwizera, Professor  
Dr. Anita Mandal, Associate Professor  
Dr. Ephraim Murage, Coordinator/Assistant Professor  
Dr. Brian Seymour, Professor  
Dr. Nakamuthu Sundaralingam, Professor  
Dr. Jyotsna Pradhan, Associate Professor  
Ms. Aileen Miller-Jenkins, Assistant Professor

### **MATHMATICS PROGRAM FULL-TIME FACULTY**

Mr. Christian Bowers, Coordinator/Assistant Professor  
Mr. Booker Hill, Assistant Professor  
Dr. Champak Panchal, Associate Professor  
Dr. Jyotsna Pradhan, Associate Professor  
Dr. Felicia Wider-Lewis, Associate Professor

## **Biology Major**

The Biology Program seeks to prepare students for careers in the Biological Sciences. The curriculum in Biology is designed in general, to prepare students for employment, graduate studies and for productive lives which require an understanding of the scientific method of investigation. The Department offers a rigorous program leading to the Bachelor of Science in Biology.

### **Biology Major Admissions Requirements**

In order to be admitted into our program, a student must meet the following criteria:

1. The student must complete and submit the “Formal” application for admission into the program. The application must contain the student’s full name, classification, GPA, address, and phone number.
2. The student must have a GPA of at least 2.0.
3. The student must complete a minimum of 30 credits in General Education Courses to include:
  - ENC 1101, Introduction to Academic Writing
  - ENX 1102, Academic Writing and Research
  - SPC 2608 Public Speaking *or* COM 2000 Introduction to Communication
  - MAC 1105 College Algebra
3. The student must have passed General Biology I, with at least a C grade.

**Total Gen Ed Hours**

**38-40 hours**

**Total Gen Ed Hours (Students who must take Foreign Language)**

**44-48 hours**

Natural Sciences (7 - 8 hours) (Biology and Math Majors must take BSC 2010 and BSC 2011 and the corresponding laboratories. Transcripts of applicants who have earned college credits, but have not earned an A.A. degree will be reviewed individually to determine the degree to which academic credits have been completed in the above General Education requirements

- EWC transfer students must satisfy the same General Education requirements as a first-time-in-college student.
- The State of Florida Foreign Language requirement must be met prior to graduation for all students.

## BIOLOGY DEGREE REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS (38 – 40 Hours)		
College Preparation*		3-6
Writing and Communicating Effectively*		10
Humanities and Social Sciences*		12
Mathematics		6
Natural Science†		8
†Biology majors must take BSC 2010 and BSC 2011 as their natural science requirements (Please see the introductory biology requirements).		
Mathematics		
Foreign Language**		6
** EWC students who have not met the State of Florida Foreign Language requirement in high school will be required to take the following:		
SPN 1120	Elementary Spanish I	3
SPN 1121	Elementary Spanish II	3
INTRODUCTORY BIOLOGY REQUIREMENTS		
BSC 2010	Biology I – Cell Processes	3
BSC 2010L	Biology I – Cell Processes Lab	1
BSC 2011	Biology II – Diversity of Life	3
BSC 2011L	Biology II – Diversity of Life Lab	1
MAJOR REQUIREMENTS (35 hours)		
ZOO 2010	General Zoology	3
ZOO 2010L	General Zoology Lab	1
BOT 3015	Botany	3
BOT 3015L	Botany Lab	1
PCB 3063	Genetics	3
PCB 3063L	Genetics Lab	1
BSC 2093C	Human Anatomy & Physiology I Combined Lab	4
BSC 2094C	Human Anatomy & Physiology II Combined Lab	4
MCB 3020	Microbiology	3
MCB 3020L	Microbiology Lab	1
PCB 3043	Ecology	3
PCB 3043L	Ecology Lab	1
PCB 3023	Cell Biology	3
PCB 3023L	Cell Biology Lab	1
BSC 4905	Biology Seminar/Exit Exam	3
CORE REQUIREMENTS (31 – 37 hours)		
CHM 2045	General Chemistry I	3
CHM 2045L	General Chemistry I Lab	1
CHM 2046	General Chemistry II	3
CHM 2046L	General Chemistry II Lab	1
CHM 2210	Organic Chemistry I	3
CHM 2210L	Organic Chemistry I Lab	1

CHM 2211	Organic Chemistry II	3
CHM 2211L	Organic Chemistry II Lab	1
PHY 2053	General Physics I	3
PHY 2053:	General Physics I Lab	1
PHY 2054	General Physics II	3
PHY 2054L	General Physics II Lab	1
MAC 1114	Trigonometry	3
MAC 1145	Pre-Calculus	3
STA 2023	Elementary Statistics	3
MAC 2311	Calculus w/Analytical Geometry I	4
<b>CONCENTRATIONS ELECTIVE (Choose one of the following concentrations)</b>		
<b>Allied Health/Biomedical Applications Concentration Electives Hours (Minimum Total Required – 18 hrs.)</b>		
BSC 4434	Introduction to Bioinformatics	3
MCB 4503	Virology	3
ZOO 4752	Histology	4
PCB 4109	Biology of Cancer	3
BSC 4910	Biology Research*	3
BSC 2930	Special Topics in Biology	1-6
BSC 3023L	Biochemistry Lab*	1
CHS 3549	Introduction to DNA Forensics	3
HSC 2620	African American Health	3
PCB 3244	Biology of Aging	3
PCB 4523C	Developmental Biology w/Lab	4
<i>The courses listed above with asterisk (*) are mandatory – total of 11 credit hours</i>		
<b>Biotechnology Concentration Electives (Minimum Total Required – 18 hrs.)</b>		
BSC 4434	Introduction to Bioinformatics*	3
BIO 380	Research Methods in Biology*	3
MCB 4503	Virology	3
BSC 4910	Biology Research*	3
BSC 2930	Special Topics in Biology	1-6
PCB 4233	Immunology	3
BCH 3023	Biochemistry*	3
BSC 3023L	Biochemistry Lab*	1
CHS 3549	Introduction to DNA Forensics	3
BSC 2420	Introduction to Biotechnology*	3
<i>The courses listed above with asterisk (*) are mandatory – total of 16 credit hours</i>		
<b>Environmental Biology/Ecology Concentration Electives (Minimum Total Required – 18 hrs.)</b>		
BSC 3402	Research Methods in Biology	3
BSC 2930	Special Topics in Biology	1-6
XXX XXX	Field Methods in Urban Ecology*	4
XXX XXX	Marine Biology*	4
BSC 4910	Biology Research*	3
BCH 3023	Biochemistry	3
BCH 3023L	Biochemistry Lab	1

PCB 3244	Biology of Aging	3
PCB 4523C	Developmental Biology	4
<b><i>The courses listed above with asterisk (*) are mandatory – total of 14 credit hours</i></b>		
Total to graduate (including 38 - 40 hours of General Education) 122 – 130 Hours (Without Experiential Learning)		
Total to graduate (including 44 - 46 hours of General Education) 128 – 136 Hours (Including Experiential Learning)		

### ALLIED HEALTH-BIOMEDICAL CONCENTRATION

Core Requirements		Prerequisite
BIO 251	General Biology I with Lab	4
BIO 252	General Biology II with Lab	4
<b>MAJOR REQUIREMENTS</b>		
BIO 305	Zoology with Lab	4
BIO 306	Botany with Lab	4
BIO 310	Genetics with Lan	4
BIO 321	Human Anatomy & Physiology I with Lab	4
BIO 322	Human Anatomy and Physiology II with Lab	4
BIO 330	Microbiology with Lab	4
BIO 400	Ecology	3
BIO 412	Cell Biology with Lab	4
Total Minimum Requirements for the Minor in Biology		20
<b>BIOTECHNOLOGY CONCENTRATION INTRODUCTORY BIOLOGY REQUIREMENTS</b>		
BIO 251	General Biology I	3
	General Biology I lab	1
BIO 252	General Biology II	3
	General Biology II lab	1
<b>MAJOR REQUIREMENTS (49 hours)</b>		
BIO 305	General Zoology	3
	General Zoology Lab	1
BIO 306	Botany	3
	Botany Lab	1
BIO 310	Genetics	3
	Genetics Lab	1
BIO 321	Human Anatomy & Physiology I	3
	Human Anatomy & Physiology I Lab	1
BIO 322	Human Anatomy & Physiology II	3
	Human Anatomy & Physiology II Lab	1
BIO 330	Microbiology	3
	Microbiology Lab	1

BIO 400	Ecology	3
	Ecology Lab	1
BIO 412	Cell Biology	3
	Cell Biology Lab	1
BIO 470	Biology Seminar/Exit Exam	3
BIO 480	Biology Research	3
BIO 482	Immunology	3
	Immunology w/Lab	1
MAT 300	Biostatistics	3
CHE 311	Biochemistry	3
	Biochemistry Lab	1
<b>CORE REQUIREMENTS (31 – 37 hours)</b>		
CHE 251	General Chemistry I	3
	General Chemistry I Lab	1
CHE 252	General Chemistry II	3
	General Chemistry II Lab	1
CHE 301	Organic Chemistry I	3
	Organic Chemistry I Lab	1
CHE 302	Organic Chemistry II	3
	Organic Chemistry II Lab	1
PHY 251	General Physics I	3
	General Physics I Lab	1
PHY 252	General Physics II	3
	General Physics II Lab	1
MAT 251	Trigonometry	3
MAT 255	Pre-Calculus	3
MAT 260	Elementary Statistics	3
MAT 271	Calculus w/Analytical Geometry I	4
<b>SUGGESTED ELECTIVES (Minimum Total Required – 8 hours)</b>		
BIO 340	Introduction to Bioinformatics	3
BIO 410	Bacteriology	3
BIO 420	Virology	3
BIO 425	Histology with Lab	4
BIO 450	Biology of Cancer	3
BIO 480	Biology Research	3
BIO 490	Special Topics in Biology	1-6
BIO 204	Introduction to DNA Forensics	3
BIO 290	African American Health	3
BIO 302	Biology of Aging	3
BIO 325	Developmental Biology w/Lab	4

**Total to graduate (including 38 - 40 hours of General Education) 126 – 132 Hours**  
**(Without Experiential Learning)**

**Total to graduate (including 44 - 46 hours of General Education) 132 – 138 Hours**  
**(Including Experiential Learning)**



## Environmental Concentration

INTRODUCTORY BIOLOGY REQUIREMENTS		
BIO 251	General Biology I	3
	General Biology I lab	1
BIO 252	General Biology II	3
	General Biology II lab	1
MAJOR REQUIREMENTS (52 hours)		
BIO 305	General Zoology	3
	General Zoology Lab	1
BIO 306	Botany	3
	Botany Lab	1
BIO 310	Genetics	3
	Genetics Lab	1
BIO 321	Human Anatomy & Physiology I	3
	Human Anatomy & Physiology I Lab	1
BIO 322	Human Anatomy & Physiology II	3
	Human Anatomy & Physiology II Lab	1
BIO 330	Microbiology	3
	Microbiology Lab	1
BIO 340	Introduction to Bioinformatics	3
BIO 380	Research Methods in Biology	3
BIO 400	Ecology	3
	Ecology Lab	1
BIO 412	Cell Biology	3
	Cell Biology Lab	1
BIO 470	Biology Seminar/Exit Exam	3
BIO 480	Biology Research	3
MAT 300	Biostatistics	3
CHE 311	Biochemistry	3
	Biochemistry Lab	1
CORE REQUIREMENTS (31 – 37 hours)		
CHE 251	General Chemistry I	3
	General Chemistry I Lab	1
CHE 252	General Chemistry II	3
	General Chemistry II Lab	1
CHE 301	Organic Chemistry I	3
	Organic Chemistry I Lab	1
CHE 302	Organic Chemistry II	3
	Organic Chemistry II Lab	1
PHY 251	General Physics I	3
	General Physics I Lab	1
PHY 252	General Physics II	3
	General Physics II Lab	1
MAT 251	Trigonometry	3

MAT 255	Pre-Calculus	3
MAT 260	Elementary Statistics	3
MAT 271	Calculus w/Analytical Geometry I	4
<b>SUGGESTED ELECTIVES (Minimum Total Required – 8 hours)</b>		
BIO 410	Bacteriology	3
BIO 420	Virology	3
BIO 425	Histology with Lab	4
BIO 450	Biology of Cancer	3
BIO 480	Biology Research	3
BIO 490	Special Topics in Biology	1-6
BIO 204	Introduction to DNA Forensics	3
BIO 290	African American Health	3
BIO 302	Biology of Aging	3
BIO 325	Developmental Biology w/Lab	4
<b>Total to graduate (including 38 - 40 hours of General Education) 129 – 135 Hours (Without Experiential Learning)</b>		
<b>Total to graduate (including 44 - 46 hours of General Education) 135 – 141 Hours (Including Experiential Learning)</b>		

### Minor in Biology

The purpose of this minor is to prepare undergraduate students in the discipline of biology while the student is pursuing a major in another field of study. This minor would apply to students majoring in the following disciplines but is not limited to these fields only: Mathematics, Criminal Justice, Elementary Education, Psychology, and Business Administration.

For a minor in biology, students must successfully complete at least 19/20 semester hours including the laboratory activities. The following table provides the required and other suggested additional courses for the designation of a minor in biology. Students who want to seek a minor in biology must meet the pre-requisite requirement prior to taking the courses listed below. Please see the catalog description for each course listed below to obtain information regarding pre-requisite(s).

## **Mathematics Program**

The Mathematics Program at Edward Waters College seeks to prepare students to have a strong background in skills of logic, reasoning, critical thinking, and technology such that upon graduation they can matriculate successfully and competitively in graduate school or industry.

### **Mathematics Program Objectives**

The curriculum in Mathematics is designed, in general, to prepare students for employment, for graduate studies, and for productive lives which require quantitative reasoning and computation. Specific objectives are:

1. To provide specific courses designed for students who plan to become teachers of Mathematics at the secondary school level.
2. To provide specific courses and experiences for students who intend to pursue graduate study in Mathematics or other courses of study which require comprehensive Mathematics skills.
3. To provide training careers in the marketable areas of business and industry which require Mathematic skills.
4. To provide strong mathematical background for students who wants to enter in the dual degree engineering program.
5. To increase the number of students who major in mathematics and continuously improve the program's curriculum.
6. To support each faculty member's need for professional development fund to enhance teaching skills.

### **Mathematics Major Admissions Requirements**

Students entering mathematics program, as mathematics major, must meet the following criteria.

1. Students may apply for admission to the math program in their sophomore year.
2. Students must have a minimum of 2.0 GPA at the time of acceptance.
3. Students must have taken and passed with a "C" or above in all General Education Courses including College Algebra (MAT104) and Finite Mathematics (MAT105).
4. In addition to the General Education Courses, students must have taken Trigonometry (MAT251), Pre-Calculus (MAT255), Elementary Statistics (MAT260) and Introduction to Set Theory and Logic (MAT290) and passed with a "C" or better.
5. Complete an application form provided by the Department of Mathematics and Science and meet with Department Chair to schedule for an interview. Please indicate your grades for the courses mentioned above in the application form.
6. Students must write a paragraph why he/she wants to become a math major.

### **Dual-Degree Requirements**

Edward Waters College (EWC) is in partnership with University of North Florida (UNF), Florida Agricultural & Mechanical University-Florida State University (FAMU-FSU) College of Engineering and University of Central Florida (UCF) to provide the Dual Degree Math and Engineering Program. With this partnership, a student matriculates three or four years at EWC and two years at UNF FAMU-FSU College of Engineering or at UCF College of Engineering. A student will receive 111 to 115 credit hours in major and supportive courses (73 hours) along with General Education Courses (44 - 48 hours) at EWC during the first three or four years. Students may choose to complete two to three years of study

at the universities listed above to earn additional credit hours in the engineering discipline. The number of credit hours vary depending on the university selected. Please consult with the department chair to obtain more information regarding the number of credit hours required.

In order to receive a Bachelor of Science degree in Mathematics from Edward Waters College, students must transfer 12 credit hours from UNF or FAMU-FSU back to EWC to fulfill the elective course requirement. Total of 123 - 125 hours are needed to obtain BS degree in Mathematics from EWC. Students who complete the 123 - 125 hours at EWC (approximately in four years) may apply for graduation in their fourth year and proceed to UNF or FAMU-FSU to obtain their degree in Engineering. Transferring any credits back to EWC from UNF or FAMU-FSU is not necessary for those who have completed 123 - 125 hours at EWC. Upon completion of the Dual Degree Program, the student receives a Bachelor of Science Degree in Mathematics from EWC and Bachelor of Science Degree in Engineering from UNF or FAMU- FSU. UCF requirements are slightly different from UNF and FAMU-FSU requirements. A student must consult with the Department Chairman before he/she enrolls in the Dual Degree Engineering Program.

### **Dual Degree Mathematics and Engineering Admission Requirements**

Basic Requirements to enroll in the Dual Degree Engineering Program

- Students must have official high school diploma.
- GPA must be 2.75 or higher in the 4.0 scale when they come to the program.
- SAT minimum score of 1200 (new scoring system) or ACT of 21 is recommended.
- Students must have excellent writing and verbal communication skills.
- Students must maintain a minimum GPA of 2.75 in order to stay in the program.

## MATHEMATICS DEGREE REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS (38 – 40 Hours)		
College Preparation*		3-6
Writing and Communicating Effectively*		10
Humanities and Social Sciences*		12
Mathematics		6
Natural Science †		7-8
† Mathematics majors must take BSC 2010/L as one of their natural science requirements.		
Foreign Language**		6
*Detail course names can be found elsewhere		
** EWC students who have not met the State of Florida Foreign Language requirement		
MAJOR REQUIREMENTS (39 Hours)		
The following courses, total of thirty one (31) credit hours, must be taken.		
MAT 271	Calculus w/Analytical Geometry I	4
MAT 272	Calculus w/Analytical Geometry II	4
MAT 290	Introduction to Set Theory/Logic	3
MAT 302	Elementary Linear Algebra	4
MAT 304	Probability I	3
MAT 310	Calculus III	4
MAT 315	Intermediate Analysis	3
MAT 402	Differential Equations	3
MAT 470	Mathematics Seminar/Exit Exam	3
Choose at least eight (8) credit hours from the following courses.		
MAT 240	Modern Geometry	3
MAT 403	Advanced Calculus	3
MAT 300	Biostatistics	3
MAT 320	Statistical Methods I	3
MAT 322	Statistical Methods II	3
MAT 373	Numerical Analysis	3
MAT 401	Abstract Algebra	4
MAT 412	Complex Analysis	3
MAT 460	Special Topics in Mathematics	3
CORE REQUIREMENTS (34 Hrs.)		
MAT 251	Trigonometry	3
MAT 255	Pre-Calculus	3
MAT 260	Introductory Statistics I	3
MAT 261	Introductory Statistics II	3
MAT 273	Number Theory	3

MAT 404	Partial Differential Equations	3
CHE 251	General Chemistry I	3
	General Chemistry I Lab	1
CHE 252	General Chemistry II	3
	General Chemistry II Lab	1
BIO 252	General Biology II	3
	General Biology II Lab	1
PHY 251	College Physics I	3
	College Physics I Lab	1
PHY 252	College Physics II	3
	College Physics II Lab	1
<b>ELECTIVE (Minimum Total Required – 12 Hrs.)</b>		
<b><i>Suggested Elective Courses</i></b>		
CIS 101	Introduction to Computers	3
MAT 250	Discrete Mathematics	3
MAT 240	Modern Geometry	3
PHY 332	Electronics (for dual degree engineering majors)	4
PHY 340	Electrical Circuit Theory (for dual degree engineering majors)	4
<b>Total to graduate (including 38 - 40 hours of General Education)</b>		<b>120 – 126 Hours</b>
<b>(Without Experiential Learning)</b>		
<b>Total to graduate (including 44 - 46 hours of General Education)</b>		<b>126 – 132 Hours</b>
<b>(Including Experiential Learning)</b>		

## DUAL-DEGREE MATHEMATICS AND ENGINEERING

CORE REQUIREMENTS		
MAT 271	Calculus with Analytical Geometry I	4
MAT 272	Calculus with Analytical Geometry II	4
MAT 290	Introduction to Set Theory Logic	3
MAT 302	Elementary Linear Algebra	3
MAT 302	Elementary Linear Algebra	3
MAT 304	Statistics	3
MAT 306	Probability	3
MAT 310	Calculus III	5
MAT 401	Abstract Algebra	3
MAT 402	Differential Equations	3
MAT 403	Advanced Calculus	3
MAT 460	Special Topics in Mathematics	3
MAT 470	Mathematics Seminar/Exit Exam	3
MAJOR COURSES		
BIO 252	General Biology II*	4
CHE 251	General Chemistry I with Lab	4
CHE 252	General Chemistry II with Lab*	4
MAT 201	History of Mathematics	3
MAT 251	Trigonometry	3
MAT 255	Pre-Calculus	3
MAT 273	Number Theory	3
MAT 260	Elementary Statistics	3
MAT 363	Numerical Analysis	3
PHY 271	College Physics I with Calculus	4
PHY 272	College Physics II with Calculus	4
(Choose 12 credit hours from the following courses below)		
CIS 351	Object Oriented Programming	3
MAT 240	Modern Geometry	3
PHY 332	Electronics (for dual-degree Engineering majors)	4
PHY 340	Electrical Circuit Theory (for dual degree Engineering majors)	4
EWC 490	Experiential Learning	1 - 12
	Option A: Service-Learning Courses	
	Option B: Internships	
	Option C: EWC On a Mission	
	Option D: Study Abroad	
<b>Total Credits Needed to Graduate</b>		<b>122</b>

## STATISTICS CONCENTRATION

CORE REQUIREMENTS		
MAT 261	Intermediate Statistics	3
MAT 272	Calculus with Analytical Geometry II	4
MAT 304	Probability I	3
MAT 306	Non-Parametric Statistics	3
MAT 309	Probability II	3
MAT 320	Statistical Methods I	3
MAT 322	Statistical Methods II	3
MAT 325	Sample Survey Designs	3
MAT 327	Categorical Data Analysis	3
MAT 403	Advanced Calculus	3
MAT 410	Experimental Design and Analysis	3
MAT 315	Intermediate Analysis	3
MAT 470	Mathematics Seminar/Exit Exam	3
MAJOR COURSES		
BIO 252	General Biology II*	4
CHE 251	General Chemistry I with Lab	4
CHE 252	General Chemistry II with Lab*	4
PHY 271	College Physics I with Calculus	4
PHY 272	College Physics II with Calculus	4
MAT 273	Number Theory	3
MAT 290	Introduction to Set Theory and Logic	3
MAT 302	Elementary Linear Algebra	3
MAT 310	Calculus III	4
MAT 363	Numerical Analysis	3
MAT 402	Differential Equations	3
(Choose 9 credit hours from the courses below)		
MAT 105	Finite Mathematics	3
MAT 201	History of Mathematics	3
MAT 240	Modern Geometry	3
MAT 250	Discrete Mathematics	3
MAT 251	Trigonometry	3
MAT 255	Pre-Calculus	3
MAT 401	Abstract Algebra	3
MAT 404	Partial Differential Equations	3
MAT 412	Complex Analysis	3
MAT 460	Special Topics in Mathematics	3
<b>Total Credits Needed to Graduate</b>		<b>122</b>

\*Students may choose either BIO 252 or CHE 252 depending on their academic needs.



### ***Minor: Statistics (18 credits)***

The purpose of this minor is to prepare undergraduates students in the discipline of mathematics with a concentration in statistics while the student is pursuing a major in another field of study. This minor would apply to students majoring in the following disciplines but is not limited to these fields only: Biology, Criminal Justice, Elementary Education, Psychology and Business Administration.

For a minor in mathematics, students must complete successfully at least 18 semester hours. All electives in the statistics minor except for MAT305 may be taken with MAT261 as the only prerequisite. All courses are 3 credits unless otherwise indicated. A grade of C or better is required for all minor courses.

#### **PREREQUISITE REQUIREMENT**

SELECT 1 COURSE FROM:

MAT 260 Elementary Statistics

ADM 304 Business Statistics

PSY 260 Elementary Statistics for Social Sciences

#### **CORE COURSES**

TAKE IN THE FOLLOWING SEQUENCE

MAT 261 Intermediate Statistics

MAT 320 Statistical Methods I

MAT 322 Statistical Methods II

#### **MAJOR COURSES**

SELECT 2 COURSES FROM THE FOLLOWING:

MAT 410 Experimental Design and Analysis

MAT 325 Design of Sample Surveys

MAT 305 Probability and Statistics (4 credits)

MAT 306 Nonparametric Methods in Statistics

MAT 327 Categorical Data Analysis

## DEPARTMENT OF MUSIC AND FINE ARTS

Dr. Lucy Chen, Department Chair  
(904) 470-8132

### **FULL-TIME FACULTY**

Assistant Professor: Dr. Timothy Root  
Professor: Dr. Daniel Fulmer  
Instructor: Dr. Thomas Brown  
Instructor: Ms. Paula Merritt  
Assistant Professor: Dr. Charlie Toomer  
Instructor: Mr. Kedrick Redding

### **Program Objectives**

Bachelor of Arts in Music (Vocal or Instrumental Performance)

The Bachelor of Arts Program in Music Performance at Edward Waters College prepares students for careers in musical performance, church music ministry, and general music endeavors. The degree also equips the student to apply to colleges and universities to pursue a Post-baccalaureate degree.

### **Admission Requirements into the Music Program**

While major fields of study require a student to declare his/her major at the end of the second year, students who enter Edward Waters College as freshmen must declare their intention to major in music upon registration for the first semester. The requirement ensures the student will be able to finish the degree program, students must register, in their first semester for the following:

Ensemble (Choir or Band)

1 Credit Applied Lessons (Voice or Instrumental)

1 Credit Recital Attendance

0 Credit

Music Theory I or Intro to Music Theory

3 or 2 Credits

All music majors are to have 6-8 credits of Ensemble, 6-8 credits of applied Lessons, and 6-8 classes of Recital Attendance. This plan recognizes that students may enter with deficiencies in Reading, English, and Math, and that they have to forego one of the above requirements upon matriculation. However, the academic load for the above courses is small and should not interfere with the student's studies, if they are serious about majoring in music.

During Orientation, the Music Department faculty will meet with all prospective music majors to orient them to the program and discuss the requirements and coursework for a music major (Performance or Music Education). This may include the following:

1. An entrance interview with at least two music faculty members to assess the student's readiness to enter the program. Faculty will apprise the student of what courses he/she will need to take to successfully complete the degree chosen (Performance or Music Education).
2. A music theory assessment. This will determine if the student is ready to begin Theory I or needs to take Introduction to Music Theory.
3. Students will be required to write a paragraph of 100-125 words explaining why they wish to

become a music major. If a student enters the College with less than a 2.0 GPA, he/she will be placed on probation during the first year of study, and will be required to sign the Academic Success Agreement of Edward Waters College. This form is issued by the office of Academic Advising. Students desiring a Music Performance degree must maintain a GPA of 2.0 or higher in order to graduate. Student desiring a Music Education degree must maintain a GPA of 2.5 or higher in order to graduate.

If the student, after one year of study, shows little or no promise of progress in music as a major, he/she may be advised to elect a different field in which to concentrate his/her studies at EWC. Students who make satisfactory progress in the first two years will be evaluated in three areas at the end of their second year:

## BACHELOR OF ARTS DEGREE IN MUSIC

### Instrumental Performance Concentration

GENERAL EDUCATION REQUIREMENT		
CORE REQUIREMENTS		
MUS 1010	Recital Attendance	0
Applied Instruction (Complete an eight-course sequence in one of the		8
MVB	Applied Brass	
MVP	Applied Percussion	
MVK	Applied Piano	
MVS	Applied Strings	
MVW	Applied Woodwinds	
MAJOR REQUIREMENTS		
MUT 1001	Intro to Music Theory	2
MUT 1121	Basic Music Theory I	3
MUT 1122	Basic Music Theory II	3
MUT 2126	Advanced Music Theory I	3
MUT 2127	Advanced Music Theory II	3
MUS 1360	Intro to Music Technology	3
MUH 3211	Music History I	3
MUH 3212	Music History II	3
MUG 3301	Basic Conducting	3
INSTRUMENTAL PERFORMANCE		
Instrumental Ensemble		8
MUN 1120 College Band		
MUN 1710 Jazz Band Group Instruction		
MVK 1111	Class Piano I	1
MVK 1112	Class Piano II	1
MVV 1112	Class Voice	2
REQUIRED COURSES		
MUT 3611	Form and Analysis	2
MUE 4332	Instrumental Methods	2
MUT 4321	Orchestration and Instrumentation	2
MUE 221	String Methods	1
MUE 3353	General Music Literature and Techniques	3
MUH 3055	Afro-American Music Heritage	3
MLS	Modern Language	8
Electives (18 credit hours)		
Total credits to complete degree		121

## Vocal Performance Concentration

GENERAL EDUCATION REQUIREMENT		
CORE REQUIREMENTS		
MUS 1010	Recital Attendance	0
Applied Instruction		8
(Complete an eight-course sequence in one of the following.)		
MVV	Applied Voice	
MAJOR REQUIREMENTS		
MUT 1001	Intro to Music Theory	2
MUT 1121	Basic Music Theory I	3
MUT 1122	Basic Music Theory II	3
MUT 2126	Advanced Music Theory I	3
MUT 2127	Advanced Music Theory II	3
MUS 1360	Intro to Music Technology	3
MUH 3211	Music History I	3
MUH 3212	Music History II	3
MUG 3301	Basic Conducting	3
MAJOR COURSES FOR VOCAL PERFORMANCE CONCENTRATION		
Choral Ensemble		8
MUN 1310 Concert Choir		
MVK 1111	Class Piano I	1
MVK 1112	Class Piano II	1
MUS 2201	Diction for Singers I	1
MUS 2202	Diction for Singers II	1
REQUIRED COURSES		
MUT 3611	Form and Analysis	2
MUE 4332	Instrumental Methods	2
MUT 4321	Orchestration and Instrumentation	2
MUE 221	String Methods	1
MUE 3353	General Music Literature and Techniques	3
MUE 4331	Choral Methods	2
MLS	Modern Language	8
Electives (18 hours)		
Total degree		122

## **DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES**

Dr. Jacqueline A. Conley, Department Chair

### **FULL-TIME FACULTY**

Assistant Professor: Dr. G. Victoria Landrum

Associate Professor: Dr. Noor Islam

Assistant Professor: Ms. Avis Mathews

The Department of Social and Behavioral Sciences prepares its students with broad training and experiential learning opportunities which supports the development of analytical and critical thinkers, researchers, and equips students with the knowledge and skills for graduate work, entry level jobs and to be citizens of the 21<sup>st</sup> century.

### **Admission to the Psychology Program**

In order to pursue a program leading to a major in Psychology, a student must meet the following criteria:

- 1) Must have at least 2.00 GPA
- 2) Must have C or higher grade on the following General Education courses:
  - a. COM 2000 – Introduction to Communications or SPC 2608 Public Speaking
  - b. MAC 1105 – College Algebra
  - c. PSY 2010 – General Psychology
  - d. ENC 1102 – English Composition II: Academic Writing and Research

Social and Behavioral Sciences offers the following options:

BA in Psychology- General Track

Minor in Psychology

BA in Psychology- Addictions Track

BA in Psychology- Applied Behavior Analysis Track

## PSYCHOLOGY DEGREE REQUIREMENTS

CORE REQUIREMENTS		
Course Numbers	Course Title	Credit Hours
PSY 2012	General Psychology	3
SOP 3782	Black Psychology	3
PSY 3213	Writing for Psychology	3
EXP 3404	Theories of Learning	3
EAB 3703	Behavior Modification	3
PSY 3003	Social Psychology	3
PSY 3302	Tests and Measurements in Psychology	3
PPE 4003	Theories of Personality	3
CLP 3141	Abnormal Psychology	3
PSY 4107	Experimental Psychology	3
PSY 4604	History and Systems	3
PSY 4945	Practicum in Psychology	6
PSY 4049	Exit Seminar	3
MAJOR COURSES		
CGS 2060	Introduction to Computers	3
PHI 2010	Introduction to Philosophy	3
POS 2041	American Political Structures	3
SYG 2000	Introduction to Sociology	3
SYA 4300	Social Research Methods	3
STAT 3024	Intermediate Statistics	3
DEP 3305 <b>or</b> DEP 2004	Adolescent Psychology <b>or</b> Human Growth and Development	3
WOH 1012 <b>or</b> WOH 2022 <b>or</b> AMH 2020	World History I <b>or</b> World History II <b>or</b> US History II	3
ELECTIVES (15 Credit Hours)		
XXXX	Free Elective	3
XXXX	Free Elective	3
XXXX	Free Elective	3
XXXX	Free Elective	3
XXXX	Free Elective	3
XXXX	Free Elective	3
XXXX	Free Elective	3
<b>Total Credits Needed to Graduate</b>		<b>122/123</b>

**Waive courses if successfully completed, with grade of C or better, in Florida High Schools.  
Must take 6 credits to complete degree requirements.**

**In addition to the requirements for the Psychology degree students will take the following courses which serve as the 15 hours of electives plus three additional 3 credit hour courses.**

SOY 3120	Sociology of Family	3
PSB 2242	Addictions I	3
PSB 3243	Addictions II	3
PCO 4220	Addictions Counseling	3
PSB 4242	Assessment & Evaluation in Addictions	3
HUS 2050	Case Management	3
PSB 4246	Treatment Planning	3
SYP 3552	Culture and Addictions	3

**128-129 (or 122-123 if already taken foreign language) Credit Hours Required for the 2017-2018 Psychology - Addictions Track**

### **Requirements for Psychology Minor**

Requirements for Psychology Minor

The minor in Psychology requires 18 credit hours of Psychology coursework (6 courses). At least six courses hours must be exclusive to the minor, meaning that at least two courses for the minor cannot be part of the core curriculum for the College or part of the degree plan for the student's major.

PSY 2012	General Psychology*	3
PSY 2201 <b>OR</b> STA 2023	Statistics for Behavioral Sciences <b>OR</b> Elementary Statistics*	3
SOP 3782	Black Psychology	3
DEP 3305	Adolescent Psychology	3
DEP 2004	Human Growth and Development	3
SOP 3003	Social Psychology	3
EXP 3404	Theories of Personality	3
CLP 3143	Abnormal Psychology	3
PSY 4017	Experimental Psychology	3
PSY 4930	Special Topics in Psychology	3

\*Required



## **DEPARTMENT OF TEACHER EDUCATION & URBAN STUDIES**

The Edward Waters College Department of Teacher Education and Urban Studies Program is a state-approved program committed to strengthening public and private education and/or preparing professionals and change agents to improve the quality of life of urban populations.

The Department of Teacher Education and Urban Studies has been an integral part of the Edward Waters College mission for many years. Faculty members teaching in the department work closely with students to help them acquire the skills, perspectives, and the practical experiences they need to become excellent classroom teachers. Through research, collaboration, and applications, it seeks solutions to respond to societal problems in the urban community.

### **MISSION**

*“Prepare competent teachers for effective leadership and service roles in an urban, multicultural, global, and technological society.”*

### **FACULTY AND STAFF**

Director/Chairperson:	Associate Professor, Marie Fossett Snow, Ed.D. (904) 470-8124
Administrative Specialist:	Ms. Jessica Youngblood (904) 470-8125
Assessment Coordinator:	Mrs. Velma Rivers (904) 470- 8065
Coordinator Physical Education:	Dr. Bobby Frazier (904) 470-8386
Coordinator for Curriculum Library:	Ms. Brenda Harrell (904) 470-8068
Coordinator for Technology:	Dr. Marilyn Mack (904) 470-8063
Coordinator for STEM:	Ms. Josetta Arnold (904)
Academic Coach:	Mrs. Charlotte Clark-Rowe (904) 470-8064
Call Me MISTER Director:	Mr. Kenneth Francis (904) 470-8939
Clinical Field Experience:	Mr. Richard Scott & Mr. Kenneth Francis

### **FULL-TIME FACULTY**

Assistant Professor:	Ms. Josetta Arnold – Elementary Education
Assistant Professor:	Mrs. Sylvia Briley – Early Childhood Education, Special Education
Assistant Professor:	Mr. Archie Gallon- Physical Education
Assistant Professor:	Mrs. Winifred Henry – Elementary Education, Reading
Assistant Professor:	Ms. Veralee Milton – ESOL
Assistant Professor:	Mr. Willie McCullough- Mathematics

## **PART-TIME FACULTY**

Adjunct	Mr. Anthony Bellamy – Physical Education, Sports Management
Adjunct	Ms. Latonya Hopson – Sport Management
Adjunct	Ms. Halima Scurry – Health
Adjunct	Mr. Albert Sturgis – Sports Management

## **EDUCATIONAL CONSULTANTS**

Mathematics	Mrs. Sharon Linton-Gallon
Reading, Language Arts, Writing	Mrs. Josie Johnson

## **ADMISSION REQUIREMENTS**

- A minimum General Studies GPA of 2.5 or better on a 4.0 scale;
- Either 60 credit hours of lower division coursework or an AA degree from an accredited institution;
- Complete a formal application and interview for the Department of Education
- A passing score on all sections of the General Knowledge (GK) Exam.
- Complete the General Requirements for all Teacher Education and Urban Studies Programs
  - EDF 1005: Introduction to the Teaching Profession (3 credits)
  - EDF 2085: Teaching Diverse Populations (3 credits)
  - EME 2040: Technology and Professional Seminar for Educators (3 credits)

## **PROGRAM GOALS AND LEARNING OUTCOMES:**

### **REFLECTIVE DECISION-MAKING:**

GOAL 1: To assist pre-service teacher candidates and life-long learners in acquiring the ability to take risks and decide the best course of action in a given situation.

OUTCOME 1: To create pre-service teachers and life-long learners who are:

- responsible for meeting professional expectations ethically and with initiative;
- reflectively engaging in ongoing self-assessment and able to exercise sound judgment and critical thinking;
- responsive as evidenced by their respectful, fair, and collaborative stance toward others and their commitment to help all students learn.

### **INSTRUCTIONAL LEADER:**

GOAL 2: To support each teacher candidate and life-long learners in becoming knowledgeable as instructional leader in his/her respective content area field.

OUTCOME 2: To develop pre-service teachers and life-long learners that can:

- apply their knowledge of core content and pedagogy to set goals/objectives/outcomes for learning based on state and national standards and local curriculum
- design instruction that engages students in meaningful learning activities
- build a culture of evidence in assessment to demonstrate balanced approach to student evaluation

#### SYSTEMATIC PLANNER:

GOAL 3: To train each pre-service teacher candidate and life-long learners to plan, implement, and evaluate effective instruction in a variety of learning environments for diverse students

OUTCOME 3: To cultivate pre-service teachers and life-long learners that can:

- demonstrate their understanding of intellectual/cognitive, social, and emotional development, and other characteristics of the diversity of learners,
- create an environment of respect and rapport that will foster a culture for learning for all students
- enhance the unbiased implementation of procedures, behavior management and organization of the learning environment to assure a focus on learning.

#### EFFECTIVE COMMUNICATOR

GOAL 4: To provide pre-service teacher candidates and life-long learners in other non-teaching concentrations with the tools of identifying, characterizing, and effectively communicating with diverse ethnic, cultural, and linguistic groups as present in today's classrooms.

OUTCOME 4: To enrich pre-service teacher:

- with the use of effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
- with proficiency in interpersonal skills, oral and written language skills, mathematics and the disciplines that he or she will teach.:

### **COURSE GOALS AND OUTCOMES:**

The course goals and outcomes for teaching are based on the

- The Florida Educator Accomplished Practices (FEAPs) ,
- Professional Education Competencies (PECS)
- Subject Area Competencies (SACS)
- Reading Competencies
- ESOL Competencies

The course goals and outcomes for the non-teaching concentrations complies with:

- Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) Standards
- National Council on Strength and Fitness (NCSF) Standards
- The Commission on Sport Management Accreditation (COSMA) Common Professional Component (CPC).

### **DEGREES, MINORS, CONCENTRATIONS:**

1. Degree of Bachelor of Arts or Science in the following area:

Elementary

2. Concentrations in:

- Early Childhood  
Track 1 –An undergraduate degree intended to lead to initial teacher certification in Pre-Kindergarten through Third Grade.
- Track 2 –An undergraduate degree intended for those working with young children, but not seeking teacher certification
- Exceptional Student Education
- ESOL Endorsed **Note: A pre-teacher candidate must pass the General Knowledge, Professional and Subject area tests prior to graduation to receive the ESOL Endorsement**
- Health Education
- Physical Education
- Sports Management
- Recreation
- Fitness Leadership
- Liberal Education (minors in education based on content areas – Spring, 2018)

3. Teacher Certification in:

- Health
- Middle Grade Mathematics
- Middle Grade Science
- Physical Education K-12

4. Endorsements in:

- Athletic Coaching
- Reading

## Major in Elementary Education

Education Preparation Courses		
	General Knowledge (Test Prep) for English, Reading & Writing	0
	General Knowledge (Test Prep) for Mathematics	0
	Subject Area (Test Prep)	0
	Professional (Test Prep)	0
EWC 200	Applied Academic Writing	1
EDF 1005	Introduction to the Teaching Profession	3
EDF 2085	Teaching Diverse Populations	3
EME 2040	Technology and Professional Seminar for Educators	3
EDF 2002	Education Psychology	3
DEP 3305 or	Adolescent Psychology	
DEP 3103 or	Child Psychology	
DEP 2004	Human Growth and Development	
<b>Total Credits</b>		<b>13</b>
Subject Area Courses		
ARE 4314	Art in the Elementary School	3
HLP 3720	Teaching Health and Physical Education in the Elementary School	3
LAE 4314	Language Arts and Children Literature in the Elementary School	4
MAE 2801	Mathematics in the Elementary School	3
MUE 3353	General Music Literature and Techniques	3
RED 3012C	Basic Foundations of Reading L	4
RED 4033C	Instruction of Reading and Content K -12	4
RED 4510C	Diagnostic and Corrective Reading Strategies	4
SCE 3310	Science in the Elementary School	3
SSE 3312	Social Science in the Elementary School	3
<b>Total Credits</b>		<b>34</b>
Professional Education Courses		
EDG 3321C	Instructional Planning and Assessment	4
EEX 4070	Introduction to Exceptional Education	3
EEX 4601	Introduction to Behavioral Management	3
TSL 4080	Linguistics for ESOL Education	3
TSL 4240	ESOL Curriculum Development	3
EDE 3940	Classroom Clinical Experiences	4
EDE 4941	Student Teaching	12
<b>Total Credit 32</b>		
<b>Total Required for Degree</b>		<b>129</b>

**Minor in Early Childhood Development – Track 1 - Early Childhood Development**

<b>Education Preparation Courses</b>		
	General Knowledge (Test Prep) for English, Reading & Writing	0
	General Knowledge (Test Prep) for Mathematics	0
	Subject Area (Test Prep)	0
	Professional (Test Prep)	0
EWC 200	Applied Academic Writing	1
EDF 1005	Introduction to the Teaching Profession	3
EDF 2085	Teaching Diverse Populations	3
EME 2040	Technology and Professional Seminar for Educators	3
EDF 2002	Education Psychology	3
DEP 3305 or	Adolescent Psychology	
DEP 3103 or	Child Psychology	
DEP 2004	Human Growth and Development	
<b>Total Credits</b>		<b>13</b>
<b>Subject Area Courses</b>		
ARE 4314	Art in the Elementary School	3
EEC 2734	Health, Safety and Nutrition	3
EEC 4412	Cultural and Family Systems	3
EEC 4207	Assessment and Evaluation of Young Children	3
EEC 4211	Science and Math Learning for Young Children	3
EEC 4238	Curriculum Instruction in Early Childhood	3
EEC 4414	Parent Child Relations	3
HSC 2400	First Aid and Safety	3
LAE 4314C	Language Arts and Children Literature in the Elementary School	4
MUE 3353	General Music Literature and Techniques	3
RED 3012L	Basic Foundation of Reading	4
RED 4033C	Instruction of Reading and Content for K -12	4
<b>Total Credits</b>		<b>39</b>
<b>Professional Education Courses</b>		
EDG 3321C	Instructional Planning and Assessment	4
EEX 4070	Introduction to Exceptional Education	3
EEX 4601	Introduction to Behavioral Management	3
EDE 3940	Classroom Clinical Experiences	4
EDE 4941	Student Teaching (Internship in Early Childhood Center)	12
<b>Total Credits</b>		<b>26</b>
<b>Total Required for Degree</b>		<b>128</b>

### Minor in Early Childhood Development – Track 2 – Public School Teaching

Education Preparation Courses		
	General Knowledge (Test Prep) for English, Reading & Writing	0
	General Knowledge (Test Prep) for Mathematics	0
	Subject Area (Test Prep)	0
	Professional (Test Prep)	0
EWC 200	Applies Academic Writing	1
EDF 1005	Introduction to the Teaching Profession	3
EDF 2085	Teaching Diverse Populations	3
EME 2040	Technology and Professional Seminar for Educators	3
EDF 2002	Education Psychology	3
DEP 3305 or	Adolescent Psychology	
DEP 3103 or	Child Psychology	
DEP 2004	Human Growth and Development	
Total Credits		13
Subject Area Courses		
ARE 4314	Art in the Elementary School	3
EDG 3321C	Instructional Planning and Assessment	4
EEC 2734	Health, Safety and Nutrition	3
EEC 4207	Assessment and Evaluation of Young Children	3
EEC 4211	Science and Math Learning for Young Children	3
EEC 4414	Parent Child Relations	3
HSC 2400	First Aid and Safety	3
LAE 4314C	Language Arts and Children Literature in the Elementary School	4
MUE 3353	General Music Literature and Techniques	3
RED 3012L	Basic Foundation of Reading	4
RED 4033C	Instruction of Reading and Content for K -12	4
RED 4510C	Diagnostic and Corrective Reading Strategies w/Lab	4
Total Credits		41
Professional Education Courses		
EEX 4070	Introduction to Exceptional Education	3
EEX 4601	Introduction to Behavioral Management	3
TSL 4080	Linguistics for ESOL Education	3
TSL 4240	ESOL Curriculum Development	3
EDE 3940	Classroom Clinical Experiences	4
EDE 4941	Student Teaching (Internship in Public School)	12
Total Credits		28
Total Required for Degree		132

## Minor in Exceptional Student Education

Education Preparation Courses		
	General Knowledge (Test Prep) for English, Reading & Writing	0
	General Knowledge (Test Prep) for Mathematics	0
	Subject Area (Test Prep)	0
	Professional (Test Prep)	0
EWC 200	Applied Academic Writing	1
EDF 1005	Introduction to the Teaching Profession	3
EDF 2085	Teaching Diverse Populations	3
EME 2040	Technology and Professional Seminar for Educators	3
EDF 2002	Education Psychology	3
DEP 3305	Adolescent Psychology	
or	Child Psychology	
DEP 3103	Human Growth and Development	
or		
DEP 2004		
<b>Total Credits</b>		<b>13</b>
Subject Area Courses		
EEX 3060	Instructional Practices in ESE I	3
EEX 3221	Educational Assessment and Evaluation of Exceptional Students	3
EEX 3764	Instructional And Assistive Technology in Special Education	3
EEX 4067	Instructional Practices in ESE II	3
EEX 4240	Literacy Development for Exceptional Children	3
LAE 4314	Language Arts and Children Literature in the Elementary School	4
MAE 2801	Mathematics in the Elementary School	3
MUE 3353	General Music Literature and Techniques	3
RED 3012C	Basic Foundations of Reading I	4
RED 4033C	Instruction of Reading and Content K -12	4
RED 4510C	Diagnostic and Corrective Reading Strategies	4
<b>Total Credits</b>		<b>37</b>
Professional Education Courses		
EDG 3321C	Instructional Planning and Assessment	4
EEX 4070	Introduction to Exceptional Education	3
EEX 4601	Introduction to Behavioral Management	3
TSL 4080	Linguistics for ESOL Education	3
TSL 4240	ESOL Curriculum Development	3
EDE 3940	Classroom Clinical Experiences	4
EDE 4941	Student Teaching	12
<b>Total Credits</b>		<b>32</b>
<b>Total Required for Degree</b>		<b>132</b>



## ELEMENTARY EDUCATION WITH CONCENTRATION IN RECREATION

Education Preparation Courses		
EDF 2085	Teaching Diverse Population	3
EME 2040	Technology and Professional Seminar for Educator	3
EDF 2002 or DEP 3103 DEP 3305 or DEP 2004	Education Psychology Child Psychology Adolescent Psychology Human Growth and Development	3
<b>Total Credits</b>		<b>9</b>
Subject Area Courses		
HSC 2400	First Aid	3
HLP 1002	Personal and Community Health	3
LEI 2003	Introduction to Community Recreation	3
LEI 3266	Outdoor Recreation	3
LEI 3703	Therapeutic Recreation	3
LEI 4182	Issues, Trends and Problems in Recreation	3
PEO 2003	Officiating Sports, Principles and Techniques	3
PET 2320	Applied Human Anatomy/Physiology	4
PET 3231	Motor Learning	3
PET 3310	Kinesiology	3
PET 3627	Care and Prevention of Human Injuries	3
PET 3765	Theory of Coaching	3
PET 3820	Teaching Sports Skills	3
PET 3825	Educational Gymnastics and Dance	3
PET 4351	Exercise Physiology	3
PET 4401	Organization and Administration of Physical Education and Sports	3
PET 4410	Area and Facilities Management	3
<b>Total Credits</b>		<b>52</b>
Professional Education Courses		
EEX 4601	Introduction to Behavioral Management	3
LEI 4940	Recreation Leadership/Practicum	4
LEI 4941	Student Teaching	12
<b>Total Credits</b>		<b>19</b>
<b>Total Required for Degree</b>		<b>127</b>

## ELEMENTARY EDUCATION WITH CONCENTRATION IN SPORTS MANAGEMENT

Education Preparation Courses		
SPM 2000	Introduction to Sports Management	3
EDF 2085	Teaching Diversity Population	3
EME 2040	Technology and Professional Seminar for Educators	3
EDF 2002 or DEP 3103 DEP 3305 or DEP 2004	Education Psychology Child Psychology Adolescent Psychology Human Growth and Development	3
Total Credits		12
Subject Area Courses		
APK 4402	Psychology of Sports	3
HLP 1002	Personal and Community Health	3
HSC 2400	First Aid and Safety	3
PET 4401	Organization and Administration of Physical Education	3
PET 4410	Area and Facilities Management	3
SPM 3018	Socio-Cultural Aspects of Sports Management	3
SPM 3024	Current Issues in Sports Management	3
SPM 3204	Sports Ethics	3
SPM 3306	Sports Marketing	3
SPM 3403	Sports Communication	3
SPM 4503	Sports Economics	3
SPM 4505	Sports Finance	3
SPM 4515	Managing Sports Enterprise	3
SPM 4604	Governing Agencies in Sports	3
SPM 4702	Research Methods in Sports Management	3
SPM 4723	Sports Law	3
Total Credits		48
Professional Education Courses		
SPM 4940	Sports Management Practicum	4
SPM 4941	Sports Management Internship	12
Total Credits 16		
Total Required for Degree		123

## ELEMENTARY EDUCATION WITH CONCENTRATION IN FITNESS LEADERSHIP

General Education Courses		
BSC 1005C	Life Science with Lab (General Biology with Lab))	4
ENC 1101	English Composition I	3
ENC 1102	English Composition II	3
EWC 200	Applied Academic Writing	1
SLS 1103	Introduction to College	3
ESC 1000	Earth Science	3
FIN 2100	Personal Finance	3
HLP 1002	Personal and Community Health	3
HUM 2200	Introduction to Fine Arts	3
AMH 2091	African American History	3
AMH 2010 or AMH 2011	United States History I United States History II	3
MAC 1105	College Algebra	3
MGF 2106 or STA 2023 or EDG 4391-1	Finite Mathematics Elementary Statistics Experiential Learning in Education-Selected Topics in Mathematics	3
PHI 2010	Introduction to Philosophy	3
PSY 2012	General Psychology	3
REL 2200	Introduction to Biblical Studies	3
SPC 2608	Public Speaking	3
<b>Total Credits</b>		<b>50</b>
Education Preparation Courses		
EDF 2085	Teaching Diverse Populations/Cross-Cultural Communication	3
EME 2040	Technology and Professional Seminar for Educators	3
	Alternative to MAC 1105 and STA 2023	
EDG 4949 (1)	Experiential Learning in Education – Selected topics in Mathematics	
EDG 4949 (2)	Experiential Learning in Education – Selected topics in Mathematics	
EDF 2002 or DEP 3103	Educational Psychology Child Psychology	
DEP 3305 or DEP 2004	Adolescent Psychology Human Growth and Development	3
<b>Total Credits</b>		<b>9</b>
Subject Area Courses		
HSC 2400	First Aid and Safety	3
PEM 1104	Personal Fitness Program Design	3
PEM 2101	Introduction to Personal Fitness	3
PET 2320	<b>Applied Anatomy for Physical Educators</b>	4
PET 1770	Intro to Personal Fitness Training	3
PET 3231	Motor Learning	3
PET 3312	Biomechanics	3
PET 3361	Fitness and Nutrition	3
PET 3627	Care and Prevention of Human Injuries	3
PET 3768	Introduction to Group Exercise	3
PET 4351	Exercise Physiology	3
PET 4402	Organization and Administration of Fitness Programs	3
PET 4550	Physical Fitness Assessment & Exercise Prescription	3
PET 4552	Fitness Programming for Special Populations	3
PET 4771	Health and Fitness Trainer	3
<b>Total Credits</b>		<b>46</b>
Professional Education Courses		
PEM 4940	Fitness Leadership Practicum	4
PEM 4941	Fitness Leadership Internship	12
<b>Total Credits</b>		<b>16</b>
<b>Total Required for Degree</b>		<b>121</b>

## K – 12 HEALTH CERTIFICATION

Subject Area Courses		
HUN 2401	Nutrition and Health	3
HSC 2214	Environmental Health and Safety	3
HSC 2400	First Aid and CPR	3
HSC 3120	Consumer Health	3
HSC 3131	Mental and Emotional Health	3
HSC 3133	Family Lifestyle and Sexuality	3
HSC 3143	Drug Abuse Education and Prevention	3
HSC 3201	Community Health	3
HSC 3500	Epidemiology	3
PET 2320	Applied Human Anatomy/ Physiology w/lab	4
<b>Total Credits</b>		<b>31</b>

## ATHLECTIC COACHING Certification

Subject Area Courses		
HSC 2400	First Aid and CPR	3
PEO 2216	Coaching Baseball	3
PEO 2624	Coaching Basketball	3
PET 3627	Care and Prevention of Human Injuries	3
<b>Total Credits</b>		<b>12</b>

# Edward Waters College

## Department of Teacher Education and Urban Studies



The “Call Me MISTER” (Mentors Instructing Students Toward Effective Role Models) Initiative was developed in 2000 by some of South Carolina’s visionary educational leaders. Four South Carolina schools- Clemson, Claflin University, Benedict College and Morris College – initially participated in the program. The program’s goal was to place more African American males in the elementary school classroom as

teachers. The parent program is housed at Clemson University in the Eugene T. Moore School of Education located in Clemson, South Carolina. The Call Me MISTER program has now expanded to 16 colleges across South Carolina and has been implemented in eight other states.

### **Call Me MISTER National Initiative Mission**

*“To increase the pool of available teachers from a broader more diverse background particular among the States’ lowest performing elementary schools.”*

### **EWC “Call Me MISTER Initiative Goals and Outcomes**

1. To increase the pool of competent African-American male teachers proficient in reflective decision making, instructional leadership, systematic planning, and effective communication for the class-rooms of Florida.
2. To engage parents, caregivers, college personnel and community stakeholders in this project.
3. To ensure effective, equitable and efficient use of resources at the college and in the community.
4. To develop/utilize a holistic approach (i.e., inclusion of personal development, physical, health, family, home, societal, cultural, spiritual, and financial) for the preparation process of African American male teachers.

### **EWC Call Me MISTER Program Benefits**

- Financial Assistance to cover all academic expenses, i.e., tuition, room & board, books, etc. for admitted students pursuing approved programs of study in Teacher Education.
- An academic support system, specifically one-on-one counseling with Call Me MISTER academic coach, to help assure their academic success and performance on state mandated examinations.
- A cohort system and mentoring/coaching for social and cultural support.
- Assistance with job placement

### **EWC Call Me MISTER Program Requirements**

- ✓ Complete/Submit the Edward Waters College application for admission.
- ✓ Submit the following documents:
  - High School Diploma and Final Transcript with 2.5 GPA or better; OR General Education Development (GED) Certificate with test scores or college transcript with 2.5 GPA.
  - Official copy of ACT score of at least 21 or an SAT score of 1000.
  - Two (2) letters of Recommendations.
  - Two (2) essays (at least 1 typewritten page each):
    - “Why I Want to Teach” which will address your motivation for entering the teaching profession and the contributions you hope to make to the profession, as well as, the community.
    - How do you believe the “Call Me MISTER” program will benefit you as a student?
- ✓ Meet with Call Me MISTER Coordinator to schedule an interview
- ✓ Complete the FAFSA or provide a signed statement certifying financial need (economically disadvantaged background).

### **Department of Teacher Education and Urban Studies admission process:**

- ✓ Have a grade point average (GPA) of 2.50 or higher for the general education component of undergraduate studies; OR
- ✓ Have completed the requirements for a baccalaureate degree with a minimum grade point average of 2.50 or higher;
- ✓ Submit evidence of a passing score on the Florida Teacher Certification (FTCE) General Knowledge Examination.
- ✓ Meet with Department Chair to schedule an interview
- ✓ Completion of a Background Check

### **EWC Call Me MISTER Contacts**

Mr. Kenneth Francis Department of Teacher Education and Urban Studies (904) 470-8125

## **2018-2019 COURSE DESCRIPTIONS**

### **ACG 2002                    COMPUTER ACCOUNTING APPLICATIONS**

**3 Credits**

This course provides an introduction to electronic data processing in accounting with emphasis on accounting controls and reports for corporate accounts, proprietorship, and partnerships.

### **ACG 2021                    FINANCIAL ACCOUNTING I**

**3 Credits**

This course provides an understanding of the fundamentals of accounting including adjusting entries, inventories, and the financial statements. It is an introduction to accounting principles, emphasizing on the operation of a business as a sole proprietorship or corporation. The course covers the complete accounting cycle for merchandising and service activities. Students learn the importance of the Generally Accepted Accounting Principles (GAAP), as well as preparing journal entries, ledger, and trial balance.

### **ACG 2022                    FINANCIAL ACCOUNTING II**

**3 Credits**

This course is a continuation of principles of Accounting I, with emphasis on partnerships, corporations, financial analysis, and managerial accounting. The contents to be covered include plant assets, natural resources and intangibles; current liabilities and payrolls, corporate organization and operations, partnership accounting, earnings per share and dividends, long-term obligations and investments, statement of cash flows, analysis of financial statements, budgeting and managerial decision-making.

### **ACG 2071                    MANAGERIAL ACCOUNTING**

**3 Credits**

This course offers an integrative study of the uses of accounting data (Cost data) by managers in making policy decisions regarding such matters as financial, resource allocation, organization, staffing, and performance evaluation.

### **ACG 3103                    INTERMEDIATE FINANCIAL ACCOUNTING I**

**3 Credits**

This course provides an understanding of the environment and theoretical structure of financial accounting, review of the accounting process, the balance sheet and financial disclosures, the income statement, comprehensive income and the statement of cash flows, revenue recognition and profitability analysis, the time value of money concepts, cash and receivables, inventory measurement, property, plant and equipment and intangible assets, acquisition and disposition.

## ACG 3105 FINANCIAL ACCOUNTING AND REPORTING

3 Credits

This course provides an in-depth study of financial-reporting concepts and generally accepted practice, including an overview of the accounting –cycle assets and non-current assets. Emphasis is placed on analyzing financial events and the consequences of financial-reporting alternatives. This course covers the knowledge and understanding of the financial reporting framework used by businesses, not-for-profit, and government entities. The financial reporting frameworks covered in this course include those issued by the financial accounting Standards Board (FASB), The International Accounting Standards Board (IASB), The Securities and Exchange Commission (SEC), and the Governmental Accounting Standards Board (GASB). It is a continuation of an introductory study of accounting theory governing preparation of financial statements. The course covers the conceptual framework, development of accounting standards, and the recording and reporting process, using the various financial statements.

## ACG 3113 INTERMEDIATE FINANCIAL ACCOUNTING II

3 Credits

This course provides an understanding of the fundamentals of accounting including balance sheet, income statement, statement of retained earnings and other reports. It is an introduction to accounting principles emphasizing the operation of a business as a sole proprietorship and covers the complete accounting cycle for merchandising and service entities, beginning with the accounting's equations to computing the financial statements.

## ACG 3341 COST ACCOUNTING I

3 Credits

This course provides a study of cost-volume-price relationships, job order costing, process costing, standard costing, joint and byproduct costing, direct and indirect costing, variable costing, and absorption costing.

## ACG 4180 FINANCIAL STATEMENT ANALYSIS

3 Credits

This course will provide students with both concepts and tools to analyze and exploit information as contained in the different types of financial statements. The course explores in greater depth financial reporting topics introduced in the core course in financial accounting and also examines additional topics not covered in basic introductory accounting courses. The course will enable students to develop a sufficient understanding of the concepts and recording procedures of financial statements, which will include the income statement, balance sheet, statement of cash flows, and statement of owner's equity. In general, students who complete this course develop a more efficient and effective approach to researching, interpreting, and analyzing financial statements.



ACG 4651                      AUDIT PROCEDURES

3 Credits

This course provides a comprehensive examination of the auditors function and responsibility, including professional standards of ethics, procedures, programs, and reporting.

ACG 4682                      FRAUD EXAMINATION

3 Credits

This course provides a fraud examination, also called “Forensic Accounting” which deals with the basic understanding of methodologies used to resolve fraud allegations from inception to deposition, which include- nature of fraud, fraud prevention, fraud detection, fraud investigation, fraud management, resolution of fraud, understanding the basics of fraud examination. It provides a step by step overview of the fraud examination process, as it helps to explain the core concepts of fraud examination, and as a perfect introduction for someone new to or unfamiliar with the anti-fraud profession or a comprehensive review of experts in the field.

ADV 2003                      ADVERTIZING AND PUBLIC RELATIONS I

3 Credits

This course addresses the basic principles of advertising and public relations, as well as their role in media and society. Some of the advertising topics covered will be: agency and client relationships, consumer behavior, ethics, and the role of research, creative appeals, and media selection in advertising effectiveness. Also covered in the course will be basic techniques of establishing and maintaining public relations. Students will explore how public relations activities span a variety of media to influence public opinion and impact an organization’s reputation. Special emphasis will be given to tam problem-solving.

ADV 3401                      INTERACTIVE MARKETING COMMUNICATIONS

3 Credits

This course is an introduction to the theory and practice of interactive marketing, including mail order, direct response advertising, measurability and accountability; lists and database marketing, and the cultivation of customers through interactive marketing. Emphasis will be placed on marketing strategies emerging from new technologies, as well as overview of its historical roots.

ADV 4802                      ADVERTISING AND PUBLIC RELATIONS CAPSTONE

3 Credits

This course will serve as culminating academic experience which brings together all the key learning outcomes for students participating in the advertising and public relations track. Student should expect to produce individual projects that showcase your skills in a format that can be presented to future employers.

AFA 3006                      THE AFRICAN DIASPORA

3 Credits

This course surveys the pre-modern era of the African Diaspora from the early Bantu migration to the modern era of the slave trade. This course will explore traditional east, west, and central African culture in addition to the African age of exploration. Particular focus will be granted to the African presence and contributions to Asia, the Americas, and Europe.

AMH 2010                      UNITED STATES HISTORY I

3 Credits

This course provides the history of the United State of America beginning with 1492 before the Mayflower, the New World founding, Colonial America, American Revolution, finding a Northwest passage, Settling America, Manifest Destiny, Westward expansion, up to World War I.

AMH 2020                      UNITED STATES HISTORY II

3 Credits

This course provides an in-depth study of the United States history from the Civil War to the present, including political, cultural, soial, and economic developments, as well as contemporary developments.

AMH 2091                      AFRICAN AMERICAN HISTORY

3 Credits

This course offers students an overview of African American history from prehistory to the present. In this course, students will learn, discuss, int4rpret, and analyze the major themes of African American history. Some of the key themes will include: European colonization of the Americas and Its impact on Africans, Reconstruction, the Civil Rights Era and the History of Slavery.

AML 3604                      BLACK AMERICAN LITERATURE

3 Credits

This course is designed to introduce students to reading in Black Literature and for students to understand how the literature was the Zeitgeist of the time. Students will compare the messages of Black Literature to those of modern day writers. The message of the course is to show how power works and how literature is the voice of the minority when all else fails.

AML 3613                      NARRATIVES OF SLAVERY

3 Credits

This course is focused on slave narratives and the evaluation of the narrative form through exercises in close reading and literary analysis. Attention is paid to the form and function of the slave narrative and the aim of the course is to provide a context to the state of the union today. Critical reading and writing assignments are expected.

APK 4402                      APPLIED SPORTS PSYCHOLOGY

3 Credits

This course is an overview of basic concepts and principles essential to understanding the psychology and behavioral aspects of sports and exercise. Emphasis will be given to the conceptual frameworks and the applied aspects of sports performance enhancement and mental skills, exercise behavior and health and well-being.

ARE 4314                      ART IN THE ELEMENTARY SCHOOL

3 Credits

This course provides art experiences, techniques, methods, and materials to facilitate the teaching of art of Elementary School.

BCH 3023                      BIOCHEMISTRY

3 Credits

This course provides an introduction to the study of biochemistry. Topics include proteins, carbohydrates, lipids, enzymes, metabolism and biological information transfer by nucleic acids. The laboratory component is also very important. The experiments introduce the students to the basic techniques used in modern laboratories.

BOT 3015L                      BOTANY LAB

1 Credit

This course provides the lab course associated with the course Botany-BOT 3015.

BOT 3015                      BOTANY

4 Credits

This course is designed to study Botany through phylogenetic relationships, classification, morphology, life histories, and General Biology of Plants; includes plant organ systems, comparative structure, function and organization of roots, stems, leaves, mineral nutrition, storage, hormones, and non-photosynthetic strategies are discussed as well as evolutionary relationships, life histories, structural and functional relationships of structures, and ecological adaptations of plants, fungi, selected protista and prokaryotes.

BSC 1005C                      LIFE SCIENCE WITH LAB

4 Credits

This course offers a study of scientific methods; life processes at the cellular, organism and ecological levels; history of theories of evolution; and present ecology of man.

BSC 1011C                      GENERAL BIOLOGY II

4 Credits

This course provides a continuation of General Biology I that delves into the study of the structure and function of living organisms above the cell level to include plants, tissues, organs and organ

systems of animal organisms, populations, communities and ecosystems. There will be discussions on the accepted and less accepted theories of the origin of life.

**BSC 2010                      BIOLOGY I- CELL PROCESSES**

**3 Credits**

This course provides a study of life processes at the cellular level. Emphasis on biochemistry, cell energetics, and ATP production. Includes organization of cell components, membrane function, cell communication, cell division, mendalian inheritance. Course is taken concurrently with BSC 2010L. This course is a prerequisite course for all advanced courses in biology.

**BSC 2010L                      BIOLOGY I-CELL PROCESSES LABORATORY**

**1 Credit**

This course provides the lab component of BSC 2010 that allows students to pursue a study of life processes at the cellular level. Emphasis on biochemistry, cell energetics, and ATP Production, includes organization of cell components, membrane function, cell communication, cell division, mendalian inheritance. This course is taken concurrently with BSC 2010. This laboratory course is a prerequisite course for all advanced courses in biology.

**BSC 2011                      BIOLOGY II-DIVERSITY OF LIFE**

**3 Credits**

This course provides a survey of the diversity of organisms. The course includes: classification, phylogenetic, relationships and the general biology of protists, plants, fungi and animals. Also, includes theories on the origin of life and patterns of evolution. Courses are taken concurrently.

**BSC 2011L                      BIOLOGY II-DIVERSITY OF LIFE LABORATORY**

**1 Credits**

This course provides the laboratory course which is a continuation of Biology I-Cell processes and the support to Biology II-Diversity of Life. This continuation delves into the study of the structure and function of living organisms above the cell level to include plants, tissues, organs and organ systems of animal organisms, populations, communities and ecosystems. There will be discussions on the accepted and less accepted theories of the origin of life.

**BSC 2093C                      HUMAN ANATOMY AND PHYSIOLOGY**

**4 Credits**

This course provides a review of basic cell biochemistry, cell structure, tissue organization and function. This course includes anatomy and physiology of the integumentary, skeletal, muscular, circulatory, lymphatic, immune, respiratory, digestive and excretory systems.

**BSC 2094C                      ANATOMY AND PHYSIOLOGY**

**4 Credits**

This course provides the anatomy and physiology of the human nervous, endocrine and reproductive systems.

**BSC 2420                      INTRODUCTION TO BIOTECHNOLOGY**

**3 Credits**

This course introduces the basic techniques in biotechnology. Biological concepts and current molecular techniques would be developed and explored in this course.

**BSC 3023 L                      BIOCHEMISTRY LAB**

**1 Credit**

This course provides the laboratory associated with Biochemistry-BCH 3023.

**BSC 2930                      SPECIAL TOPICS IN BIOLOGY**

**Varies**

This course is intended to expose students to various topics in biology and is appropriate for students in their sophomore year who want to learn more about a specific topic in biology.

**BSC 3402                      RESEARCH METHODS IN BIOLOGY**

**3 Credits**

This course examines the basic methods of biology, including hypothesis formation, survey of methodologies, and the use of statistical models. students are required to develop a research proposal.

**BSC 4905                      BIOLOGY SEMINAR**

**3 Credits**

This course provides a guided student research from hypothesis formulation to writing for publication. discussions on logic of science, experimental design, statistics, modeling and theoretical biology. Assessment of learning in the major course of study. all students must complete an exit examination as a part of the coursework.

**BSC 4910                      BIOLOGY RESEARCH**

**3 Credits**

This course provides an advanced laboratory investigation designed to allow the student to become actively involved in biology research either by participating in faculty designed projects or by pursuing individual interests approved by the instructor. This course may be repeated for six credit hours.

**BUL 3130                      BUSINESS LAW**

**3 Credits**

This course covers the various aspects of law that regulate business formation and the legal impact of business ownership. The following items will be discussed: understanding the basic legal concepts of business law, business entity formation, elements of business contracts, contract drafting, and rules governing the employer-employee relationship.

**BUL 3247                      BUSINESS LAW II**

**3 Credits**

This course is a continuation of business law 1, and covers the various aspects of law that regulate business formation and the legal impact of business ownership. The following items will be discussed: understanding the basic legal concepts of business law, business entity formation, elements of business contracts, contract drafting, and rules governing the employer-employee relationship.

**CCJ 2220                      INTRODUCTION TO CRIMINAL JUSTICE**

**3 Credits**

This course provides an overview of the criminal court system, the arena in which this the law of criminal procedure is implemented. the course also focuses on the law of arrest, search and seizure, confessions, and pretrial processes.

**CCJ 3011                      CRIMINOLOGY**

**3 Credits**

This course gives an overview of the theories, patterns, and typologies in the commission of crime. This course offers students the ability to debate the many theories regarding the nature and extent of crime and the causes and prevention of crime in society.

**CCJ 3666                      VICTIMOLOGY**

**3 Credits**

This course provides an overview of the history and theory of victimology in which patterns of victimization are analyzed with emphasis on types of victims. The course discusses the interaction between victims of crimes and the system of criminal justice. It also provides and understanding of victimology from a legal, psychological, and social prospective.

**CCJ 4615                      CRIMINAL MINDS**

**3 Credits**

This course is designed to explore the psychological dimensions of criminal thinking and behavior. The course will cover the psychological origins and types of crime, the multidimensional influences on criminal behavior, developmental criminal pathways, diagnoses, assessment and treatment approaches and a description of the continuum of psychopathic behavior.

**CCJ 4662                      RACE,CLASS, AND JUSTICE: COLOR OF LAW**

**3 Credits**

This course is designed specifically for students majoring in criminal justice and criminology, and will examine the history of criminal justice and law enforcement (or the lack thereof) from the perspective of African Americans ranging from the end of the civil war through the late 20th century. some of the major themes will include racial violence, especially race riots and lynching; significant trials and major court decisions where the denial of due process based on race were challenged; the misuse of law enforcement and the criminal justice system to enforce segregation and white supremacy.

CCJ 4663                      WOMEN AND THE CRIMINAL JUSTICE SYSTEM

3 Credits

This course presents an analysis of women as victims of crime, as offenders, and as professionals in the justice system. The course features an empowerment approach unified by underlying themes of the intersection of gender, race, and class; and evidence-based research. personal narratives highlight the information provided to help students connect the text material with real-life situations. An emphasis on critical thinking teaches students to look beyond media hype concerning female offenders to study the real stories behind women affected by and working in the justice system.

CCJ 4701                      CRIMINAL JUSTICE RESEARCH METHODS

3 Credits

This course has been designed to provide students with the skills needed to conduct research, both quantitative and qualitative, on a wide range of criminology/criminal justice topics. specific subject areas include: (1) foundations of criminal justice research, (2) ethics and criminal justice research, (3) qualitative interviewing, (4) evaluation research and problem analysis, and (5) ethical issues and interpreting data.

CCJ 4940                      CRIMINAL JUSTICE PRACTICUM

3 Credits

This course provides the student with a supervised experience in a criminal justice agency. The course is designed to provide the student with the opportunity to put practical use of their academic coursework in the field. Students are encouraged to select agencies among established partners in the area of their career goals.

CGS 2060                      INTRODUCTION TO COMPUTERS

3 Credits

This course introduces the fundamentals of personal computing as well as the social, ethical, philosophical, and economic implications of computer technology. Topics include the windows operating system, word processing, spreadsheets, databases, presentation aids, internet, e-mail, and related areas.

CGS 2104                      COMPUTER ACCOUNTING APPLICATIONS

3 Credits

This course offers an introduction to electronic data processing in accounting with emphasis on accounting controls and reports for corporate accounts, proprietorships, and partnerships.

CGS 2518                      BUSINESS SPREADSHEETS

3 Credits

This course is focused on the use of excel and other spreadsheets as it relates to accounting and business documentation. students will be able to understand and utilize spreadsheets to aid them in their abilities as an accountant.

CHM 2045L                      GENERAL CHEMISTRY I

3 Credits

This is the laboratory that goes with CHM 2045 General Chemistry I.

CHM 2045                      GENERAL CHEMISTRY I

3 Credits

This course is a study of the basic principles of chemistry with emphasis on the atomic structure, bonding, periodic table, solutions, acids, and bases, oxidation and reduction, chemical equilibrium, and introduction to organic chemistry.

CHM 2046L                    GENERAL CHEMISTRY II LAB

1 Credit

This course provides is a lab course associated with the course - general chemistry ii (chm 2046)

CHM 2210                    GENERAL CHEMISTRY I

3 Credits

This course provides a study of the chemistry of carbon compounds including preparation, properties, reactions and the relationships between bonding and the geometric structure of organic molecules. Three hours lecture.

CHM 2210L                  ORGANIC CHEMISTRY I LAB

1 Credit

This course is a lab course associated with the course - Organic Chemistry I (CHM 2210).

CHM 2211                    ORGANIC CHEMISTRY II

3 Credits

This course is the continuation of organic chemistry I, it utilizes the concepts learnt earlier and applied in further study of organic molecules. Topics include aromatic chemistry, preparation and properties of various functional groups such as ethers aldehydes, ketones, carboxylic acids and derivatives, and amines. Spectroscopy, IR and NMR will be taught and applied to solving problems and laboratory practices. Reactivity and orientation will be investigated; synthesis of compounds will be devised and better understanding of functional groups will be developed.

CHM 2211L                  ORGANIC CHEMISTRY II LAB

1 Credits

This is a lab course associated with the course - organic chemistry II (CHM 2211).

CHS 3549                    INTRODUCTION TO DNA FORENSICS

3 Credits

This course is an overview of DNA-based forensics, including its interpretation, statistical analyses, regulations, laboratory environments.

CHS 4940L                  FORENSIC SCIENCE PRACTICUM

6 Credits

This course exposes students to the professional attitudes, challenges, and ethical behavior demanded by the forensic science agencies practicing criminal investigations of criminal activity through hands on experience with the various agencies.



**CJB 4715C                      CRIME SCENE PROCESSING AND INVESTIGATION WITH LAB**  
**4 Credits**

Crime scene investigation is a crucial part in any forensic investigation involved on the local, state or federal law enforcement level. Proper scientific protocols are needed to prevent possible contamination and destruction of physical evidence at the various types of crime scenes encountered. The students will learn several methods and techniques in the proper recognition, documentation, collection and packaging of the different types of physical evidence deposited at a crime scene. Learning objectives will be supported with lecture and laboratory experiments

**CJC 4015                      CORRECTIONAL POLICIES AND PRACTICES**  
**3 Credits**

This course provides the various factors throughout the historical development of corrections that influenced the basic operating foundations. The course also provides the linkage of theory and practice and the challenges of operating in a cost-efficient manner.

**CJC 4163                      PROBATION AND PAROLE**  
**3 Credits**

This course provides students with a comprehensive knowledge of the current evidence-based practices and research for probation, parole, and other community-based programs and services. This course provides an overview of various programs in their historical, philosophical, social, and legal context on the local, state, and federal level.

**CJD 4257                      CRIMINAL JUSTICE REPORT WRITING**  
**3 Credits**

Students will understand report writing remains a critical aspect of the criminal justice system. A good or bad report affects the outcome of certain cases, it says a lot about the officer and agency. Students will learn to fully prepare written reports with emphasis on composition, clarity and concise communication as applicable in the criminal justice system.

**CJE 2601                      INTRODUCTION TO FORENSICS SCIENCE**  
**3 Credits**

This course involves the processing of the crime scene procedure, collection, preservation, laboratory techniques and presentation of evidence. Students will gain knowledge in the functions and duties of the forensic scientist.

**CJE 3014                      POLICE AND LAW ENFORCEMENT**  
**3 Credits**

This course is designed to help criminal justice majors develop their own perspectives and understandings of the police and the role of law enforcement. The course emphasizes some of the challenges faced by the police in their roles as law enforcement officers. To be effective law enforcement personnel, criminal justice students must study and understand the roles of police departments and individual officers in a democratic society, public relations in the law enforcement field, police discretions, socialization of police officers, and related issues.

**CJE 3610                      CRIMINAL INVESTIGATION**

### 3 Credits

Violent crimes like homicides, sexual assaults, robberies and acts of terrorism can be very complex and time consuming to investigate. A criminal investigation, like any good scientific inquiry, needs to be systematic and methodical. Students in this course will learn some of the fundamental investigative principles and techniques to conduct a thorough investigation. Some principles and techniques covered in class are overview of legal issues involved in criminal investigations like interviewing / interrogation of witnesses and suspects, proper preparation of scene notes and investigative reports and courtroom testimony.

### CJE 3619C FORENSIC PHOTOGRAPHY WITH LAB

#### 4 Credits

This course introduces students to the system of photographic methods and equipment used to record material evidence during investigative and operative-search actions and for the purpose of expert examination of such evidence.

### CJE 4467C LATENT PRINTS AND IMPRESSIONS WITH LAB

#### 4 Credits

The importance of latent print is its ability to identify an individual. Students will be introduced to identify fingerprints, palm prints which are impressions of friction ridge skin present on the palm side of the hand and the soles of the feet.

### CJE 4689 DIGITAL FORENSIC ANALYSIS

#### 3 Credits

Students will be introduced to this branch of forensic science that encompasses the recovery and investigation of materials found in digital devices, in relation to computer crime.

### CJJ 3010 JUVENILE JUSTICE REFORM

#### 3 Credits

This course is designed to generate discussions and develop strategies (frame work) aimed at reforming the current juvenile justice system. This course will examine juvenile justice reform. Topics will include the history of the juvenile justice system as well as current practices, adolescent development, framework for reform, preventing re-offending, accountability and fairness, reducing racial/ethnic disparities.

### CJJ 3014 JUVENILE JUSTICE REFORM

#### 3 Credits

This course is designed to generate discussions and develop strategies (frame work) aimed at reforming the current juvenile justice system. This course will examine juvenile justice reform. Topics will include the history of the juvenile justice system as well as current practices, adolescent development, framework for reform, preventing reoffending, accountability and fairness, reducing racial/ethnic disparities. We will study the history of the juvenile justice system and how it has evolved throughout the years from the first juvenile court in 1899 to current practices. The course will look at current practices, its deficiencies and focus on reform process proceedings and implementation.

**CJJ 3015                      JUVENILE DELINQUENCY**

**3 Credits**

This course discusses the theories of delinquency, characteristics of juvenile criminality, and socio-cultural analysis of juvenile crime. It further provides an overview of the prevention and control of delinquency, detention, and treatment of the juvenile offender.

**CJL 3035                      ETHICS, CRIME, AND THE CRIMINAL JUSTICE SYSTEM**

**3 Credit**

This course examines ethical theories and their application to current issues, controversies, and professional scenarios in law, crime, and justice. It introduces students to the foundations of the study of ethics and morality; examines prominent moral and ethical themes, conflicts, and struggles in criminology and criminal justice; and explores the conceptual and practical value of key ethical concepts, principles, and arguments. The course demonstrates practical application of normative frameworks to ethical dilemmas, and introduces game theory, evolutionary psychology, and related concepts.

**CJL 3510                      INTRODUCTION TO THE COURTS AND THE LAW**

**3 Credits**

This course provides the student with an understanding of the executive branch of the criminal justice system on the local, state, and federal level. Students are provided an understanding of the court processes and the roles of the judge, state attorney, defense attorney, bailiff, clerk, and others in the trial process. The course concludes a mock trial from cases taken from the headlines.

**CJL 4050                      JUVENILE LAW**

**3 Credits**

This course surveys the concept of juvenile law and introduces avenues for reform within the judicial branch. Constitutional and statutory rights and responsibilities are used to organize both examination of the juvenile adult distinction within courts and exploration of the scope of a juveniles due process protections and civil rights.

**CJL4063                      CONSTITUTIONAL LAW AND CRIMINAL JUSTICE**

**3 Credits**

This course provides the examination of the constitution law principles and limitations on the criminal justice system, including a study of leading constitutional cases. This course places emphasis on the first three articles of the U.S. Constitution that established the legislative, executive and judicial branches of government.

**CJL 4511                      INTRODUCTION TO THE COURTS AND THE LAW**

**3 Credits**

This course provides the student with an understanding of the executive branch of the criminal justice system on the local, state, and federal levels. Students are provided an understanding of the court processes and the roles of the judge, state attorney, defense attorney, bailiff, clerk, and others in the trial process. The course concludes with a mock trial from cases taken from the headlines.

**CJT 2231                      INTRODUCTION TO THE COURTS AND THE LAW**

**3 Credits**

This course introduces students to the techniques and instrumentation used for the chemical separation and analysis of drugs in both solid dosage and toxicological samples.

**CLP 3143                      ABNORMAL PSYCHOLOGY**

**3 Credits**

This course is designed to study the individuals and groups who demonstrate atypical behavior, including historical definitions of abnormality, psychological disorders, neurosis and psychosis, standard psychiatric nosology and etiology. Prevention and treatment of clients with maladaptive behavior will be reviewed.

**CLP 4390                      FORENSIC PSYCHOLOGY**

**3 Credits**

The course introduces the practice of forensic psychology by showing how psychologists aid the legal system by serving as expert witnesses, criminal profilers, and trial consultants for jury selection and child custody hearings. It presents the roles and responsibilities of forensic psychologists, and addresses both the opportunities and temptations inherent in those roles. It also explores the ethical issues facing practicing forensic psychologists, such as promising clients too much, the possibility of becoming advocates rather than objective scientists, and the pitfalls associated with substituting one's values for data. It offers a glimpse into the many areas of the forensic psychology, as well as, the range of careers in the field.

**COM 2930                      FIRST-YEAR TOPICS SEMINAR**

**3 Credits**

Students benefit from having a shared class experience that encourages in-depth class discussions and exposure to new experiences. Seminar topics are subject to change from semester to semester allowing for the exploration of current topics, issues and controversies in communication. This course will also help students understand and explore the various fields of communication.

**COM 3422                      COMMUNICATION AND CULTURE**

**3 Credits**

This course will explore how the concept of culture is constituted and disseminated through practices, processes, and mechanisms of communication. Students will be exposed to theories of myriad forms of mediation: interpersonal, off- and online, popular, and mass-mediated -- shaping our relationships with ourselves and the world around us.

**COM 3465                      CONFLICT RESOLUTION**

**3 Credits**

No matter the type or size, conflict takes place daily within every organization. Despite that frequency, conflict is still misunderstood and mismanaged. Based on research, there are two types of conflict general accepted; one has the ability to increase productivity, effectiveness and satisfaction -and the other that can create the exact opposite effect.

**COM 4541                      PERSUASION & ARGUMENTATION**

**3 Credits**

This course is designed to increase your understanding of persuasive communication or messages intended to influence people's attitudes and behaviors. The course will also address the

fundamental principles of critical reasoning and public argument and debate. Theories of both persuasion and argumentation will be explored.

**COM 4701                      PHILOSOPHY OF LANGUAGE AND COMMUNICATION**

3 Credits

Students will explore the relationship between language and human communication behavior. How language structures individual world views; the process of meaning formation; therapeutic communication; and the experience of creativity.

**COM 4711                      TECHNICAL WRITING**

3 Credits

Technical writing and communication involves communicating complex information to specific audiences with clarity and accuracy. Technical communicators write, organize, edit, and design information for a variety of workplace settings in business, health, technology, science, environment, and law. This course is designed to introduce students to the broad, interdisciplinary field of technical communication. This course will also include an exploration of the role technology plays in enhancing and influencing writing and communicating and an examination of issues related to the practical writing expectations of professional communicators.

**COM 4931                      SPECIAL TOPICS IN COMMUNICATION**

3 Credits

Provides an opportunity for communication majors to study selected issues/subjects in the various fields of communication. Topics could include, but are not limited to digital media production, journalism, advertising & public relations, and communication studies.

**COM 4935                      SENIOR SEMINAR**

4 Credits

A capstone course for communication majors. Students will participate in activities that prepare them for the workforce and further their experience in communications research. Students will also produce a portfolio displaying their work and projects produced throughout the communications program.

**COM 4945                      COMMUNICATION INTERNSHIP**

Varies

This course is for juniors and seniors who wish to gain practical, curriculum-related experience in their specified track area of communications. Internship sites must be approved by the internship coordinator/department chair. Students must intern under the direction of an internship supervisor on site. This internship carries 1-6 hours of credit which translates into the total number of hours that a student must intern for the semester in which they are registered.

**DEP 2004                      HUMAN GROWTH AND DEVELOPMENT**

3 Credits

A study of the patterns of human growth and development and the relationships between physical growth and psychological functioning.

**DEP 3103                      CHILD PSYCHOLOGY**

3 Credits

This course examines child development and behavior with emphasis on growth and maturation of body structure, acquisition of habits and emotions, development of capacity, formation of interests, mental hygiene, and physiological facets of behavior, which have particular implications for parents, teachers and counselors.

DEP 3305                      ADOLESCENT PSYCHOLOGY

3 Credits

A study of the development and behavior of youth from puberty to young adult hood and the study of maturational and environmental factors that shape the physical, cognitive, and social development of the youth. Special emphasis is focused on the transient stage of development.

DEP 4404                      PSYCHOLOGY OF AGING

3 Credits

This course is designed to introduce students to the field of terrorism and homeland security. The course provides the various issues, campaigns, theories, and opinions of law enforcement, intelligence, and military communities that face the threat of terrorism.

DSC 2055                      INTRODUCTION TO INTERNATIONAL DISASTER MANAGEMENT

3 Credits

This course provides students with a comprehensive overview of the players, processes, and special issues involved in the management of large-scale natural and technological disasters. The course discusses special issues encountered in the management of international disasters, and explains the various private, non-government, national, and international agencies that assist in preparedness, mitigation, response and recovery during national and regional events.

DSC 2242                      BORDER AND COASTAL SECURITY

3 Credits

This course is a study of the federal, state and local organizations involved in border and coastal security, associated homeland security issues, the various policy and operational strategies used for border and coastal access and security, and contemporary border and coastal security concerns. Topics also include immigration and non-U.S. approaches to border and coastal security.

DSC 4783                      POLITICS AND EMERGENCY MANAGEMENT

3 Credits

This course allows students to become familiar with key, basic legal issues in each phase of emergency management- preparedness, mitigation, response and recovery at each level of government -local, state, federal, and international. Interaction between the government, private and volunteer sectors. This will also be addressed from a legal perspective.

EAB 3703                      PRINCIPLES OF BEHAVIOR MODIFICATION

3 Credits

This course provides an introduction to learning principles that guide and shape human behaviors. Course topics explore the relevant theoretical underpinnings and principles of applied behavioral analysis. Students will apply learning principles of operant conditioning and contingency

management techniques and procedures commonly used to change negative behaviors and promote positive, more appropriate ones.

**EAB 3751 THEORIES & APPLICATION OF BEHAVIOR CHANGE**

**3 Credits**

This 45-hour undergraduate course provides the student with fundamental elements and procedures in behavior change. Specific focus is on CBM and PBIS. This course is designed to prepare students to sit for the board certified assistant behavior analyst certification exam. More information on this exam can be found at the behavior analyst certification board website ([www.bacb.com](http://www.bacb.com)).

**EAB 4492 APPLIED BEHAVIOR ANALYSIS PRACTICUM-I**

**3 Credits**

The BCABA University-approved intensive practicum I experience indicates that students must complete with a passing grade, 500 hours of intensive practicum relevant to behavior analysis within the undergraduate university practicum program).

**EAB 4704 BEHAVIOR ASSESSMENT AND DATA COLLECTION**

**3 Credits**

This 45-hour undergraduate course focuses on identification of behavioral problems, assessment, and ethical considerations. This course is designed to prepare students to sit for the board certified assistant behavior analyst certification exam. More information on this exam can be found at the behavior analyst certification board website ([www.bacb.com](http://www.bacb.com)).

**EAB 4940 APPLIED BEHAVIOR ANALYSIS PRACTICUM:II**

**3 Credits**

The BCABA University-approved intensive practicum ii experience indicates that students must complete with a passing grade, 500 hours of intensive practicum relevant to behavior analysis within the undergraduate university practicum program.

**EAB 4941 SPECIAL TOPICS IN APPLIED BEHAVIORAL ANALYSIS**

**3 Credits**

This 45-hour undergraduate course provides the student with information on a specific topic or subspecialties in applied behavioral analysis principles.

**ECO 2013 PRINCIPLES OF MICROECONOMICS**

**3 Credits**

An introduction to microeconomics which deals with the theory of markets, price mechanism, production, distribution, and resource allocation; application of marginal analysis and equilibrium theory to the price and output decisions of the individual firm in pure competition, monopolistic competition, monopoly and oligopoly; agriculture, labor, rent, interest, and profit theory; international trade, and the economics of change.

**ECO 3703 GLOBAL ECONOMICS**

**3 Credits**

An overview of basic economic concepts and institutions. An introduction to macroeconomics which deals with the theories of employment, inflation, money, banking, economic growth and development, the public sector, and how these are influenced by government fiscal and monetary policies.

ECO 3704                      INTERNATIONAL TRADE & POLICY

3 Credits

This course focuses on the challenges and opportunities of doing business internationally, particularly given the importance of government and public policy at both the national and multilateral levels. The course takes into account the complexities of corporate operations in different cultures, based on the concept that international business has always been affected by a diverse and dynamic set of governmental and public policy, which influence the guidelines these companies operate, both in domestic and global settings. The course will delve into the increasing role for government and public policy in international business, in areas ranging from finance, and trade policies, and the environment.

EDE 3940                      CLASSROOM CLINICAL EXPERIENCE

4 Credits

A required course for initial teacher certification for undergraduate education majors pre-k-12. This course is the second stage on a continuum and progresses to the culminating experience of an internship to the culminating experience. It is designed to provide experience in learning theory, classroom management techniques, instructional technology, development of learning centers, teaching individualized and group lessons. Field placement entails 5 hours per week for ten consecutive weeks. Seminars are held twice weekly.

EDE 4941                      STUDENT TEACHING

12 Credits

The internship offers a teaching experience (elementary or secondary) under joint supervision of college and public school personnel. Weekly seminars are held to discuss, analyze, and evaluate the internship experiences. Emphasis is placed on competencies of the FTCE certification examinations. On-going assessment is conducted by the field coordinator.

EDE 3942                      CLASSROOM CLINICAL EXPERIENCE

4 Credits

A required course for initial teacher certification for undergraduate education majors pre-k-12. This course is the second stage on a continuum and progresses to the culminating experience of an internship to the culminating experience. It is designed to provide experience in learning theory, classroom management techniques, instructional technology, development of learning centers, teaching individualized and group lessons. Field placement entails 5 hours per week for ten consecutive weeks. Seminars are held twice weekly.

EDE 4943                      STUDENT TEACHING

12 Credits

The internship offers a teaching experience (elementary or secondary) under joint supervision of college and public school personnel. Weekly seminars are held to discuss, analyze, and evaluate the



internship experiences. Emphasis is placed on competencies of the FTCE certification examinations. On-going assessment is conducted by the field coordinator.

**EDF 2002                      EDUCATIONAL PSYCHOLOGY**

**3 Credits**

An analysis of the principles of classroom learning, including the major concepts and theories in the acquisition of knowledge and interpersonal social skills; an exploration of how learning theory is applied in the school environment by teachers, counselors, and administrators to enhance the learning experience.

**EDF 1005                      INTRODUCTION TO THE TEACHING PROFESSION**

**3 Credits**

This course provides an overview of developmental, cultural, and age appropriate teaching practices that includes a focus on gender, race, and learning styles. This course will include an overview of educational trends, key theorists and research about the development of the educational systems from preschool to higher education.

**EDF 2085                      TEACHING DIVERSE POPULATIONS/CROSS-CULTURAL  
COMMUNICATION**

**3 Credits**

This course is designed to discuss the historical and sociological investigation of ESOL/bicultural education. Emphasis is on a multiplicity of cultural groups, identification of cultural-specific verbal and non-verbal communication; and school behaviors and attitudes.

**EDG 3321C                      INSTRUCTIONAL PLANNING AND ASSESSMENT WITH LAB**

**4 Credits**

This course is designed to define curriculum, instruction, achievement, and assessment decisions in the k-12 setting. Emphasis on the following concepts: (1) basic steps include in the instructional process: planning, teaching, assessing; (2) describing planning, instruction and assessment in terms of the cognitive, affective and psychomotor domains; (3) constructing learning outcomes that can be assessed; and (4) outlining instructional planning and assessment for accommodating students with exceptionalities. Students will be provided information on the Florida educator accomplished practices, sunshine state standards, and the professional educators competencies. Students are required to complete a minimum of 18 hours of field-based experiences with children and youth in schools or similar settings. The experiences should not be conducted via visual modes.

**EDG 4351                      EXPERIENTIAL LEARNING IN EDUCATION-SELECTED TOPICS  
IN MATHEMATICS**

**3 Credits**

Experiential learning selected topic in mathematics 4949(2) experiential learning: selected topics in mathematics sequence is designed for prospective teaching and non-teaching majors in education.. These courses can serve as an alternate to the required mathematic courses. 4949(1) and 4949(2) emphasize a problem-solving, activity-oriented approach to the study of mathematics. The first course, 4949(1) integrates arithmetic and algebraic concepts. The second course, 4949(2) integrates geometric and algebraic ideas with a sub-focus on statistics and probability ideas. Both courses

encourage interaction between students in a cooperative learning atmosphere. Course work includes not only tests and homework but also group and independent investigations

**EEC 4207                      ASSESSMENT AND EVALUATION OF YOUNG CHILDREN**

**3 Credits**

This course is designed to discuss early childhood education and services for young children and families. It also includes early childhood historical, philosophical, and sociological perspectives, learning theories, and field-based experiences.

**EEC 4211                      SCIENCE AND MATH LEARNING FOR YOUNG CHILDREN**

**3 Credits**

This course offers methodologies for teaching and assessing young children in mathematics and science concepts and skills through an integrated developmentally appropriate program.

**EEC 4238                      CURRICULUM INSTRUCTION IN EARLY CHILDHOOD**

**3 Credits**

This course will study the current issues of early childhood education and services for young children and families. It will include individual detailed models of early childhood historical, philosophical and sociological perspectives; learning theories with discussions; and field based experiences. An integrated approach to curriculum planning and scheduling including materials, strategies, and environments for young children which emphasize active learning will be demonstrated.

**EEC 4303                      PLANNING CREATIVE ACTIVITIES IN EARLY  
CHILDHOOD EDUCATION**

**3 Credits**

This course provides instructional methods for teaching skills to children in pk-3rd grade will be discussed in this course. Hands-on creative play activities involve dance, theater, visual arts, science, math, and literature.

**EEC 4412                      CULTURAL AND FAMILY SYSTEMS**

**3 Credits**

This course explores the institution of family in its cultural context as a living dynamic system. This course continues the study of the dynamics of human development and socialization in a culturally pluralistic society. A continuous emphasis is placed on the influences of contemporary family living and cultural patterns on the child, school, family relationships, and community resources and services that support and strengthen families.

**EEC 4414                      PARENT-CHILD RELATIONS**

**3 Credits**

This course provides a review of research on child-rearing and parent-child relationships using case studies to explore influences of personality, developmental stages, family structure, ethnic and cultural factors on parenting.

**EEC 2734                      HEALTH, SAFETY AND NUTRITION**

**3 Credits**

This course introduces the theory, practices and requirements for establishing and maintaining safe, healthy learning environment. The course develops skills for employment in early childhood related occupations, including professional issues and work ethics, developmentally appropriate practices, health, safety and nutrition education; child abuse and neglect; symptoms and prevention of major childhood diseases. Practical application through clinical experience will be included.

EEX 3066                      INSTRUCTIONAL PRACTICES FOR EXCEPTIONAL STUDENTS I  
3 Credits

This course is designed to study the theory and methods for teaching instructional skills to children with varying exceptionalities. Students will be expected to synthesize content from class sessions and reading, and apply it in small groups activities and projects. Students completing the course will have a working knowledge of approaches that improve social behavior of students.

EEX 3221                      EDUCATIONAL ASSESSMENT AND EVALUATION OF  
EXCEPTIONAL CHILDREN

3 Credits

This course will cover the assessment of exceptional students to include interpretation, analysis, and application of assessment results and alternate assessment strategies. As well as the evaluation of student progress in acquiring, generalizing, and maintaining skills related to participation in educational settings; and the transition process to include development of desired post school outcomes.

EEX 3764                      INSTRUCTIONAL AND ASSISTIVE TECHNOLOGY IN SPECIAL  
EDUCATION

3 Credits

This course will cover instructional practices in special education to include selection and implementation of instructional practices, strategies, assistive technology, and identification of accommodations and modifications.

EEX 4067                      INSTRUCTIONAL PRACTICES FOR EXCEPTIONAL STUDENTS II  
3 credits

This course will cover the skills to teach interpersonal interactions and communication skills to include criteria for selecting instructional procedures for teaching personal care, interpersonal skills, self-advocacy skills and adaptive life skills. It will also include gaining knowledge about the transition process to include development of desired post school outcomes.

EEX 3070                      TEACHING STUDENTS WITH EXCEPTIONALITIES IN A  
CLASSROOM SETTING

3 Credits

This course focuses on the foundations of inclusive education, characteristics of students with disabilities, instructional strategies, and collaboration among educators and parents.

EEX 4070                      INTRODUCTION TO EXCEPTIONAL EDUCATION  
3 Credits

This course introduces future and practicing teachers to the characteristics of exceptional learners and how these characteristics impact their education. It also emphasizes classroom practices as well as the psychological, sociological, and medical aspects of exceptionalities.

**EEX 4240                      LITERACY DEVELOPMENT FOR EXCEPTIONAL CHILDREN**  
**3 Credits**

This course provides a theoretical and practical framework for issues related to teaching literacy to k-12 students in special education setting.

**EEX 4601                      INTRODUCTION TO BEHAVIOR MANAGEMENT**  
**3 Credits**

This course is a survey of the skills of classroom discipline. It is designed to equip the pre-service teacher

**EME 2040                      TECHNOLOGY AND PROFESSIONAL SEMINAR FOR EDUCATORS**  
**3 Credits**

This course is designed to prepare educators to effectively utilize contemporary and emerging educational technologies to support teaching, facilitate learning, and master educational technology tasks/skills mandated by the state/federal educational entities. Emphasis is placed on the use of classroom multi-media hardware and software, utilization of the internet, and exploration of educational resources found through- out the www. Additionally, the course will introduce educators to electronic portfolios to web enhancing courses and distance education.

**EMS 2006                      INTRODUCTION TO EMERGENCY MANAGEMENT**  
**3 Credits**

Introduction to emergency management - this course presents the theories, principles, and approaches to emergency management. The philosophy of comprehensive emergency management (CEM) will be discussed with the four attendant steps which include mitigation, preparedness, response, and recovery. An analysis of past disasters will be presented along with their impacts on policy formation leading up to the current FEMA all-hazards approach. The role, duties, and importance of the emergency manager will be discussed throughout the semester. Finally, a brier review of basic legal issues involving emergency management will be presented.

**EMS 2006                      INTRODUCTION TO EMERGENCY MANAGEMENT**  
**3 Credits**

Introduction to emergency management - this course presents the theories, principles, and approaches to emergency management. The philosophy of comprehensive emergency management (CEM) will be discussed with the four attendant steps which include mitigation, preparedness, response, and recovery. An analysis of past disasters will be presented along with their impacts on policy formation leading up to the current FEMA all-hazards approach. The role, duties, and importance of the emergency manager will be discussed throughout the semester. Finally, a brier review of basic legal issues involving emergency management will be presented.

**EMS 2060                      NATIONAL INCIDENT MANAGEMENT**  
**3 Credits**

This course introduces the incident command system (ICS) and provides the foundation for higher-level ICS training. This course describes the history, features, and principles and organization structure of the incident command system. It also explains the relationship between ICS and the national incident management system (NIMS). (course will meet ICS 100/200 requirements).

**EMS 4214                      ALL HAZARDS EMERGENCY PLANNING**

**3 Credits**

This course is designed to introduce students to developing an effective emergency planning system. This course offers training in the fundamentals of the emergency planning process, including the rationale behind planning. Emphasis will be placed on hazard/risk analysis and planning team development. Other topics, such as continuity of operations (coop), emergency support functions, national response plan, Washington state comprehensive emergency management plan and contingency planning for areas such as special needs (vulnerable populations) or animal sheltering are included.

**EMS 4395                      RESPONSE AND RECOVERY**

**3 Credits**

The purpose of this course is to enable students to understand and think critically about response and recovery operations in the profession of emergency management. Students will utilize problem-based learning by analyzing actual disaster events and applying the theories, principles and practice of response and recovery. In addition, students will learn about the issues faced by special populations and how to address these special needs in natural disaster response and recovery

**EMS 4882                      PUBLIC ADMINISTRATION FOR EMS**

**3 Credits**

This course provides an overview in the structure and issues of public service. Course participants will examine the context of public administration: the political system, the role of federalism, bureaucratic politics and power, and the various theories of administration that guide public managers today. Course components include public administration, personnel, budgeting, decision-making, organizational behavior, leadership, and policy implementation. Lessons will be drawn from the most current applications of public administration today, such as hurricane Katrina efforts and homeland security

**EMS 4940                      EMERGENCY MANAGEMENT PRACTICUM**

**3 Credits**

This course will examine the public policies, procedures and programs for the management of hazards, emergencies and disasters through the use of case studies. It focuses on providing students hands-on experience in emergency management planning and response through the use of field experiences with agencies in the discipline.

**ENC 1101                      ENGLISH COMPOSITION I**

**3 Credits**

The focus of this course is to introduce students to the skills and concepts needed to write effective compositions through their ability to understand and apply knowledge of genres exposition, narration, description, analysis, definition, and argumentation. This course introduces students to

the writing process and standards of academic writing. Students learn and demonstrate writing skills essential for collegiate studies.

#### ENC 1102                      ENGLISH COMPOSITION II

3 Credits

This course is designed to introduce students to the skills and concepts needed to write effective compositions through their ability to understand and apply knowledge of the research process, critical analysis, and argumentation. This course aids students in their application of research and continued development within the standards of academic writing. Students learn and demonstrate writing skills essential for collegiate studies and for upper-level division research papers.

#### ESC 1000                      EARTH SCIENCE

3 Credits

The major topics included in this course are: the solid earths minerals and building blocks of rocks, materials of the lithosphere, weathering, running water and ground water, glaciers, deserts, and wind earthquakes and earth's interior, plate tectonics, igneous activity, mountain building, geologic time, earth's history the ocean environment, atmosphere: composition, structure and temperature, moisture, clouds and precipitation, air pressure and wind, weather patterns and severe storms, climate, astronomy: earths place in the universe, touring our solar system, light, astronomical observations, and the sun, beyond our solar system.

#### EXP 3404                      THEORIES OF LEARNING

3 Credits

This course is designed to provide an examination of the essential features of the major theories of learning. An exploration, critical analysis and practical application of learning theories . It is designed to introduce the learner and the learning process as negotiated within a classroom. The roles of educators and students in the learning process and the impact of the interactive classroom environment on learning are examined. Major theories concerning the learning process and their implications for the instructional process are investigated.

#### FIL 4006                      FILM STUDIES

3 credits

This course introduces students to film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form.

#### FIL 4102                      SCRIPT AND SCREENWRITING

3 Credits

This course is an introduction to writing for the screen (film, television, radio and/or computer). The course will address topics such as, structure, character, dialogue, format, voice, scope, pace and context. Through the development of scripts, students will learn script and screenwriting techniques.

#### FIN 2100                      PERSONAL FINANCE

3 Credits

This course is an introduction to personal financial management, including basic financial planning, savings, and investment practices. Students will learn how to create a budget and develop plans for the future, incorporating decisions related to consumer buying, personal credit, individual and family savings, investment, home ownership, insurance and retirement needs.

**FIN 2231                      MONEY CREDIT AND BANKING**

3 Credits

Principles of money and banking with special emphasis on functions, attendant economic problems, credit, the banking process and the federal reserve system, foreign and domestic exchange, business cycles, with historical and international aspects.

**FIN 3400                      FINANCIAL MANAGEMENT**

3 Credits

This course will study the roles and functions of the financial manager within the corporate form of business organization, providing an introduction to the critical financial management functions of the business firm including basic financial frameworks, concepts, principles, tools, and techniques. The major topics to be covered include the objectives and functions of financial management, the financial environment affecting the firm, time value of money, capital budgeting, an introduction to domestic and international financial markets, financial analysis and planning, cash flow, and traditional sources of debt and equity financing. Uses spreadsheets and financial calculators.

**FIN 4660                      MULTINATIONAL BUSINESS FINANCE**

3 Credits

This course covers the increasing openness and interdependence between countries, and focusing on the many causes and implications of global trade, such as cultural, technological, political, and environmental, etc.). It is widely accepted that finance is the dimension in which global trade is dependent. Therefore, this course focuses on understanding the theory of international finance and on its real world applications from a business point of view, as well as understanding the foreign exchange and world capital markets (banking, debt and equity, which is necessary to carry out a sound and effective management of the firm from a financial point of view.

**GEB 1001                      INTRODUCTION TO BUSINESS**

3 Credits

This comprehensive introductory business class provides complete insight in business concepts and skills needed in today's competitive business environment. This course introduces the motives and functions of business organizations, and delves into the different forms of businesses, as well as how they are managed. Students are exposed to the concepts of productivity and quality improvement, employee hiring, employee training, and performance evaluations. Furthermore, the course offers basic knowledge in some other major business areas to prepare students for other courses, such as finance, marketing, operations, and management. Students will gain valuable information and skills for the workplace, as well as preparation for success.

**GEB 2112                      INTRODUCTION TO ENTREPRENEURSHIP**

3 credits

This course provides an introduction to entrepreneurship and innovation for undergraduate students, and designed to cover the characteristics and types of entrepreneurs, identifying problems and

opportunities, creative problem solving, developing a viable business model and entrepreneurial ethics. It is an examination of how entrepreneurs identify potential opportunities for new ventures.

**GEB 2214                      BUSINESS COMMUNICATION**

**3 Credits**

This course investigates communications and relationships in creating a productive work environment. Effectiveness in personal and social relationships and exercises are also covered through readings and exercises concerning non-verbal communications, constructive feedback, dealing with business communication, and writing skills.

**HIS 2062                      PUBLIC HISTORY**

**3 Credits**

This course is an introduction to the three main features of public history: people's history, cultural resource management, and applied history. Emphasis will be placed upon making history usable, accessible, and service-oriented to a broad general public.

**HLP 1002C                      PERSONAL AND COMMUNITY HEALTH**

**3 Credits**

Analysis of current personal and community health problems and how solutions can be achieved in and through starting health agencies and school health programs.

**HLP 3720C                      TEACHING HEALTH AND PHYSICAL EDUCATION IN THE  
ELEMENTARY SCHOOL**

**3 Credits**

Instructional activities, methods and materials designed to develop basic loco motor, non-loco motor, and manipulative skill patterns in young children, including rhythms, game of low organization, and self-testing methods.

**HSA 1100                      HEALTH CARE DELIVERY SYSTEM**

**3 Credits**

This course examines the foundations and historical origins of the U.S. health care system, and compares it with the health care system of other nations. Past and present health issues will be discussed. Comparative analysis of legal, ethical, regulatory and market forces will be explored. The course serves as an introduction for the learners entering the health care management field, and career opportunities that may emerge as the health care industry evolves from its current form.

**HSA 4140                      HEALTHCARE BUSINESS STRATEGY**

**3 Credits**

The course examines health care organizations that have embraced the strategic perspective first developed in the business sector. The student will examine the strategic thinking, planning, and managing strategic momentum which is essential for coping with the dynamics of the health care industry.

**HSA 4191                      HEALTHCARE INFORMATION MANAGEMENT**

**3 Credits**



Computer operations and designs are examined, together with operational understanding of subsystems for pathology, dietary, nursing, clinical laboratory, radiology, physiology, and preventive medicine. The course covers setting up an automated information system for a medical database, clinical benefits, informatics trends, and health care networking principles are examined.

**HSA 3340                      HR MANAGEMENT IN HEALTH CARE SETTINGS**

**3 Credits**

A specific introduction to capital management within the health care setting. The health care human resource manager faces specific issues including job design, recruitment, safety and training. The course will review current legal standards and practices and examine relevant case studies. (.a "climb" component)

**HSA 4421                      LEGAL ASPECT: PRIVACY, SECURITY AND TRUST**

**3 Credits**

This course addresses a philosophy of life, providing the base for such concerns as ethics in health care, accountability in government, respect for human rights, and responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through reading, analysis of the workplace, and classroom discussion.

**HSA 4553                      HEALTHCARE ETHICS AND SOCIETY**

**3 Credits**

Examine health care ethics for addressing society's health care needs and the delivery process of health care in the government and private health care institutions. The student will examine the health care ethical issues emerging in institutions, communities, and area-wide levels for dealing with genetics, immunizing populations, etc.

**HSC 2214                      ENVIRONMENTAL HEALTH & SAFETY EDUCATION**

**3 Credits**

Explore diverse environmental factors within the general framework of air, water, food, world population, etc., as they affect humanity.

**HSC 2400                      FIRST AID AND SAFETY**

**3 Credits**

Fundamentals of first aid and emergency response. Instruction in fundamentals of first aid and cardiopulmonary resuscitation (CPR) and general emergency responses.

**HSC 3120                      CONSUMER HEALTH**

**3 Credits**

Study and analysis of major health problems that are encountered when selecting, purchasing, financing medical services in the marketplace.

**HSC 3131                      MENTAL AND EMOTIONAL HEALTH**

**3 Credits**

Exploration of parameters of mental health to include an overview of stress and contemporary methods associated with stress management.

HSC 3133                      FAMILY LIFESTYLE AND SEXUALITY

3 Credits

Strategies for teaching living and sexuality to different age groups, varying cultural differences, sexuality research problems/ trends.

HSC 3201                      COMMUNITY HEALTH

3 Credits

This course is an overview of community health promotion, organizations, issues in medical care and diseases.

HSC 3500                      EPIDEMIOLOGY

3 Credits

Overview of the epidemiological methods used to identify and control the outbreak of human diseases. An introduction of methods for studying chronic disease, public health, vital statistics, sanitation, and communicable disease.

HSC 2620                      AFRICAN AMERICAN HEALTH

3 Credits

This course will examine the health problems and health care issues specific to African Americans. Diseases, such as sickle cell, diabetes, obesity, hypertension and HIV/AIDS, will be examined as they relate to the African American population. Additionally, this course will examine the delivery of health care to the African American community as impacted by health related historical events and the current economic influences.

HSC 4202                      COMMUNITY AND PUBLIC HEALTH

3 Credits

This course focuses on the system and structures of community and public health in the U.S. the learners will gain an understanding of cultural, societal and economic factors that influence public health care prevention and education. The course will also provide an introduction to the analysis of health information data in conjunction with the planning of a community and/or public health project. (.a "climb" component)

HUN 2401                      NUTRITION AND HEALTH

3 Credits

Examine the nutrition physiology function in food source as it relates to human development and growth throughout the life cycle. Also, includes information on the dangers of over and under nutrition related diseases.

HUS 2050                      CASE MANAGEMENT

3 Credits

The course is designed as an introductory course for case management. Emphasis is placed on the need for practical knowledge and application. Content underlines universal standards of case management methodology that can be applied in a variety of different scenarios. This course covers a portion of the content for the Florida Certification Board (FCB) for the certified addictions professional (cap) exam.

INR 4403                      INTERNATIONAL LAW/LEGAL ENVIRONMENT

3 Credits

This course covers the various aspects of law that regulates international business legal transactions. The following items will be discussed: forms of international business, conducting business in developing and newly industrialized countries, common risks of international business, international law and the world's legal system, international business law, national law making powers and regulation of us, the world trade organization basic legal principles, the north American free trade law, and the European union.

ISM 3011                      INTRODUCTION TO MANAGEMENT INFORMATION SYSTEM

3 Credits

Business strategies and technologies facilitating the delivery of products and services in a globally networked environment are introduced. Topics covered include an overview of electronic commerce and technical infrastructure; business strategies including revenue models, selling and marketing on the web, legal and ethical issues; and technological implications such as hardware and software, security and integration issues.

ISM 3031                      INTRODUCTION TO COMPUTER INFORMATION SYSTEMS

3 Credits

This course is an introduction to information systems from a management perspective. Foundation concepts of information systems in business will be covered along with the newest information technologies, business applications, development processes, and management challenges.

ISM 4053                      INTRODUCTION TO MOBILE PROGRAMMING

3 Credits

This course is an introduction to mobile programming using mit app inventor as a development tool. This introductory android programming course is designed to introduce and familiarize participants with programming in the android environment. It starts with an examination of the basic components and concepts that define the android platform, and then moves on to cover the specific structure that comprises an android application. An overview of the most common tools and techniques for writing android applications is included. The android approach to user interfaces is described along with a discussion of some of the more common user interface elements. The unique characteristics of programming in the mobile environment are introduced and explained. Hands on experience in the form of exercises are included throughout the course to reinforce material that has been presented in lecture form.

ISM 4054                      WEB PUBLISHING 1

3 Credits

This course covers the fundamentals of creating simple web pages. Students get experience in using XHTML and CSS for implementing web pages. Issues related to including multimedia elements will also be covered.

ISM 3113                      SYSTEM ANALYSIS AND DESIGN

3 Credits

This course introduces the concepts of database and database management systems (mainly relational). Students will learn how to write GBE and SQL queries. They will learn about normalizations and design relational databases for practical systems. They will get hands-on experience in creating forms and reports.

**ISM 4210                      DATABASE MANAGEMENT**

**3 Credits**

This course introduces the concepts of database and database management systems (mainly relational). Students will learn how to write QBE and SQL queries. They will learn about normalizations and design relational databases for practical systems. They will get hands-on experience in creating forms and reports.

**ISM 4221                      COMMUNICATION & NETWORK**

**3 Credits**

This course is designed to introduce the principles and application of networking and telecommunication fundamentals. Data communication and telecommunication protocols and models, standards and standard organizations, hardware and software implementations are studied. Installation, configuration, management and administration skills are gained in the laboratory

**ISM 3230                      BUSINESS APPLICATION DEVELOPMENT**

**3 Credits**

This course is an introduction to basic concepts in computer programming with an emphasis on business applications. The student will develop an understanding of fundamental programming logic, as well as become familiar with basic programming structures in solving business problems. Students are introduced to the object-oriented paradigm, program development cycle, and programming principles. The course covers basic concepts of object-oriented programming, principles of program design, programming structures, data types and structures, program testing, and debugging. The instructor will place emphasis on the implementation of programs with procedural structures, along with graphical user interfaces and event-driven code.

**ISM 4234                      OBJECT-ORIENTED PROGRAMMING: C++**

**3 Credits**

Introduction to object-oriented programming using C++. Topics covered include control structures, functions, data types and abstractions, inheritance, polymorphism and templates.

**ISM 3314                      PROJECT MANAGEMENT AND PRACTICE**

**3 Credits**

Project management concepts and practice, including teamwork and decision-making, are studied. Advanced cis majors design and implement an information system employing project management techniques.

**ISM 4323                      INTRODUCTION TO INFORMATION SECURITY**

**3 Credits**

This course gives an introduction to the various technical and administrative aspects of information security and assurance. It will provide the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security

incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features.

**ISM 4331                      APPLIED SOFTWARE DEVELOPMENT PROJECT**

**3 Credits**

A senior project in which the students, working in teams, undertake the analysis, design and implementation of an information system application providing the solution to a “real world” requirement. Additionally, all students must complete an exit examination and interview with the department chairperson.

**ISM 4480                      E-COMMERCE**

**3 Credits**

Business strategies and technologies facilitating the delivery of products and services in a globally networked environment are introduced. Topics covered include an overview of electronic commerce and technical infrastructure; business strategies including revenue models, selling and marketing on the web, legal and ethical issues; and technological implications such as hardware and software, security and integration issues.

**ISM 4910                      BUSINESS APPLICATION PROJECT**

**3 Credits**

This module will provide an overview of the research process and research methods for management and business learners in the climb component who are required to complete an independent research project in their workplaces to fulfill degree requirements. It will include how to identify and define a problem suitable for such research, how to find information and literature sources related to the defined problem, and how to evaluate and utilize identified sources. Learners will use Microsoft excel spreadsheets. Problem analysis and evaluation techniques are presented. Learners are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or a vocational environment. Specific statistical information covered in the module includes identifying and measuring objectives, collecting data, working with significance levels, analyzing variance, and constructing questionnaires. (a "climb" component)

**JOU 3603                      PHOTOJOURNALISM**

**3 Credits**

This course provides presentation of photographic techniques used by photojournalists in newspapers, television, advertising, magazines, trade publications, and digital media to include news, features, sports, editorial portraits, and photo essays. Includes a study of layout design and the freelance market. Emphasis on news photography and the relation of the spoken and written word to the visual image.

**LAE 4314C                      LANGUAGE ARTS AND CHILDREN'S LITERATURE IN THE  
ELEMENTARY SCHOOL**

**4 Credits**

This course is designed to examine the theory/methodology for teaching language arts and literature at the elementary school. Principles, procedures, organization, and current classroom practices in reading, children's literature, writing, listening, and talking will be discussed. Florida ESOL

performance standards have been infused within the objectives for this course. Course objectives and assignments are designed to prepare students for the Florida ESOL endorsement.

**LEI 2003                      COMMUNITY RECREATION**

**3 Credits**

A course of study devoted to planning, organizing, and implementing recreation programs and activities. Organizations, agencies and groups having a responsibility for recreational activities in the community are introduced.

**LEI 3266                      OUTDOOR RECREATION**

**3 Credits**

This course discusses the resources and needs for outdoor recreation; managing people and natural resources to provide quality outdoor recreation experiences. Study of historic, social, political, economic, and environmental factors influencing natural resources recreation at federal, state, and local levels.

**LEI 4182                      ISSUES, TRENDS, AND PROBLEMS IN RECREATION**

**3 Credits**

This course is designed to examine major issues, trends, and problems associated within the segments of recreation and leisure services.

**LEI 3703                      THERAPEUTIC RECREATION**

**3 Credits**

This course prepares students for the utilization of activities for rehabilitative and rehabilitative purposes. The therapeutic recreation specialists role and activity; skills utilized in clinical and non-clinical settings are taught. The therapeutic recreation process, theories, scope of practice and components of professionalism are initially applied to the practice setting.

**LEI 4940                      RECREATION LEADERSHIP / PRACTICUM**

**4 Credits**

This course is designed to help students improve and better understand leadership and programming skills, theories, and techniques in relation to community, therapeutic, commercial, and outdoor recreation services.

**LIT 2000                      GREAT IDEAS IN WORLD LITERATURE**

**3 Credits**

This course is designed to move students through a survey of literary concepts and universal themes as well as ideas in representative masterpieces of the world's literary traditions from ancient times into the 20th century. The selections in translations reflect man's search for meaning in attempting to define relationships to self, society, beings-in-the-world and the universe as well as spirituality of man.

**MAA 4200                      INTERMEDIATE ANALYSIS**

**3 Credits**

This is an introductory course in mathematical analysis.

MAA 4211                      ADVANCED CALCULUS I

3 Credits

This course provides the content for advanced calculus I: sets, finite, countable, and uncountable sets. Real numbers, completeness property, suprema and infima, intervals, nested cells property, and the cantor set. Metric topology of Cartesian spaces; normed spaces, open and closed sets, nested cells and Bolzano-Weierstrass theorem, compactness and Heine-Borel theorem, sequences, monotone sequences, convergence, and uniform convergence. Functions, continuity, and differentiability, Rolle's theorem, mean value theorem, Riemann-Stieltjes integral and their properties, improper and infinite integrals, comparison test, limit comparison test, and absolute convergence, infinite series and various tests of convergences. Brief introduction of differentiation and integration in  $\mathbb{R}^n$ . Complex analysis course contents: complex numbers: the Argand plane, De Moivre theorem. Derivative of complex functions: limits, continuity, differentiability, and harmonic functions. Transcendental functions: exponential, trig.

MAA 4402                      COMPLEX ANALYSIS

3 Credits

This course is intended for undergraduate or graduate students in science, mathematics, and engineering. Its only prerequisite is a three – semester hour course in calculus. The usage of continuity and differentiability solidifies students' knowledge of calculus and prepares them better for the study of real analysis and for the advanced study of mathematics. In the words of a famous mathematician and author, "complex variables is, simultaneously, a practical tool of great utility in the hands of a skilled practitioner and a mathematical structure of enormous beauty and elegance."

MAC 1114                      TRIGONOMETRY

3 Credits

This is the first course to introduce systematically trigonometric functions (circular functions) and their inverses, graphs, and properties; right triangle trigonometry and applications; analytic trigonometry, trigonometric identities and equations; polar coordinates, vectors, complex numbers, De Moivre's theorem; laws of sines and cosines; conic sections.

MAC 1140                      PRECALCULUS

3 Credits

This course is to provide the student with an understanding of many kind of function, includes algebraic, exponential, logarithmic, trigonometric and inverse trigonometric functions. Additionally, the successful student will gain proficiency in the algebraic skills required to succeed in calculus.

MAC 1147                      PRE-CALCULUS AND TRIGONOMETRY

4 Credits

This class is to prepare students for calculus with trigonometry.

Topics will include linear and quadratic functions and their applications; inequalities, polynomials, exponentials, logarithms, trigonometric functions and their inverses and their graphs; trigonometric identities, and complex numbers.

**MAC 2233                      CALCULUS FOR BUSINESS**

**3 Credits**

Systems of linear equations and inequalities; elementary topics in differential and integral calculus. Topics in differential and integral calculus. Topics specifically chosen to meet the needs of students of business: the definite integral, functions of several variables, partial derivatives, LaGrange multipliers, and matrices. (formally ADM 302)

**MAC 2311                      CALCULUS WITH ANALYTIC GEOMETRY I**

**4 Credits**

This is the beginning course in a three-semester sequence of calculus. Topics to be covered include finding limits graphically and numerically, evaluating limits analytically, continuity and one-sided limits, infinite limits, tangent lines, the derivative, basic differentiation rules and rates of change, product and quotient rules, higher-order derivatives, the chain rule, implicit differentiation, related rates, extrema on an interval, Rolle's theorem and the mean value theorem, increasing and decreasing functions and the first derivative test, concavity and the second derivative test, limits at infinity, curve sketching, optimization, anti-derivatives and indefinite integration, Riemann sums and definite integrals, the fundamental theorem of calculus, and integration by substitution.

**MAC 2312                      CALCULUS II**

**4 Credits**

This is the second course in a three-semester sequence of calculus. This course continues the study of definite integrals, indefinite integrals, and the fundamental theorem of calculus begun in MAC 2311. More integration techniques and applications of integration are discussed including integration of logarithmic functions, integration of trigonometric functions, areas between curves, disk method, shell method, arc length, surfaces of revolution, integration by parts, trigonometric substitution, partial fractions, l'hospital's rule, improper integrals, convergence of sequences and series, power series, and Taylor series.

**MAC 2313                      CALCULUS WITH ANALYTIC GEOMETRY III**

**4 Credits**

This is the final course in a three-semester sequence of calculus. Topics covered include vectors in two and three dimensions, dot product, cross product, lines and planes in space, surfaces in space, cylindrical and spherical coordinates, vector-valued functions, differentiation and integration of vector-valued functions, tangent and normal vectors, curvature, functions of several variables, limits, partial derivatives, directional derivatives, gradients, extrema of functions of two variables, multiple integration, vector fields, curl, divergence, line integrals, green's theorem, and integration by change of variables to polar coordinates.

**MAD 3107                      DISCRETE MATHEMATICS**

**3 Credits**

The course is intended for students who plan to major in fields that require an in depth knowledge of mathematics particularly intended for those students who will acquire degrees in mathematics, mathematics with statistics, and /or mathematics and engineering. Topics include linear programming, matrices, combinatorics, graph theory, game theory, vote theory, logic, and probability.



**MAD 4401                      NUMERICAL ANALYSIS I**

**3 Credits**

This is a first semester course in numerical analysis. Topics include error analysis, Taylor series, bracketing methods and open methods for roots of equations, polynomial interpolation, numerical integration and differentiation.

**MAD 4402                      NUMERICAL ANALYSIS II**

**3 Credits**

This is a second course in numerical analysis. It involves numerical methods for solving and approximating solutions of linear equations and differential equations.

**MAE 2801                      MATHEMATICS IN THE ELEMENTARY SCHOOL**

**3 Credits**

A course designed for teaching sequential development skills and concepts of mathematics. The class discussion and assignments will present tools for mathematics instruction, including the real number system and problem solving techniques. Provisions are made to explore various materials and strategies for diagnostic teaching.

**MAE 4930                      EXPERIENTIAL LEARNING IN EDUCATION-SELECTED TOPICS IN MATHEMATICS**

**6 Credits**

Experiential learning selected topic in mathematics 4949(2 courses) . Experiential learning: selected topics in mathematics sequence is designed for prospective teaching and non-teaching majors in education.. These courses can serve as an alternate to the required mathematics courses. 4949(a).

**MAN 3025                      FUNDAMENTALS OF MANAGEMENT**

**3 Credits**

An overview of the importance of creating dynamic environments through the development of leaders who challenge themselves to discover and test new strategies to be effective. This course examines a variety of methods to manage and lead people in complex organizations by designing workplaces cultures that elicit high performance from individuals, teams, and organizations.

**MAN 3034                      INTERNATIONAL BUSINESS**

**3 Credits**

Recognizing that today's college graduates will live in a world that is economically, politically, and environmentally connected, this module seeks to challenge learners to think beyond their immediate surroundings and see themselves as part of a large human community. The module focuses on the complex global, intercultural, and cross-cultural issues that graduates will face as citizens of a global and an interdependent world. (a "climb" component).

**MAN 3240                      ORGANIZATIONAL BEHAVIOR**

**3 Credits**

Introduction to theoretical behavioral science concepts applied to formal organizational structures. Exposes the student to a variety of responses for dealing with issues of human relations and management. Topics include individual and group behavior in organizations, group dynamics,

solving communication problems and conflict, implementing change, perceptions, attitudes and motivation.

**MAN 4063                      BUSINESS ETHICS**

**3 Credits**

A presentation and discussion of selected contemporary topics and ethics in business. A general assessment of learning in the major course of study.

**MAN 4120                      GROUP AND TEAM DYNAMICS**

**3 Credits**

This module is a study of group and team behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Learners develop strategies for efficient and productive group management, and determine which tasks groups or individuals handle. (a "climb" component).

**MAN 4301                      HUMAN RESOURCE MANAGEMENT**

**3 Credits**

This course investigates communications and relationships in creating a productive work environment. Effectiveness in personal and social relationships and exercises are also covered through readings and exercises concerning non-verbal communications, constructive feedback, dealing with anger, and resolving conflicts.

**MAN 3301                      HUMAN CAPITAL MANAGEMENT**

**3 Credits**

Learners explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. Special attention is given to equal employment opportunity and office of safety and health administration legislation through a series of case studies and simulations. (a "climb" component).

**MAN 3353                      MANAGEMENT PRINCIPLES**

**3 Credits**

Adult learners will examine the foundations and traditional approaches of management principles: planning, organizing, leading, and controlling. This incorporates the elements of delivering strategic value, building a dynamic organization, mobilizing people, and learning and changing. Leadership and collaboration is integrated with direct applications to the individual and group functioning in today's business environment. (.a "climb" component)

**MAN 4504                      OPERATIONS MANAGEMENT**

**3 Credits**

This course provides an overview of the field of operations management with an emphasis on the role of managerial tasks in operation of a business for either a service or manufacturing business. This includes the formulation of an effective mix of different business processes and organizational objectives. Areas to be examined are the foundation of integration, interaction of various business departments, Edward Deming's total quality management philosophy, just in time (JIT) inventory

management system, supply chain management and the implications of globalization among businesses performing operations management functions.

**MAN 4600                      INTERNATIONAL MANAGEMENT AND LEADERSHIP**

**3 Credits**

This course is an advanced examination of issues about other nations and cultures, including motivation, communication, ethics, social responsibility, and preferences of consumers. Leadership is about coping with change as globalization has become more competitive and volatile. This course will also delve into differences in approaches to managerial decision making. Therefore, students will be exposed to the concepts of building leadership culture and managing global high performance teams.

**MAN 4653                      GLOBAL MANAGEMENT AND ISSUES**

**3 Credits**

This course critically examines the three dimensions of finance- investments, capital markets, and traditional business finance. It extends the principles of financial management to the international context, evaluates the effect various global currency changes and their competitiveness, and overall explore the principles of international risk management principles relating to short-term and long-term global risk management.

**MAN 4723                      BUSINESS POLICY/STRATEGY (CAPSTONE)**

**3 Credits**

The objective of this course is to provide the student with a relevant perspective of strategic management and business policies through a variety of relevant business theories and conceptual frameworks. The main emphasis is to develop the students' appreciation of strategic management for the 21st century.

**MAN 4940                      BUSINESS PRACTICUM (INTERNSHIP)**

**6 Credits**

The objective of this course is to provide the student with a relevant perspective of strategic management and business policies through a variety of relevant business theories and conceptual frameworks. The main emphasis is to develop the students' appreciation of strategic management for the 21st century.

**MAN 4941                      BUSINESS PRACTICUM (INTERNSHIP)**

**3 Credits**

This course is an internship program, which is designed to provide students with both field experience and practical classroom lectures. Students enrolled in this course will be required to complete a minimum of 240 contact hours working in an industry setting. These contact hours will be supplemented with group discussions on scheduled dates covering individual internship experience, organizational ethics, leadership skills, employee and organizational relationship, teamwork awareness, and project management, and resume writing/job interview skills.

**MAP 2302                      DIFFERENTIAL EQUATIONS**

**3 Credits**

Linear equations with constant coefficients, first order, and second order linear equations, numerical techniques, and boundary value problems are examined.

**MAP 4341                      PARTIAL DIFFERENTIAL EQUATIONS**

**3 Credits**

This course includes the following topics-partial differential equations in physics and engineering, modeling of vibrating strings, the wave equations, and the heat equations, Dalmber's method and boundary value problems, Sturm Liouville theory, the hanging chain problem, and buckling of beams, the Fourier transform, Fourier integral representation, and Gauss's kernel, a Dirichlet problem, the Poisson integral formula, and the Laplace transform method.

**MAR 3023                      PRINCIPLES OF MARKETING**

**3 Credits**

This course includes an introduction to marketing, designing customer oriented marketing strategies, understanding buyers and markets, target market selection, product decisions, distribution decisions, promotional decisions, and pricing decisions.

**MAR 4156                      GLOBAL MARKETING**

**3 Credits**

This course will develop student's knowledge and understanding of the global marketing environment through key concepts, and tools, and theory. The course challenges you to think critically about global competition. Specifically, the course is designed to provide you with: (a) familiarity with the problems and perspectives of marketing across national boundaries and within foreign countries; (b) an understanding of consumer similarities and differences outside the home country; (c) the analytical ability to make marketing decisions concerning all parts of the marketing mix (product development, branding, promotion, pricing, and distribution); (d) competence in researching trade laws and regulations in other markets; (e) knowledge of global analytical frameworks and tools; and (f) an understanding of the current strategies of major global firms.

**MAS 3105                      ELEMENTARY LINEAR ALGEBRA**

**4 Credits**

This course is a study of the properties and applications of linear systems, matrices, determinants, vector spaces, linear transformations, linear programming. Applications and computational techniques. A major part of the first linear algebra course deals with the development of the basic properties and techniques of matrices together with a wide variety of applications of matrices. Systems of equations are solved by a variety of methods. Computational techniques are emphasized, using calculators and computers as well as pencil-and-paper techniques. Eigenvectors and eigenvalues are introduced. Finite dimensional vector spaces of two and three dimensions are introduced and studied from a geometric perspective. Following this initial geometrical treatment, more general vector spaces are defined and properties are examined. The simplex method of linear programming is introduced in this course.

**MAS 3203                      NUMBER THEORY**

**3 Credits**

An investigation of properties of the integers including the Euclidean and division algorithms, prime factorization, Diophantine equations, and congruencies.

MAS 4301                      ABSTRACT ALGEBRA

4 Credits

An introduction to the basic concept of modern algebra. Groups, rings, integral domains, fields, and elementary number theory.

MAT 4401                      SPECIAL TOPICS IN MATHEMATICS

Varies

Topics can be selected from optimization, operations research, number theory, and complex-variables according to student's needs. Designed for students who want to pursue further study in mathematics in graduate school.

MAT 4931                      SPECIAL TOPICS IN MATHEMATICS

Varies

Mathematical workshops, special courses, or other projects. Offered by mathematics. May be repeated. Objectives are defined by the instructor. Seminars of current interest in mathematics.

MAT 4937                      SENIOR SEMINAR/EXIT EXAM

3 Credits

A presentation and discussion of selected topics from the major areas of mathematics. Oral and written reports are required. A general assessment of learning in the major areas of study. Additionally, all students must complete an exit examination and interview with the department chairperson.

MAT 4938                      SENIOR SEMINAR/EXIT EXAM

3 Credits

Seminar will be based on the topics that students have done in their upper level undergraduate mathematics courses. Calculus i, ii, iii, differential equations, number theory, linear algebra, abstract algebra, intermediate analysis, and complex analysis are reviewed to prepare for an exit examination. Students also prepare and give an expository talk on an appropriate upper level mathematics topic.

MCB 3020                      MICROBIOLOGY

3 Credits

In this course Eubacteria, archaea, and viruses are presented. Emphasis on cell structure, organization, function and distinction among the various groups. Laboratory includes media preparation, bacterial culturing, staining and identification.

MCB 3020L                      MICROBIOLOGY LABORATORY

1 Credit

In this course molecular bioscience data systems and their organization, management and analysis are presented. Exercises using data analysis, drawing conclusions from data and applications of information to solve a problem or make a prediction are completed.

MCB 4503                      VIROLOGY

3 Credits

This course includes the structure and classification of viruses. In addition, viral diseases, host defense, prevention and control of viral illnesses is discussed. New research and applications in biotechnology is also reviewed.

**MGF 2106                      FINITE MATH**

**3 Credits**

This course is designed for students who plan to major in fields that do not require an in-depth study of mathematics. The major topics introduced in this course are set theory, symbolic logic, combinatory, probability, geometry and finance. This course is designed to give students an introduction to different topics in mathematics and its relationship to real world applications by understanding and symbolizing patterns.

**MHF 4102                      INTRODUCTION TO SET THEORY AND LOGIC**

**3 Credits**

Fundamental theory of modern mathematics. Sets, subsets, set operations, indexed collections of sets, partitions of sets, cartesian products of sets, logic, negation, implications, biconditional, tautologies and contradictions, logical equivalence, quantified statements, direct proof, proof by contrapositive, proof by cases, proof by contradiction, and proof by the principle of mathematical induction.

**MHF 3302                      INTRODUCTION TO SET THEORY AND LOGIC**

**3 Credits**

This course is an introduction to abstract mathematics, also known as transition to advanced mathematics, where in heavy emphases are placed on proof structures in the settings of logic and set theory.

**MHF 4404                      HISTORY OF MATHEMATICS**

**3 Credits**

Topics will be chosen from the history of mathematics, which starts when number systems were invented and continues to this day. For example, number theory and geometry have been studied thousands of years. The contributions from great mathematicians such as Archimedes, Newton, Leibnitz, Euler, and Gauss will be discussed.

**MMC 2000                      INTRODUCTION TO MASS MEDIA**

**3 Credits**

This course covers a historical and social overview of the mass media and their relationship to the mass communication process in a modern society.

**MMC 2100                      MEDIA WRITING I**

**3 Credits**

This course provides an introduction to writing for mass media in the various styles and forms required in: journalism, advertising, broadcasting, public relations, and speech communication. Writing news stories, producing copy for broadcast news, creating advertising packages, and developing public service announcements are some of the topics which will be covered in this course.

**MMC 3105                      MEDIA WRITING II**

**3 Credits**

This course builds on media writing i and provides an advanced focus on writing for mass media in the various styles and forms required in: journalism, advertising, broadcasting, public relations, and speech communication. Writing news stories, producing copy for broadcast news, creating advertising packages, and developing public service announcements are some of the topics which will be covered in this course. There will be a continuing emphasis on grammar, spelling and journalistic style.

**MMC 3632                      SOCIAL MEDIA COMMUNICATION**

**3 Credits**

This course exposes students to social media strategy and platforms, as well as its application in current media and business. Students will study the advances that led to the creation of social media and examine how the use of social media fed its growth. Extensive focus will be given to interactive sessions and team problem-solving exercises as students will develop social media communication plans and practice digital communication using online tools such as facebook, twitter, LinkedIn, Kickstarter, YouTube, Flickr, digg, and Tumblr.

**MMC 4211                      MEDIA LAW & ETHICS**

**3 Credits**

Survey of laws and ethical principles that (historically and currently) inform and regulate mediated communication, including freedom of press, expression, rights, responsibilities and regulations of professional communicators; intellectual property, copyright laws, pornography, as well as the basic legal philosophy related to all media.

**MMC 4411                      COMMUNICATION CAMPAIGNS**

**3 Credits**

This course offers the opportunity for understanding the evaluation and execution of communication campaigns. Students will explore the successful design, development and execution of targeted communication and marketing campaigns for news, information and entertainment.

**MTG 3208                      MODERN GEOMETRY**

**3 Credits**

In this course, Euclidean plane geometries are investigated with emphasis on finding the area and perimeter of polygons (2-d shapes) and the volume and surface are of polyhedrons (3-d shapes). Aspects of non-Euclidean geometries may be discussed if time permits.

**MUE 4331                      CHORAL METHODS**

**2 Credits**

Organization, administration, and financing of public school choral groups: teaching methods; study materials and rehearsal techniques; choral literature; recruiting.

MUE 4332                    INSTRUMENTAL METHODS

2 Credits

Organization, administration, and financing of public and private school bands and orchestras: preparing and programming festival concerts, teaching methods, study materials, and rehearsal techniques, band literature, recruitment.

MUE 3353                    GENERAL MUSIC LITERATURE AND TECHNIQUES

3 Credits

The course presents the overview of the teaching of all musical elements within a developmentally appropriate p-12 general music curricular framework. The discussion will emphasize the theories of learning and development in relation to music.

MUE 1440                    STRING TECHNIQUES

1 Credit

Practical and theoretical instruction in stringed instruments. Designed for students majoring in music education. Method for grades k-12 is covered.

MUE 2450                    WOODWIND TECHNIQUES

1 Credit

Practical and theoretical instruction in woodwind instruments. Designed for students majoring in music education. Method for grades k-12 is covered.

MUE 1460                    BRASS TECHNIQUES

1 Credit

Practical and theoretical instruction in brass instruments. Designed for students majoring in music education. Method for grades k-12 is covered.

MUE 1470                    PERCUSSION TECHNIQUES

1 Credit

Practical and theoretical instruction in percussion instruments. Designed for students majoring in music education. Method for grades k-12 is covered.

MUG 3301                    BASIC CONDUCTING

3 Credits

Explores the basic principles of conducting, including baton technique, time signatures, and score reading.

MUH 3055                    AFRICAN AMERICAN MUSIC HERITAGE

3 Credits

A survey of styles arising from black American culture: the African background, spirituals, gospel music, jazz, and blues, and their influence on American and world music.

MUH 3211                    MUSIC HISTORY I

3 Credits



These courses are in-depth surveys of western music from the middle ages through the twenty-first century. Emphasis is placed on examining the stylistic aspects of each period with the assistance of compositions of major composers from each period.

**MUH 3212                      MUSIC HISTORY II**

**3 Credits**

These courses are in-depth surveys of western music from the middle ages through the twenty-first century. Emphasis is placed on examining the stylistic aspects of each period with the assistance of compositions of major composers from each period.

**MUN 1120                      BAND**

**1 Credit**

Ensembles are open to all students by audition or permission of the instructor. Membership in performing ensembles is open to all students. Participation in all phases of these programs, including performances and trips are a requirement for membership. Course may be repeated up to four times.

**MUN 1310                      CONCERT CHOIR**

**1 Credit**

Ensembles are open to all students by audition or permission of the instructor. Membership in performing ensembles is open to all students. Participation in all phases of these programs, including performances and trips are a requirement for membership.

**MUN 1440                      PERCUSSION ENSEMBLE**

**1 Credit**

The course involves the performance and development of elementary level percussion ensemble literature/skills from many cultures and styles spanning beginning to advanced levels. The ensemble performs on and off campus and will initiate and sustain a student 21st century cumulative journey into cultural, aesthetic, scientific, social and musical performance proficiency.

**MUN 1710                      JAZZ BAND**

**1 Credit**

Ensembles are open to all students by audition or permission of the instructor. Membership in performing ensembles is open to all students. Participation in all phases of these programs, including performances and trips are a requirement for membership.

**MUS 1010                      STUDENT RECITAL ATTENDANCE**

**0 Credit**

All students enrolled in applied courses are required to participate in weekly recitals on their principal instrument.

**MUS 2201                      DICTION FOR SINGERS I**

**1 Credit**

A study of the international phonetic alphabet coupled with a survey of italian, french and german diction for the solo singer and the choral music educator.

MUS 2202                      DICTION FOR SINGERS II

1 Credit

A study of the international phonetic alphabet coupled with a survey of italian, french and german diction for the solo singer and the choral music educator.

MUS 1360                      INTRODUCTION TO MUSIC TECHNOLOGY

3 Credits

This course is an introduction to music technology for the musician and/or music instructor. Topics include synthesizers/samplers, composition, arranging, music printing, and computer assisted instruction.

MUT 1001                      INTRODUCTION TO MUSIC THEORY

2 Credits

An introduction to the fundamentals of music notation, reading, and singing. The course will cover the elements of music necessary to begin theory studies within the music department.

MUT 1121                      BASIC MUSIC THEORY

3 Credits

This course is designed to familiarize the beginning music major with the fundamental concepts of music theory. The development of basic analytical skills, aural perception, part writing, and awareness of theoretical tools employed in various musical styles of the common practice period are the primary thrust of the course.

MUT 1122                      BASIC MUSIC THEORY II

3 Credits

This course is a continuation of MUT 1121 and is designed to familiarize the beginning music major with the fundamental concepts of music theory. The development of basic analytical skills, aural perception, part writing, and awareness of theoretical tools employed in various musical styles of the common practice period are the primary thrust of the course.

MUT 2126                      ADVANCED MUSIC THEORY I

3 Credits

Study of harmonic practices of the eighteenth century; practice in the writing and analysis of compositions in these idioms.

MUT 2127                      ADVANCED MUSIC THEORY II

3 Credits

Study of harmonic practices of the late eighteenth century through the 21st century; practice in the writing and analysis of compositions in these idioms.

MUT 4321                      ORCHESTRATION AND INSTRUMENTATION

3 Credits

Study of the ranges, colors, and techniques of instruments and voices. Scoring for homogeneous and mixed ensembles, using music notation software.

MUT 3611                      FORM AND ANALYSIS

2 Credits

This course is a study of advanced harmonic, theoretical, and formal practices of the 19th and 20th-centuries.

**MVB 1310                      APPLIED TROMBONE - FRESHMAN**

1 Credit

Instruction in trombone technique, performance and musicianship.

**MVB 1311                      PRINCIPAL- APPLIED BRASS - FRESHMAN**

1 Credit

Students will attend private lessons and will perform each semester before a faculty jury or recital, depending on the degree of performance as determined by the private lesson instructor. Students may also be required to attend and/or participate in master classes, selected concerts, recitals and sectional rehearsals as prescribed by the private lesson instructor.

**MVB 1312                      PRINCIPAL- APPLIED BRASS - FRESHMAN**

1 Credit

Students will attend private lessons and will perform each semester before a faculty jury or recital, depending on the degree of performance as determined by the private lesson instructor. Students may also be required to attend and/or participate in master classes, selected concerts, recitals and sectional rehearsals as prescribed by the private lesson instructor.

**MVB 1313                      APPLIED TRUMPET - FRESHMAN**

1 Credit

Instruction in trumpet technique, performance and musicianship.

**MVB 1314                      APPLIED HORN – FRESHMAN**

1 Credit

Instruction in French horn technique, performance and musicianship.

**MVB 1315                      APPLIED TUBA - FRESHMAN**

1 Credit

Instruction in tuba technique, performance and musicianship.

**MVB 1316                      APPLIED BARITONE - FRESHMAN**

1 Credit

Instruction in baritone horn technique, performance and musicianship.

**MVB 2321                      APPLIED TRUMPET - SOPHOMORE**

1 Credit

Instruction in trumpet technique, performance and musicianship.

**MVB 2322                      APPLIED HORN - SOPHOMORE**

1 Credit

Instruction in French horn technique, performance and musicianship.

**MVB 2323                      APPLIED TROMBONE - SOPHOMORE**

**1 Credit**

Instruction in trombone technique, performance and musicianship.

**MVB 2324                      APPLIED BARITONE - SOPHOMORE**

**1 Credit**

Instruction in baritone horn technique, performance and musicianship.

**MVB 2325                      APPLIED TUBA - SOPHOMORE**

**1 Credit**

Instruction in tuba technique, performance and musicianship.

**MVB 3331                      PRINCIPAL- APPLIED BRASS - JUNIOR**

**1 Credit**

Private instruction in brass instruments. Course is reserved for music majors with junior-level status.

Additional practice and performance times are part of the coursework. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVB 3332                      PRINCIPAL- APPLIED BRASS - JUNIOR**

**1 Credit**

Students performing in the brass instruments will attend private lessons and perform each semester before a faculty jury and/or recital. Students may also be required to attend and/or participate in master classes, selected concerts, recitals and sectional rehearsals as prescribed by the private lesson instructor.

**MVB 3332                      PRINCIPAL- APPLIED BRASS - JUNIOR**

**1 Credit**

Students performing in the brass instruments will attend private lessons and perform each semester before a faculty jury and/or recital. Students may also be required to attend and/or participate in master classes, selected concerts, recitals and sectional rehearsals as prescribed by the private lesson instructor.

**MVB 3333                      APPLIED TRUMPET - JUNIOR**

**1 Credit**

Instruction in trumpet technique, performance and musicianship.

**MVB 3334                      APPLIED BARITONE - JUNIOR**

**1 Credit**

Instruction in baritone horn technique, performance and musicianship.

**MVB 3335                      APPLIED TUBA - JUNIOR**

**1 Credit**

Instruction in tuba technique, performance and musicianship.

MVB 3336                      APPLIED HORN - JUNIOR

1 Credit

Instruction in French horn technique, performance and musicianship.

MVB 3337                      APPLIED TROMBONE - JUNIOR

1 Credit

Instruction in trombone technique, performance and musicianship.

MVB 4341                      APPLIED TRUMPET - SENIOR

1 Credit

Instruction in trumpet technique, performance and musicianship.

MVB 4342                      PRINCIPAL- APPLIED BRASS - SENIOR

1 Credit

Private instruction in the brass instrument(s). Students will attend private lessons and will perform each semester before a faculty jury and/or recital, depending on the degree of performance as determined by the private lesson instructor. Students may also be required to attend and/or participate in master classes, selected concerts, recitals and sectional rehearsals as prescribed by the private lesson instructor.

MVB 4343                      APPLIED HORN -SENIOR

1 Credit

Instruction in French horn technique, performance and musicianship.

MVB 4344                      APPLIED BARITONE - SENIOR

1 Credit

Instruction in baritone horn technique, performance and musicianship.

MVB 4345                      APPLIED TUBA - SENIOR

1 Credit

Instruction in tuba technique, performance and musicianship.

MVB 4346                      APPLIED TROMBONE - SENIOR

1 Credit

Instruction in trombone technique, performance and musicianship.

MVK 1111                      CLASS PIANO

1 Credit

The course is the first semester of a two-year, undergraduate-level study of fundamental piano skills. This segment will cover basic keyboard skills, developing independent competency at the piano.

MVK 1112                      CLASS PIANO II

1 Credit

The course is the second semester of a two-semester, undergraduate-level study of fundamental piano skills. This segment will continue to development fundamental piano skills, including scales, chords, keyboard harmonization, and transposition.

**MVK 2121                      CLASS PIANO III**

**1 Credit**

This course is the third semester of a two-year, undergraduate-level study of fundamental piano skills. During this segment, emphasis will be placed on various solo repertoire, sight-reading, harmonization, and technical routines designed to strengthen the student's proficiency on the keyboard.

**MVK 2122                      CLASS PIANO IV**

**1 Credit**

This course is the fourth semester of a two-year, undergraduate-level study of fundamental piano skills. During this segment, repertoire, harmonization, and accompaniment drills are presented at a greater difficulty, thus develop higher level proficiency on the keyboard.

**MVK 1311                      PRINCIPAL- APPLIED PIANO - FRESHMAN**

**1 Credit**

Private instruction in piano. All students enrolled in applied courses will be required to perform for a jury before final exam week.

**MVK 1312                      PRINCIPAL- APPLIED PIANO - FRESHMAN**

**1 Credit**

Private instruction in piano. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVK 2321                      PRINCIPAL- APPLIED PIANO - SOPHOMORE**

**1 Credit**

Private instruction in piano. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVK 2322                      PRINCIPAL- APPLIED PIANO - SOPHOMORE**

**1 Credit**

Private instruction in piano. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVK 3331                      PRINCIPAL- APPLIED PIANO - JUNIOR**

**1 Credit**

Private instruction in piano. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVK 3332                      PRINCIPAL- APPLIED PIANO - JUNIOR**

**1 Credit**

Private instruction (MVB/MVK/MVP/MVS/MVW/MVV/MUS) applied music - private instruction in most instruments and voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVK 4341                      PRINCIPAL- APPLIED PIANO - SENIOR**

**1 Credit**

Private instruction (MVB/MVK/MVP/MVS/MVW/MVV/MUS) applied music - private instruction in most instruments and voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVP 1311                      PRINCIPAL- APPLIED PERCUSSION - FRESHMAN**

**1 Credit**

Private instruction (MVB/MVK/MVP/MVS/MVW/MVV/MUS) applied music - private instruction in most instruments and voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVP 1312                      PRINCIPAL- APPLIED PERCUSSION - FRESHMAN**

**1 Credit**

Private instruction (MVB/MVK/MVP/MVS/MVW/MVV/MUS) applied music - private instruction in most instruments and voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVP 2321                      PRINCIPAL- APPLIED PERCUSSION - SOPHOMORE**

**1 Credit**

Private instruction (MVB/MVK/MVP/MVS/MVW/MVV/MUS) applied music - private instruction in most instruments and voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVP 2322                      PRINCIPAL- APPLIED PERCUSSION - SOPHOMORE**

**1 Credit**

Private instruction (MVB/MVK/MVP/MVS/MVW/MVV/MUS) applied music - private instruction in most instruments and voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVP 3331                      PRINCIPAL- APPLIED PERCUSSION - JUNIOR**

**1 Credit**

Private instruction (MVB/MVK/MVP/MVS/MVW/MVV/MUS) applied music - private instruction in most instruments and voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVP 3332                      PRINCIPAL- APPLIED PERCUSSION - JUNIOR**

**1 Credit**

Private instruction (mvb/mvk/mvp/mvs/mvw/mvv/mus) applied music - private instruction in most instruments and voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

MVP 3341                      PRINCIPAL- APPLIED PERCUSSION - SENIOR  
1 Credit  
Private instruction (mvb/mvk/mvp/mvs/mvw/mvv/mus) applied music - private instruction in most instruments and voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

MVP 4342                      PRINCIPAL- APPLIED PERCUSSION - SENIOR  
1 Credit  
Private instruction (mvb/mvk/mvp/mvs/mvw/mvv/mus) applied music - private instruction in most instruments and voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

MVS 1311                      PRINCIPAL- APPLIED STRINGS - FRESHMAN  
1 Credit  
Private instruction in strings. All students enrolled in applied courses will be required to perform a jury before final exam week.

MVS 1312                      PRINCIPAL- APPLIED STRINGS - FRESHMAN  
1 Credit  
Private instruction in strings for music majors only. All students enrolled in applied courses will be required to perform a jury before final exam week.

MVS 1316                      APPLIED GUITAR-FRESHMAN  
1 Credit  
Instruction in guitar technique, performance and musicianship

MVS 2321                      PRINCIPAL- APPLIED STRINGS - SOPHOMORE  
1 Credit  
Private instruction in the strings. All students enrolled in applied courses will be required to perform a jury before final exam week.

MVS 2326                      APPLIED GUITAR –SOPHOMORE  
1 Credit  
Instruction in guitar technique, performance and musicianship

MVS 3336                      APPLIED GUITAR –JUNIOR  
1 Credit  
Instruction in guitar technique, performance and musicianship

MVS 4346                      APPLIED GUITAR –SENIOR  
1 Credit  
Instruction in guitar technique, performance and musicianship

MVV 1112                      CLASS VOICE  
1 Credit  
Beginning vocal technique for students without previous instruction in singing. Emphasis is on breath management, resonance, tone production, musicianship, and diction.



**MVV 1311                      PRINCIPAL- APPLIED VOICE - FRESHMAN**

**1 Credit**

Individual instruction in applied music on voice as a major instrument. All students enrolled in applied courses will be required to perform a jury before final exam week. Music majors only.

**MVV 1312                      PRINCIPAL- APPLIED VOICE - FRESHMAN**

**1 Credit**

Individual instruction in applied music on voice as a major instrument. Music majors only. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVV 2321                      PRINCIPAL- APPLIED VOICE - SOPHOMORE**

**1 Credit**

Individual instruction in applied music on voice as a major instrument. All students enrolled in applied courses will be required to perform a jury before final exam week. Music majors only.

**MVV 2322                      PRINCIPAL- APPLIED VOICE - SOPHOMORE**

**1 Credit**

Individual instruction in applied music on voice as a major instrument. All students enrolled in applied courses will be required to perform a jury before final exam week. Music majors only.

**MVV 3331                      PRINCIPAL- APPLIED VOICE - JUNIOR**

**1 Credit**

Individual instruction in applied music on voice as a major instrument. All students enrolled in applied courses will be required to perform a jury before final exam week. Music majors only.

**MVV 3332                      PRINCIPAL- APPLIED VOICE - JUNIOR**

**1 Credit**

Individual instruction in applied music on voice as a major instrument. All students enrolled in applied courses will be required to perform a jury before final exam week. Music majors only.

**MVV 4341                      PRINCIPAL- APPLIED VOICE - SENIOR**

**1 Credit**

Individual instruction in applied music on voice as a major instrument. Music majors only. Private instruction in voice. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVW 1311                      PRINCIPAL- APPLIED WOODWINDS - FRESHMAN**

**1 Credit**

Private instruction in woodwinds. All students enrolled in applied courses will be required to perform a jury before final exam week. Music majors only.

**MVW 1312                      PRINCIPAL- APPLIED WOODWINDS - FRESHMAN**

**1 Credit**

Private instruction in woodwinds. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVW 2321                      PRINCIPAL- APPLIED WOODWINDS - SOPHOMORE**

**1 Credit**

Private instruction in woodwinds all students enrolled in applied courses will be required to perform a jury before final exam week.

**MVW 2322                      PRINCIPAL- APPLIED WOODWINDS - SOPHOMORE**

**1 Credit**

Private instruction in woodwinds. All students enrolled in applied woodwinds courses will be required to perform before a jury the week before final exams. Individual instruction on the flute, oboe, clarinet, bassoon or saxophone: the course presents representative techniques and literature for each specific instrument. The student progresses from one section number to another through end of the semester jury examination.

**MVW 3331                      PRINCIPAL- APPLIED WOODWINDS - JUNIOR**

**1 Credit**

Private instruction in woodwinds. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVW 3332                      PRINCIPAL- APPLIED WOODWINDS - JUNIOR**

**1 Credit**

Private instruction in woodwinds. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVW 4341                      PRINCIPAL- APPLIED WOODWINDS - SENIOR**

**1 Credit**

Private instruction in woodwinds. All students enrolled in applied courses will be required to perform a jury before final exam week.

**MVW 4342                      PRINCIPAL- APPLIED WOODWINDS - SENIOR**

**1 Credit**

Private instruction in woodwinds. All students enrolled in applied courses will be required to perform a jury before final exam week. Music majors only.

**PAD 2010                      PSYCHOLOGY OF DISASTER**

**3 Credits**

This course focuses on the psychological experiences of disaster victims, as well as factors influencing how non-victims perceive and respond to disaster.

**PAD 4332                      MITIGATION AND PREPAREDNESS**

**3 Credits**

This course is designed to introduce students to developing an effective emergency planning system. This course offers training in the fundamentals of the emergency planning process, including the rationale behind planning. Emphasis will be placed on hazard/risk analysis and planning team development. Other topics, such as continuity of operations (coop), emergency support functions, national response plan, Washington state comprehensive emergency

management plan and contingency planning for areas such as special needs (vulnerable populations) or animal sheltering are included.

**PCB 3023                      CELL BIOLOGY**

**3 Credits**

This course is designed to provide a detailed course of study of the structure, physiology, and biochemistry of prokaryotic, and eukaryotic cells. This course is further intended to provide advanced biology students with an understanding of the current concepts in molecular cell biology in preparation for further studies in biology. It also seeks to provide students with an understanding of the application of these concepts to genomics and the practice of modern biological science.

**PCB 3023L                      CELL BIOLOGY LAB**

**1 Credit**

This laboratory course is designed to provide a more detailed study of the structure, physiology and biochemistry of prokaryotic and eukaryotic cells.

**PCB 3043                      ECOLOGY**

**3 Credits**

This course is an examination of the interrelationships among living things and the physical environment. It includes a survey of the characteristics of ecosystems, properties and principles that impact population structure and fluctuations within them, the development and structure of communities, intra-specific and inter-specific relations, issues in conservation biology, and global sustainability. Basic principles of ecology at the ecosystem, community, and population levels. Includes survey of nutrient cycling, energy flow and ecological modeling of ecosystems.

**PCB 3043L                      ECOLOGY LAB**

**1 Credit**

This is a lab course associated with the course ecology - pcb3043.

**PCB 3063                      GENETICS**

**3 Credits**

A study of heredity. The course will cover the fundamental principles of genetics to include the genetic code, the chromosomal basis of heredity, mendelian and population genetics.

**PCB 3063L                      GENETICS LAB**

**1 Credit**

A study of heredity. The course will cover the fundamental principles of genetics to include the genetic code, the chromosomal basis of heredity, mendelian and population genetics.

**PCB 4109                      BIOLOGY OF CANCER**

**3 Credits**

This course will explore the cellular and molecular mechanisms underlying cancer development. Scientific evidence for the mechanism of abnormal cell growth will be discussed with the aim of understanding how changes in the normal growth and division processes lead to the formation of tumors.

PCB 4233                      IMMUNOLOGY

3 Credits

The study of the innate and the adaptive immune responses. Immunological biomolecules including antigens, antibodies, cytokines and interleukins will be discussed. Immune reactions and immune system disorders along with immunogenetics and transplantation will be included.

PCB 3244                      BIOLOGY OF AGING

4 Credits

The biology of aging is a course designed provide biological theories to the complex process of aging involving biological, behavioral, and environmental factors. Evolutionary and molecular mechanisms this course will also describe the increased understanding of genetic factors that contribute to individual lifespan limiting or disabling diseases. This course will also describe the role of hermaphroditic cells, mitochondria, and tumor suppressor gene p53 in aging process. The relationship of carbohydrate metabolism and growth hormone to aging process will also be included.

PCB 4523C                      DEVELOPMENTAL BIOLOGY

4 Credits

Gametogenesis, fertilization and embryogenesis is observed and described at the whole and molecular levels. Plant, invertebrate and vertebrate systems are discussed.

PCO 4220                      ADDICTIONS COUNSELING

3 Credits

This course provides an overview of the counseling process. Focus will be on both individual counseling and group dynamics. Specific focus will provide students with an opportunity to apply the principles and techniques of group counseling and to develop skills as a group leader by leading role-played groups in a didactic setting. Topics include principles of group counseling, client-group relationships, characteristic stages of groups, resolving difficulties and terminating the group. Several varieties of groups are explored, including groups for children, adults, and the elderly. Specialized instruction focuses on addiction groups. This course covers a portion of the content for the Florida Certification Board (FCB) for the certified addictions professional (cap) exam.

PCO 4222                      TREATMENT PLANNING

3 Credits

Students will develop treatment planning and learn documentation for people with addictions. Focus will include developing individualized treatment plans which account for a diverse set of issues (i.e., mental health, medical conditions, and social and legal concerns) and monitoring progress toward recovery. In addition, ethical and behavioral standards will be covered. Focus will include documentation procedures and reporting outcomes to external parties (i.e., mcc, legal systems, employers). This course covers a portion of the content for the Florida Certification Board (FCB) for the Certified Addictions Professional (CAP) exam.

PCO 4332                      ASSESSMENT & EVALUATION IN ADDICTION

3 Credits

Students will learn and utilize various screening and assessment tools for addictions. Focus will include how to interpret and use resulting data. This course covers a portion of the content for the Florida Certification Board (FCB) for the Certified Addictions Professional (CAP) exam.

**PEL 1141                      ARCHERY**

**2 Credits**

This activity course will focus on the basic principles, rules, and techniques of archery. It is designed to accommodate the beginning archer. The emphasis is on establishing a solid foundation and improves students skills significantly; among the topics covered are: equipment, alignment, anchor, aiming, releasing and scoring.

**PEL 1321                      VOLLEYBALL**

**2 Credits**

This course is designed to develop skills and knowledge of volleyball. Emphasis is on volleyball teaching methods.

**PEL 1341                      TENNIS**

**2 Credits**

This course is designed to introduce students to basic tennis strokes; rules; etiquette; terminology; basic tactics; strategy; and equipment.

**PEL 1346                      BADMINTON**

**2 Credits**

This course is an introduction and advance study of the rules, techniques, physical skills, and strategies of the game of badminton. Students will be introduced to the game from historical and technical perspectives; learning its origins and rules, then developing their individual skills through a series of demonstrations, drills and individual performance tasks and reinforcing their skills through competitive games and tournament experiences.

**PEL 1621                      BASKETBALL**

**2 Credits**

This introductory course focusing on learning basic skills, rules, and offensive and defensive strategies of basketball. Opened to those who have not played on an organized team.

**PEM 2101                      INTRODUCTION TO FITNESS**

**3 Credits**

The student will become familiar with development and/or maintenance of general physical fitness: aerobic capacity, muscle strength, flexibility, fatness control. Incorporates theory, evolution, and training methods for fitness.

**PEM 1104                      PHYSICAL FITNESS AND HEALTH**

**2 Credits**

The primary purpose of this course is to provide an opportunity for all students to acquire knowledge and motor skills in major and minor sports, along with regular physical exercise and health information.

PEM 1104                      PERSONAL FITNESS PROGRAM DESIGN

3 Credits

This course will prepare the student to design personal evaluations and development of personal fitness program to enhance health.

PEM 4940                      FITNESS LEADERSHIP PRACTICUM

4 Credits

This course will provide initial field experience in a fitness program that provides practical application in a clinical setting of knowledge acquired in the classroom. Students are required to complete 100 clock hours on site.

PEM 4941                      FITNESS LEADERSHIP INTERNSHIP

12 Credits

This course is designed to provide the final field experience to gain professional experience in a supervised fitness setting in the community to prepare for work in a professional setting. 400 clock hours are required on site.

PEN 1121                      SWIMMING

2 Credits

This course will cover the beginning swimming skills as described in the certified American Red Cross beginning swimmers program.

PEN 2101                      PRINCIPAL OF ANALYSIS AQUATICS

2 Credits

The primary purpose of this course is to provide students with the principles, techniques, and safety procedures for a variety of aquatic activities, with emphasis on strokes, fitness games, and other popular cultural activities.

PEO 2216                      COACHING BASEBALL

3 Credits

The organization, fundamental skills, techniques and strategy of coaching baseball theory and practice.

PEO 2624                      COACHING BASKETBALL

3 Credits

The organization, fundamental skills, techniques and strategy of coaching basketball theory and practice.

PET 2000                      INTRODUCTION TO PHYSICAL EDUCATION

3 Credits

Orientation to the physical education profession regarding history, objectives, relationships, and the importance of the field in American life. Students are afforded the opportunity of evaluating their personal fitness for the profession. Some principles of first aid are included.

PET 3231                      MOTOR LEARNING

3 Credits

A study of the various factors affecting the acquisition of motor skills.

**PET 3310 KINESIOLOGY**

3 Credits

A study of human movement from the perspective of anatomy and biomechanics, with emphasis on the analysis of sport-skill movement.

**PET 3312 BIOMECHANICS**

3 Credits

This course is designed to provide students with comprehension and application of anatomical and mechanical principles involved in human movement.

**PET 2320 APPLIED HUMAN ANATOMY/ PHYSIOLOGY**

4 Credits

This course will cover the general aspects of the anatomy of the human body from a systemic approach. It will be concerned primarily with the gross structures and locations of the different body parts and organs. The following body systems will be covered in this course: integumentary, circulatory, musculoskeletal, respiratory, digestive, urinary, nerves, and reproductive.

**PET 3321 HUMAN ANATOMY FOR PHYSICAL EDUCATORS**

4 Credits

A study of the structural systems of the human body that affect or are affected by human motor performance. To examine the nature of the movement structures of the human body: bones, skeletal muscles, and ligaments. To describe and diagram the microscopic structure of bones, joints, skeletal muscles, and ligaments. To describe the growth and development of bones, joints, skeletal muscles, and ligaments. To identify on an anatomic model the structures and sub-structures that have significant to human performance.

**PET 4351 EXERCISE PHYSIOLOGY**

3 Credits

A study of the physiological aspects of sports and physical activity. Laboratory experience required.

**PET 3361 FITNESS & NUTRITION**

3 Credits

The effects of sports training on individual nutrient stores & requirements & the effects of nutrient intake on sports performance.

**PET 4401 ORGANIZATION & ADMINISTRATION OF PHYSICAL EDUCATION**

3 Credits

This course is designed to meet the needs of students who will plan, direct, supervise, and construct physical education programs in relation to the total school program. Special attention is placed on organization, supervision and administration.

**PET 4402 ORGANIZATION & ADMINISTRATION OF FITNESS PROGRAMS**

3 Credits

The study of the basic skills needed to manage, develop and implement health/fitness programs.

**PET 4410                      AREA AND FACILITIES MANAGEMENT**

**3 Credits**

This course provides an opportunity for students to analyze the planning, design commercial recreation areas (indoor and outdoor) and facilities. Survey of design, function, aesthetics as well as meeting program needs will be addressed.

**PET 3479                      INTRAMURALS**

**3 Credits**

Organization and administration of intramural athletics, emphasizing scheduling, awards, eligibility, records, publicity, and promotion of program. To examine the organization and administrative aspects of intramural athletics.

**PET 4550                      PHYSICAL FITNESS ASSESSMENT & EXERCISE PRESCRIPTION**

**3 Credits**

Prepare students for techniques in conducting health-fitness tests and exercise prescription for adults. Emphasis on cardiovascular strength, flexibility, body composition, health risk testing, exercise prescribing, and monitoring.

**PET 4552                      FITNESS PROGRAMMING FOR SPECIAL POPULATIONS**

**3 Credits**

This course will prepare the student to address the fitness needs specifically for special populations including cardiac rehabilitation. Includes pharmacology, electrocardiography, and pathophysiology of chronic diseases, exercise testing, prescription, and leadership for special cases.

**PET 2622                      CARE AND PREVENTION OF ATHLETIC INJURIES**

**3 Credits**

The principles of emergency action in case of accidents and special care of the injured are presented. Special attention is given to prevention and care of athletic injuries with laboratory experience in bandaging, splinting, and artificial respiration.

**PET 3627                      CARE AND PREVENTION OF HUMAN INJURIES**

**3 Credits**

The principles of emergency action in case of accidents and special care of the injured are presented. Special attention is given to prevention and care of athletic injuries with laboratory experience in bandaging, splinting, and artificial respiration.

**PET 3640                      ADAPTIVE PHYSICAL EDUCATION**

**3 Credits**

A study of normal and faulty body mechanics and common deviations found among school children; practice and interpretation of findings; organization of programs in physical education for the individual who is psychologically or orthopedic ally handicapped.



**PET 3712                      PHYSICAL EDUCATION IN THE ELEMENTARY AND SECONDARY SCHOOLS**

**3 Credits**

This course is designed to explore various methods and techniques of teaching physical education activities in grades k-12, with emphasis on the study of current program content design and teaching techniques.

**PET 3765                      THEORY OF COACHING**

**3 Credits**

This course presents an overview of coaching a variety of sports in the junior high school, senior high school and recreational programs with emphasis on the following: conditioning, training methods, drug use in athletics, public recreation, and legal aspect of athletics, dealing with college recruiters, awards, officials, values, budget, equipment and staff members.

**PET 1770                      INTRODUCTION TO PERSONAL FITNESS TRAINING**

**3 Credits**

A comprehensive course to prepare students to perform personal training. This course will cover the fundamentals of muscle physiology and physiological adjustments of training. This class will provide hands-on experience in a fitness setting to apply knowledge of physiology, kinesiology, nutrition, and assessment.

**PET 4771                      HEALTH & FITNESS TRAINERS**

**3 Credits**

This course is designed to prepare students to perform assessment, prescription, and maintenance of personal fitness for clients and students to include developing strategies for teaching the basic concepts and components of physical fitness and the significance of lifestyle on one's health, assessing individual fitness levels through proper administration of a variety of test batteries, developing and conducting prescriptive fitness programs which are suitable to student needs and interests, teaching a variety of dynamic activities which promote fitness and reduce stress, assessing activities, personal habits, and consumer issues in terms of their fitness values, incorporating biomechanical and physiological principles in exercise and training instruction and conducting a variety of discussions and activities that will promote a positive attitude among students toward fitness as a lifestyle.

**PET 3820                      TEACHING SPORTS SKILLS**

**3 Credits**

This course is designed for potential physical education teachers, coaches, and recreation leaders. An emphasis is placed on the development of the sport skill, proficiency, and knowledge in planning, implementation, and evaluation of team and individual sports.

**PET 3825                      EDUCATIONAL GYMNASTICS AND DANCE**

**3 Credits**

This course provides the physical education major with some fundamental knowledge and abilities of gymnastics, dance and how to teach these two areas. Helps the student understand the contribution of dance and gymnastics to the field of physical education.

PHI 2010                      INTRO TO PHILOSOPHY

3 Credits

This course will introduce students to the history and development of western philosophy. The contribution of pre-Socratic, classical and modern philosophers to western civilization will be given special emphasis. Class discussions will promote critical analysis and evaluation of different philosophical methods of inquiry such as rationalism, empiricism, and pragmatism.

PHI 1600                      INTRO TO ETHICS

3 Credits

This course will emphasize the use of critical analysis to examine ethical issues. Students will be exposed to literature on ethical theories and ethical reflection. Ethical arguments in the works of analytically about their ethical positions.

PHY 1020C                    INTRODUCTION TO PHYSICS

4 Credits

This course is a general education course designed for all majors. It is a survey of the physical environment as applied to mechanics, thermodynamics, electricity and magnetism, and modern physics with the laboratory an integral part of the learning process. This course deals with fundamental principles underlying our understanding of the physical world around us. It is a purely conceptual approach rather than using mathematics. However, basic mathematics will be used as tools to understand the concepts and to solve problems. Four contact hours: three lecture hours and one laboratory hours.

PHY 2048                    COLLEGE PHYSICS I

3 Credits

A study of the fundamental laws and theories of physics with emphasis on mechanics, heat, and sound. Three hours lecture.

PHY 2048L                   COLLEGE PHYSICS I LAB

1 Credit

This is a lab course associated with the course - college physics I (PHY 2048).

PHY 2049                    COLLEGE PHYSICS II

3 Credits

Advanced study of the fundamental laws and theories of physics with emphasis on electricity, magnetism, light, and modern physics. Calculus will be used extensively in theory and problem solving. Three hours lecture and two hours lab per week.

PHY 2049L                   COLLEGE PHYSICS II LAB

1 Credit

This is a lab course associated with the course - college Physics II (PHY 2049).

PHY 2053                    GENERAL PHYSICS I

3 Credits

The major topics included in this course are units and problem solving; kinematics; motion in two dimensions; force and motion; work and energy; momentum and collisions; circular motion and

gravitation; rotational motion and equilibrium; solids and fluids; temperature; heat and thermodynamics; and vibrations and waves and sound. This course is an algebra-based physics course for the science majors in areas of biology, medicine, and pharmacy. General physics i is the first of a two semester sequence in general physics.

**PHY 2053L                      GENERAL PHYSICS I LAB**

1 Credit

This course is a lab course associated with the general Physics I (PHY 2053).

**PHY 2054                      GENERAL PHYSICS II**

3 Credits

The major topics included in this course are electric charge, forces and fields, electric potential; electric current and resistance; basic electric circuits; basic electro magnetism; electro-magnetic induction and magnetism; reflection and refraction; mirrors and lenses and an introduction to modern physics.

**PHY 2054L                      GENERAL PHYSICS II LAB**

1 Credit

This course is a lab course associated with the course general Physics II (PHY 2054)

**PLA 3263                      LAW AND EVIDENCE**

3 Credits

A comprehensive analysis of the rules of evidence. Particular subjects include judicial notice, presumptions, the nature of real and circumstantial evidence, burden of proof, province of court and jury, documentary evidence, hearsay evidence, confessions, admissions, witnesses and constitutionally protected evidence. Emphasis on evidence in criminal cases."

**POS 2001                      INTRODUCTION TO POLITICAL SCIENCE**

3 Credits

This course defines politics as the science and art of government with regard to issues, in different spheres of human activity. It explores such concepts as power and authority. The study of nations, states, individuals and constitutions from the basis of this course. Such concepts as democracy, types of government, ideologies, political parties, legislative action, bureaucracies, as well as legal systems are examined. Topics related to public policies, foreign policy and international relations are also introduced.

**POS 2041                      AMERICAN POLITICAL STRUCTURE**

3 Credits

This course in American government covers a broad spectrum in political theory and practices dated from ancient Greece to modern time. Finally, this course offers students a general overview of the political process as practiced in the united states. It provides information politically that will challenge the readers interests in the working of the American political system at the local, state and the national levels.

**POS 3122                      STATE AND LOCAL GOVERNMENT**

3 Credits

This course examines the structure, functions, powers, and problems of state and local governments and their role in the federal system. Specific forms of state and municipal governance are examined, as well as specific focus on unique attributes of Floridian governmental structure and processes.

**PPE 4003                      THEORIES OF PERSONALITY**

**3 Credits**

A study of human interpersonal relations, including an in-depth study of the theories of personality and the development and application of these theories.

**PSB 3002                      BRAIN & BEHAVIOR**

**3 Credits**

This course introduces students to essential concepts of cognitive neuroscience in psychology. It surveys topics related to the disciplines of physiological, evolutionary and cognitive psychology with 21st century neuroscience. This course explores neural synaptic processes, anatomical structures and current brain mapping technologies as they relate to: memory, perception, states of consciousness, speech and language, social cognition, executive function and decision-making, as well as responses to brain trauma, pathogens or pharmacological interventions.

**PSB 2242                      ADDICTIONS I**

**3 Credits**

This course will begin to address the devastating impact of one of the major health issues. Alcohol/other drugs appear to affect every culture, facet, and discipline in life. Developing theoretical knowledge regarding the nature, etiology, prevention, and treatment of alcohol/other drug issues provides students with multidisciplinary approach for career opportunities. Students will begin to develop critical thinking and problem-solving skills based on knowledge of an array of treatment modalities specific to addiction treatment. This course covers a portion of the content for the Florida Certification Board (FCB) for the certified addictions professional (cap) exam.

**PSB 2242                      ADDICTIONS I**

**3 Credits**

This course will begin to address the devastating impact of one of the nation's major health issues. Alcohol/other drugs appear to affect every culture, facet and discipline in life. Developing theoretical knowledge regarding the nature, etiology, prevention, and treatment of alcohol/other drug issues provides students with a multidisciplinary approach for career opportunities. Students will begin to develop critical thinking and problem-solving skills based on knowledge of an array of treatment modalities specific to addiction treatment. This course covers a portion of the content for the Florida Certification Board (FCB) for the Certified Addictions Professional (CAP) exam.

**PSB 3243                      ADDICTIONS II**

**3 Credits**

Addiction is studied at many levels, from how drugs affect neurons to how drugs affect society. Neural architecture and societal organization influence drug effects as well as bear the brunt of drug effects. This complexity is in part responsible for the conflicting views of the nature of addiction, with some arguing we should consider addiction a disease, much like heart disease or diabetes, and

others arguing that drug use in addicts is a matter of choice. To understand addiction we also need to understand basic bio-psychological relations, such as how neurons work, heritability, and empirical laws of choice. Consequently, course readings include papers on these topics as well as papers on addiction. This course covers a portion of the content for the Florida Certification Board (FCB) for the Certified Addictions Professional (CAP) exam. This course covers a portion of the content for the Florida Certification Board (FCB) for the Certified Addictions Professional (CAP) exam.

#### **PSC 1121C                      PHYSICAL SCIENCE**

4 Credits

The major topics included in this course are: measurement and units, motion, force and motion, work and energy, temperature and heat, waves, wave effects and optics, electricity and magnetism, atomic physics, nuclear physics, the chemical elements, chemical bonding, chemical reactions, organic chemistry, the solar system, place and time, the moon, the universe, the atmosphere, atmospheric effects, minerals and rocks, structural geology, surface processes, geologic time.

#### **PSY 2012                      GENERAL PSYCHOLOGY**

3 Credits

The goal of this course is to provide students with an introduction to the scientific basis of human behaviors and the factors which influence human development. The course provides an overview of the history and major issues in psychology, including but not limited to: learning, cognition, motivation, personality, perception, and social psychology.

#### **PSY 4017                      EXPERIMENTAL PSYCHOLOGY**

3 Credits

This is an introduction to methodological principles and practices for conducting psychological research. Students will acquire skills needed to develop and test a viable hypothesis for empirical research and investigation using an appropriate experimental design and theoretical framework. Within group, between group and factorial designs will be studied.

#### **PSY 4049                      PSYCHOLOGY EXIT SEMINAR**

3 Credits

An intensive research and seminar investigation of one or more current issues in psychology as an intellectual, academic discipline as well as the broader profession itself. This course also provides a general assessment of learning in the major course of study.

#### **PSY 2201                      STATISTICS FOR THE BEHAVIORAL SCIENCE**

3 Credits

This course is designed to introduce students to quantitative methods in the social and behavioral sciences. Students will be introduced to data collection and analysis. Frequency distributions, counting techniques, probability, distribution functions, estimation, testing, hypothesis, measures of central tendency, regression, correlation.

#### **PSY 3213                      WRITING FOR PSYCHOLOGY**

3 Credits

This course is designed to develop a comprehensive understanding of how research is conducted in social sciences. Students will leave the course with a comprehensive understanding of how to read peer-reviewed journal articles as well as how to conduct research in the social sciences. This course will focus on all aspects of the research process from the development of a research question to execution of a research project to dissemination of scientific findings. In addition, the course will also cover the controversies and debates that are ongoing within the field of psychology. This course will teach students how to effectively present their findings in both spoken and written media.

#### PSY 3302                      TESTS AND MEASUREMENTS

3 Credits

A study of the concepts and practice in the design, construction, administration, scoring, and interpretation of tests, including diagnostic, achievement, and aptitude tests, both standardized and otherwise.

#### PSY 4604                      HISTORY AND SYSTEMS OF PSYCHOLOGY

3 Credits

This course is designed to provide psychology students an opportunity to understand the history and evolution of psychological theories and ideas that have changed over time. The course will review areas that currently define psychology, and explore older ideas that are no longer current. Students will also study those ideas that are still relevant, and areas that are likely to be important in the future. Students will examine major philosophical approaches that informed the questions and methods of psychologists, including the classical systems and schools of psychology, and will review some of the major empirical findings and theories that have influenced the directions of research.

#### PSY 3901                      INDEPENDENT READINGS AND RESEARCH

Varies

Limited to qualified students who have obtained permission from a faculty member and who present a viable plan of study including independent research topic to be pursued and the focus of study and guiding objectives. Students enrolled in this course are expected to maintain regularly scheduled meetings with their instructor, and to submit a written report of their study. May be taken either individually or as part of a team research project as deemed appropriate by the instructor.

#### PSY 4930                      SPECIAL TOPICS

3 Credits

These courses contain advanced undergraduate level material and are designed primarily for undergraduate juniors and senior. Topics vary based on need. This course is repeatable up to two times.

#### PSY 4932                      SPECIAL TOPICS

3 Credits

This upper-division course explores contemporary and emerging topics in psychology. Topics will focus on faculty expertise, students' interests or curriculum needs. Such courses may include

psychology of faith and religion, psychology of liberation, psychology of gender and human sexuality, community psychology, crisis intervention, and helping skills in psychology.

**PSY 4945                      PSYCHOLOGY PRACTICUM**

**6 Credits**

This course provides psychology students with an opportunity to work in a professional setting and begin to integrate their academic knowledge with experiences, expectations, values, and demands of the world outside the classroom.

**QMB 2100                      STATISTICS FOR BUSINESS**

**3 Credits**

This is an introductory course to statistics and the use of calculus in business discipline. This course attempts to respond to the changing needs of business and management by using a practical approach to statistical analysis. While studying descriptive and inferential concepts, the students will apply these to business, management and industry in general, government and related areas.

**QMB 3600                      QUANTITATIVE ANALYSIS**

**3 Credits**

Quantitative techniques and models are presented. Decisions under uncertainty, model building and decision-making criteria will prepare the student for future managerial decisions. Linear programming, decision trees, probabilities, guessing, and such theories are studied.

**RED 3012L                      BASIC READING FOUNDATIONS**

**4 Credits**

This course focuses on the development of literature in elementary grades. Examines research on teacher effectiveness and reading; provides an overview of various approaches to teaching reading; and emphasizes skill development in areas of phonological awareness, phonics and word study, fluency, vocabulary, and comprehension. Skill of integrating methods of incorporating music, art, drama, and movement into the primary (k-2) and intermediate (3-5) curriculum in ways that support and enhance acquisition of the curricular content. Lab included.

**RED 4033                      INTRODUCTION OF READING AND CONTENT FOR K - 12**

**4 Credits**

A course in principles, techniques, and procedures in developing reading readiness and reading skills throughout primary, intermediate and upper grades; principles underlying selection and use of materials and techniques. Students are provided with a broad background of information, knowledge and understanding of reading skills that are essential to increasing reading proficiency across the content areas. One hour lab is required.

**RED 4510C                      DIAGNOSTIC AND CORRECTIVE READING STRATEGIES WITH  
LAB**

**4 Credits**

A course designed to provide additional training in reading instruction beyond that offered in the basic reading course, LAE 4314C-. Emphasis is placed on development of skills and knowledge in diagnostic and prescriptive methods of teaching reading.

REL 2200                      INTRO BIBLICAL STUDIES

3 Credits

This course will introduce students to the authorship, themes and relevance of biblical literature to our modern society. Through selected readings from the bible and contemporary biblical scholarship, the historical and social forces that influenced the writing of the bible will be explored.

RTV 3260                      MEDIA CONSTRUCTION

3 Credits

This course introduces the core components of media idea, image, sound and sequence with the technical fundamentals involved in shooting and editing video. Projects will include audio and video exercises where students work with digital video cameras, Photoshop, and editing software.

RTV 4301                      BROADCAST JOURNALISM

3 Credits

Principles and skills in writing for broadcast media with emphasis on broadcast news writing, news coverage, news editing, and responding effectively to news problems and potential, as well as the rules and regulations that apply to broadcast journalism.

RTV 4340                      JOURNALISM CAPSTONE

3 Credits

This course will serve as culminating academic experience which brings together all the key learning outcomes for students participating in the journalism track. Students should expect to produce individual projects that showcase your skills in a format that can be presented to future employers.

RTV 3533                      VIDEO PRODUCTION

3 Credits

The primary goal of the course is to serve as a foundation for further exploration in digital video artwork and storytelling. The course addresses the theory and practice of film/video production. Students will be expected to understand: camera operation, audio control, basic directing, lighting, and editing. The course will cover the fundamentals of shooting, sound, lighting, and editing, among other production issues.

RTV 3556                      AUDIO PRODUCTION

3 Credits

This course provides an introduction to the basic principles of the art and science of sound production and design. Students will gain hands-on experience in topics, such as field sound recording, Foley, ADR, sound effects gathering, scoring, use of digital recorders and microphones, digital audio editing and mixing.

RTV 3590                      DIGITAL STORYTELLING

3 Credits

This course will introduce students to and provide repeated practice in using digital media for composing compelling digital stories. Students will explore the interactivity and narrative of digital media through the creation of audio and video projects. Students will also examine digital media as a tool for seeing, exploring, expressing and social critique. By analyzing literature, films, video



games and interactive artworks, students will look at the various forms of dynamic storytelling in relationship to memory and time. Some of the topics that will be discussed include subjectivity, sequences and transitions, rhythm and repetition, interactivity and the role of the observer.

#### **SCE 3310                      SCIENCE IN THE ELEMENTARY SCHOOL**

**3 Credits**

This course will offer a study of science. Techniques, concepts and principles for teaching science in the elementary school will be presented. The class discussion will focus on a variety of ways of helping children to make the greatest use of their environment.

#### **SLS 1103                      INTRO TO COLLEGE**

**3 Credits**

This introductory college course is designed to acquaint first-year students with strategies to succeed in college and life. Integrated topics include getting started in college, academic success, and life beyond the classroom. These integrated topics address subcategories such as reading and writing skills, time management, discovering learning styles, effective study methods, information competency, academic planning, financial management, use of technology, and health and wellness.

#### **SLS 1122                      CONTINUED ACADEMIC SUCCESS**

**3 Credits**

This course is designed to continue to build the skills taught in SLS 1103 introduction to college and to continue to enhance the study habits of students who may be struggling in their academic performance after completing introduction to college. The focus of the course is to provide needed interventions into the student's academic skill set and enhance their performance in the overall academic record.

#### **SLS 1321                      CAREER EXPLORATIONS**

**3 Credits**

This section of the introductory college course is designed to prepare junior and senior students with strategies to succeed in the workforce. Integrated topics include time management, the interviewing process, resume writing, and communication for corporate success. These integrated topics address subcategories such as balancing school and work demands, preparing for an interview, use of appropriate language, using action words, listening effectively, dressing for success, and nonverbal communication. Lab assignments are a requirement for this course.

#### **SOP 3003                      SOCIAL PSYCHOLOGY**

**3 Credits**

A study of the interrelationship of society, culture, and personality including topics of motivation, perception, socialization, development of self-awareness, personality, crowd behavior, small-group dynamics, and the effect of propaganda.

#### **SOP 3782                      BLACK PSYCHOLOGY**

**3 Credits**

The course will provide students with a framework of issues and theories relevant to the black experience. Students will view psychology and psychological research from a slightly different point of view than is normally provided in a mainstream class. This course will utilize a

combination of lectures, readings from assigned texts, and articles pertaining to the black experience in the realm of psychology.

**SPC 2017                      FUNDAMENTALS OF SPEECH**

**3 Credits**

Students will develop the ability to speak easily and fluently before groups; emphasize various parts of speech, including public speaking, oral interpretation, and group discussion. Special emphasis placed on pronunciation, articulation, and vocabulary development.

**SPC 2608                      PUBLIC SPEAKING**

**3 Credits**

This course provides instruction and experience in the preparation and delivery of speeches within public settings and group discussions. Emphasis will be placed on theory, research, preparation, composition, delivery, and evaluation/criticism of informative, persuasive, and special occasion speeches. Students will learn to prepare and deliver well organized speeches and participate in group discussion with appropriate audiovisual support. Students will also learn to demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in academic settings, in the workplace, and in the community.

**SPM 2000                      INTRODUCTION TO SPORTS MANAGEMENT**

**3 Credits**

This course introduces the sports management profession and the sports management principles. Students will be able to gain an understanding of the basic organizational structures found in the sport industry and learn applications of managerial concepts and processes.

**SPM 3018                      SOCIOCULTURAL ASPECT OF SPORTS MANAGEMENT**

**3 Credits**

This course approaches sport through a variety of global perspectives and cultural lenses. Students will be exposed to different national contexts, histories, leagues, and governing bodies, as well as the social, cultural, political. And economic imperatives organizing sport and its management, including global mega-events (e.g., Olympics, World Cup) and national structures (e.g., Barclays Premier League).

**SPM 3024                      CURRENT ISSUES IN SPORTS MANAGEMENT**

**3 Credits**

This course addresses current issues in the field of sport management. Topics include: marketing and advertising in sport, labor relations and legal issues, facility construction, promotional events, industry leadership, changes in leadership, and economical and financial issues currently affecting the industry.

**SPM 3204                      SPORTS ETHICS**

**3 Credits**

This course examines the ethical issues when confronting critical problems in sports management. The courses will cover topics that include sportsmanship, performance-enhancing drugs, and violence in sport, race, and gender equity in sport, ethics of coaching, betting and gambling in sports.

**SPM 3306                      SPORTS MARKETING**

**3 Credits**

This course is designed to prepare students for marketing in sports. Topics will include sale marketing strategies for college, professional and amateur sports. The course will also focus on promotions, advertising and licensing, sponsorship and international marketing.

**SPM 3403                      SPORTS COMMUNICATION**

**3 Credits**

This course is designed to examine the contacts that stand within media and sport. Specific topics include: organizational communication and public relations, sport communication services, the responsibility of newspapers, radio, television and the internet. Other important topics include legal aspects of sport communication.

**SPM 4503                      SPORTS ECONOMICS**

**3 Credits**

This course offers students the opportunity to study economic theory and literature related to the several economic issues in professional and amateur sports. Included are public funding of sports arenas, labor relations and compensation of athletes, and antitrust issues in sports markets.

**SPM 4505                      SPORTS FINANCE**

**3 Credits**

This course is designed to give students an understanding of the basic theory in finance and accounting applied to managerial control of sport organizations. The course focus on the forms of ownership, revenues and costs in sport organizations, financial analysis, feasibility studies, economic impact studies, and public finance of sport.

**SPM 4515                      MANAGING SPORTS ENTERPRISE**

**3 Credits**

This course is designed to explain and delineate financial expense categories and sources of revenue for sport organizations. Determine and calculate facility revenues and non-facility revenues. Develop potential solutions for improving revenue sources and increasing revenue and decreasing costs while maintaining a viable product.

**SPM 4604                      GOVERNING AGENCIES IN SPORTS**

**3 Credits**

This course is designed to introduce student to governance structures throughout the sport industry. Special topics include development of local, national and international structures. The course will examine strategy alliances, divergence and power in sport administrations from little league, Olympic games, International Federations, and professional sports.

**SPM 4702                      RESEARCH METHODS IN SPORTS MANAGEMENT**

**3 Credits**

This course addresses methods and techniques used in research in sport administration and physical education, including library materials and writing techniques.

**SPM 4723                      SPORTS LAW**

**3 Credits**

The student will study the basic legal system, sports law terminology, and principles that apply to professional and amateur sport. This course will also recognize and investigate different sport law issues, the effects of those issues, and the methods of controlling the liability of sport organizations.

**SPM 4920                      SPORTS MANAGEMENT PRACTICUM**

**4 Credits**

This course is a pre-internship experience in the field of sport management. Programs may include Edward Waters College athletics or intramurals, or youth sport programs. Theories and practices learned in this course will be utilized in a supervised setting. Students must complete at least 100 hours of practicum experience.

**SPM 4941                      SPORTS MANAGEMENT INTERNSHIP**

**12 Credits**

This is a senior-level course of supervised work experience designed to provide the student various opportunities in sports management. The student will be required to complete 450 hours of sports-related industries according to individual interests.

**SPN 1120                      ELEMENTARY SPANISH I**

**3 Credits**

This is a beginning Spanish class designed for the student who has had no exposure to or training in the Spanish language. It provides a foundation in the language, introducing vocabulary, grammar and culture. Skills involved in listening, speaking, reading and writing will be developed.

**SPN 1121                      ELEMENTARY SPANISH II**

**3 Credits**

This is a beginning Spanish class designed for the student who has had one semester of Spanish language. It continues to build a foundation in the language, introducing vocabulary, grammar and culture. Skills involved in listening, speaking, reading and writing are further developed.

**SSE 3312                      SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

**3 Credits**

This course is designed to provide students with the knowledge and tools needed to be effective elementary social studies teachers. I will also examine the concepts of the classroom being a microcosm of society and how this benefits social studies education. Students will learn strategies that allow for diverse learners to "experience" social studies, and so integrate social studies with all other subject areas. Reading strategies that are essential in content area reading along with the tools that are helpful to students as they navigate through nonfiction and social studies fictional text will be discussed at length.

**STA 2023                      ELEMENTARY STATISTICS**

**3 Credits**

An introduction to frequency distribution, counting techniques, probability, distribution functions, estimation, testing, statistics notations, and normal distribution problems related to the population and sample including the standard error of the means.

**STA 3024                      INTERMEDIATE STATISTICS**

**3 Credits**

This course is continuations of elementary statistics. Topics include hypothesis testing, regression, correlation, statistical decision theory, analysis of variance and nonparametric methods. This course focuses on two core topics: design of experiments and analysis of data. . Emphasis will be placed on the use of statistical software, and the interpretation of the results of data analysis.

**STA 4173                      BIOSTATISTICS**

**3 Credits**

This course provides an in depth study of how to design, implement, analyze and evaluate data using descriptive statistics, probability, probability distributions, point and interval estimation, hypothesis testing, chi-square, correlation and regression with biomedical applications. The primary focus of this course is on developing a deep understanding of what statistical tests are appropriate for different types of data collected in health and sciences. An emphasis will be placed on statistical software program such as R, SPSS, or SAS .

**STA 4222                      SAMPLE SURVEY DESIGNS**

**3 Credits**

This course is an introduction to the techniques used to conduct sample surveys. Topics covered include simple random sampling, systematic sampling, stratified sampling, cluster sampling, and multistage sampling.

**STA 4321                      PROBABILITY I**

**4 Credits**

This is a course in probability theory. Starting from the set- theoretic definition of discrete probability we will build the general theory including discrete and continuous distributions, multivariable probability and functions of a random variable. There will be a strong focus on problem solving. You are assumed to have knowledge of and facility with the techniques of calculus. We will cover the first six chapters of the text. This course will prepare students to study mathematical statistics.

**STA 4322                      PROBABILITY II**

**4 Credits**

This course is a second semester course in probability as it applies towards statistics that extends the fundamentals of probability to cover topics in statistical inference.

**STA 4502                      NONPARAMETRIC STATISTICS**

**3 Credits**

The course will integrate exploratory data analysis and nonparametric statistical inference. The emphasis will be on analysis and interpretation of data. You should be familiar with summary statistics, graphs, hypothesis tests, confidence intervals and the basics of statistical inference.

STA 4504                      CATEGORICAL DATA ANALYSIS

3 Credits

Description and inference for binomial and multinomial observations using proportions and odds ratios; multi-way contingency tables; generalized linear models for discrete data; logistic regression for binary responses.

SYA 4300                      SOCIAL RESEARCH METHODS

3 Credits

This course introduces students to the frameworks and methods of conducting social research. The focus is on designing and executing research, from identifying an interesting question and reviewing the relevant literature, to collecting and analyzing data, to drawing reliable inferences and presenting meaningful results.

SYD 3410                      URBAN SOCIOLOGY

3 Credits

Sociological and ecological analysis of urban centers in terms of changing structure and processes, including a study of the social pressures, patterns, and institutions of urban life and their impact on social relations and personality.

SYG 2000                      INTRO TO SOCIOLOGY

3 Credits

This course introduces the scientific study of human society, culture and social interactions. Topics include basic theories of sociology, process of socialization, research methods, diversity and inequality, cooperation and conflict, social change, major social institutions, and organizations.

SYG 3011                      CURRENT SOCIAL PROBLEMS

3 Credits

A study of the tensions of contemporary American society as reflected in social problems and their relationship to individuals, the society, and the culture. Consideration of proposed solutions to social problems in relation to cultural values and the social structure.

SYO 3120                      SOCIOLOGY OF FAMILY

3 Credits

A comparative study of institutions of marriage and the family with special emphasis on the contemporary American family; consideration of the modern family as a unit of interacting personalities; of family organization, and contemporary problems facing the family. In addition, focus on the role and impact of addictions in the family will be examined. This course covers a portion of the content for the Florida Certification Board (FCB) Certified Addictions Professional (CAP) exam.

TAX 4001                      FEDERAL TAX ACCOUNTING I

3 Credits

A survey of federal income taxation with emphasis on taxation of individuals and corporations, and the ethics of income tax accounting. Study of the basic theory, concepts, practice and methods of determining the taxable income and tax liabilities of business entities and individuals. The course is designed as a comprehensive introduction to the federal income tax structure, primarily as it affects

individual taxpayers and business activities. The course emphasizes the role of taxation in the business decision-making process. To further inform students understanding of federal taxation, students are introduced to the economic, social, equity, and political considerations that justify various aspects of federal tax policy.

**TAX 4011                      FEDERAL TAX ACCOUNTING II**

**3 Credits**

An in-depth study of income taxation of corporations and partnerships, including tax planning. This course is an introduction to federal taxation of corporations and flow through entities. Emphasis is placed on the concepts used to determine the taxation of corporations, shareholders, partnerships and partners. A survey of federal income taxation with emphasis on taxation of individuals and corporations, and the ethics of income tax accounting. Study of the basic theory, concepts, practice and methods of determining the taxable income and tax liabilities of business entities and individuals.

**TSL 4080                      LINGUISTICS FOR ESOL EDUCATION**

**3 Credits**

This course provides the instructional applications of teacher knowledge about language (phonology, morphology, syntax, pragmatics, discourse) and language acquisition in linguistically diverse classrooms.

**TSL 4240                      SURVEY OF WORLD HISTORY I**

**3 Credits**

This course offers students an overview of world history from prehistory to the renaissance. In this course, students will learn, discuss, interpret, and analyze the major themes of world history. Some of the key themes we will be going in class are: classical civilizations, like Greece, Rome, China, and India. Indo-European migration. The renaissance. The medieval era

**WOH 2022                      SURVEY OF WORLD HISTORY II**

**3 Credits**

This survey course acquaints students with the developments and major historical events of modernity. It examines scientific revolution, the rise of modern industry, the great political revolutions, major war, and cultural changes.

**ZOO 2010                      GENERAL ZOOLOGY**

**3 Credits**

A comparative study of morphology, life processes, and ecology of the major animal phyla and classes.

**ZOO 2010L                      GENERAL ZOOLOGY LAB**

**1 Credit**

This is a lab course associated with general zoology - ZOO 2010.

**ZOO 2303                      VERTEBRATE ZOOLOGY**

**3 Credits**

Phylogenetic relationships, classification, morphology, life histories and general biology of vertebrates is presented. Included is a comparative analysis of the structure, function and organization of vertebrates. Reproduction, growth and comparative embryology is also discussed.

ZOO 4752                      HISTOLOGY

4 Credits

This course focuses on the structure and function of cells comprising healthy tissues and organs. Students will learn to identify all major cell types and their functions in the human body. Human tissue and organ systems are compared at the cellular level.



# FACULTY CREDENTIALS

## DEPARTMENT OF GENERAL STUDIES

Crowley-Watson, Megan  
General Studies: English  
B.A., English, University of Connecticut  
M.A., English, University of Rhode Island

DiGennaro, Clara  
General Studies, Spanish  
B.S., Italian Language and Literature, University á degli Studi Di Catania  
B.S., Spanish, Richard Stockton College of New Jersey  
M.A., Modern Languages, Facoltá di Lettere Moderne, Università degli Studi Di Catania

Fowler, Ray  
General Studies, English  
B.A., English, Florida A & M University  
M.A., English Literature, University of North Florida

Gonsalves, David M.  
General Studies, English  
B.S., English, Florida International University  
M.S., Curriculum and Instruction/English Specialization, Barry University

Jackson-Ross, Dontreal  
General Studies, English  
B.B.A., Business Administration, Monroe College  
M.A., English, National University

M'Mworia, Damaris  
General Studies  
B. A., Education, Nairobi University, Kenya  
M. A., Theology, Methodist Theological School  
M. A., Christian Education, Methodist Theological School  
M. Ph., Ethics, Drew University  
Ph.D., Ethics, Drew University

Sanford, Delacy  
Director of Upward Bound, Adjunct General Studies, History  
B.A., Teacher Education, Savannah State College  
M.A., Education Leadership, Georgia Southern University  
Ph.D., History, University of New York At Stony Brook

Scott, Richard  
General Studies, Mathematics  
B.S., Mathematics, Edward Waters College  
M.Ed. Education/Mathematics, Florida A & M University

Velez, Rafael  
General Studies, Chair  
B.A., English Literature, Purdue University Calumet  
M.A., English, Purdue University Calumet

Wiley, Trina M.  
Coordinator, Academic Advising & Focused Academics Motivating Excellence  
B.S., Criminal Justice Edward Waters College  
M.B.A. Master of Business Administration, University of Phoenix

Williams, Joel M.  
QEP Director/Writing Program Administrator  
A.A., General Studies, Florida Community College at Jacksonville  
B.A., English, Jacksonville University  
M.A., English Specialization in Rhetoric, National University

#### **DEPARTMENT OF BUSINESS ADMINISTRATION**

Ellis, LaDeidra  
Business Administration  
B.S., Business Administration, Florida A&M University  
B.S., Political Science, Florida A&M University  
M.B.A., Finance, Yale University School of Management

Ikeokwu, Francis  
Business Administration, Chair  
A.A., Business Administration, Hillsborough Community College  
B.S., Finance, University of South Florida  
M.B.A., Florida Metropolitan University  
M.A.C. Forensic Accounting, Florida Atlantic University  
Ph.D., Financial Management/International Business & Trade Relations, Union  
Institute & University

Seong, Yoon  
Business Administration  
B.S., Computer Science, Ajou University  
M.S., Computer Science and Engineering, University of Nebraska  
Ph.D., Management Information System, University of Nebraska

Tedeschi, Robert  
Business Administration  
B.A., Biology/Chemistry, Mercy College  
M.B.A., Health Administration/Finance, Wagner College  
Ph.D., Operations Management/Technology, Capella University

#### **DEPARTMENT OF COMMUNICATIONS**

Davis, Kimberly  
Mass Communications, Chair  
B.S., Communications, Mercer University  
M.S., Communications, Florida State University  
Ph.D., Communications, Florida State University

Derban, Alvenia  
Mass Communications  
B.A., Mass Communications, Shaw University  
B.A., Elementary Education, Shaw University  
M.A., Communications, Regent University

Henrich, Daniel  
Mass Communications  
B.A., Communications, California State University, Fullerton  
M.A., Cinema/TV Script/Screenwriter, Regent University

Johnson, Rahman  
Mass Communications  
B.A., Communications, Edward Waters College  
M.A., Strategic Communications and Global Leadership, Seton Hall University

#### **DEPARTMENT OF CRIMINAL JUSTICE**

Scott-James, Judy  
Criminal Justice Chair  
B.A., Business Administration: Organizational Management, Edward Waters College  
J.D., Law, Barry University School of Law

Davis, Kenneth  
Criminal Justice  
Bachelors of Justice Administration - Mountain State University  
Masters of Criminal Justice Administration- Mountain State University  
Doctor of Executive Leadership - University of Charleston

Ehrlich, Ekee  
Criminal Justice

BTech Laboratories Science University of London  
M.S., Microbiology, Birkbeck College  
Juris Doctor, Golden Gate University School of Law

McDaniel, Patrice  
Criminal Justice, Emergency Management  
B.A., Journalism, University of Georgia  
M.S., Psychology, California Coast University  
M.S.H.S., Emergency and Disaster Management, Touro University International  
Ph.D., Psychology, California Coast University

Okafor, Benjamin  
Criminal Justice  
B.S., Criminal Justice, University of Louisiana  
M.S., Criminal Justice, Grambling State University M.Ed., Educational Leadership,  
St. Leo University Ed.D., Educational Leadership

Yanis, Ricardo  
Criminal Justice, Forensic Science  
B.S., Forensic Science w/ Specialization in Criminalistics, John Jay College of  
Criminal Justice  
M.S., Forensic Science, University of New Haven

#### **DEPARTMENT OF MATHEMATICS AND SCIENCES**

Bowers, Christian  
Mathematics  
M.S. Mathematics, University of North Florida  
B.S. Statistics, University of North Florida  
Hill, Booker  
Mathematics  
B.A., Mathematics, Edward Waters College  
M.A., Mathematics, Florida A & M University

Kwizera, Petero  
Physics  
B.S., Makerere University  
M.S., Physics, Massachusetts Institute of Technology  
M.S., Mathematics, University of North Florida  
Ph.D., Physics, MIT

Mandal, Anita  
Biology  
B.Sc., Botany, University of North Bengal  
M.Sc., Botany, University of North Bengal  
Ph.D., Botany, Banaras Hindu University

Mandal, Prabir  
Biology, Chair  
B.Sc., Zoology, University of North Bengal  
M.Sc., Zoology, University of North Bengal  
Ph.D., Genetics, Bhopal University

Miller-Jenkins, Aileen  
Biology  
B.S. Biology, Mount Saint Mary's College  
M.S. Environment Studies, Bard College

Murage, Ephraim  
Biology  
B.Sc., Agriculture, University of Nairobi, Kenya  
M.Sc., Crop Science, University of Nairobi, Kenya  
Ph.D., Agriculture-Plant Physiology, Okayama University, Okayama, Japan

Panchal, Champak  
Mathematics  
B.Sc., Mathematics, Bombay University, India  
M. Sc., Mathematics, Bombay University, India  
Ph.D., Mathematics, University of Montana

Pradhan, Jyotsna  
Chemistry  
B.S. Chemistry, Delhi University  
M.S. Physical Chemistry, Delhi University  
Ph.D., Chemistry, University of Saskatchewan

Seymour, Brian  
Biology  
B.S., Biology, Southern Illinois University  
M.S., Clinical Science, San Francisco State University  
Ph.D., Immunology, University of California

Sundaralingam, Nakamuthu  
Physics  
B.Sc., (Honors), Physics, Chemistry & Applied Mathematics, University of Jaffna  
M.S., Physics, Tufts University  
Ph.D., High Energy Physics, Tufts University

Wider-Lewis, Felicia  
Mathematics - Developmental Education  
B.A., Interdisciplinary Studies; History, University of Florida

M.A.T., Mathematics, Jacksonville University  
Ph.D., Mathematics, University of Florida

## **DEPARTMENT OF MUSIC AND FINE ARTS**

Brown, Thomas P.  
Music and Fine Arts  
B.S., Music, Florida A&M University  
M. A., Music, Southern Illinois University

Chen, Lucy  
Music and Fine Arts  
B.A., Piano, Shanghai Conservatory of Music  
M.A., Music: Piano Performance, Boston University  
Ph.D., Music Art: Piano Performance, Boston University

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Music and Fine Arts  
B.M., Music, Stetson University  
M.M., Music, Florida State University  
D.M.A., Music, University of Miami

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Music and Fine Arts  
B.A., Music, University of North Florida  
M.Mus., Music, Oklahoma City University

Redding, Kedrick  
B.F.A., Music, Bethune-Cookman University  
M.F.A., Music, University of Central Florida

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B.A., Music Education, Eastern Washington University  
B.A., University of Michigan  
Th.M. Dallas Theological Seminary  
DMA, University of Washington

## **DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES**

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Social and Behavior Sciences, Chair  
B.A., Psychology, University of Illinois at Urbana-Champaign  
M.A., Clinical Psychology, University of Illinois at Springfield  
Ph.D., Counseling Psychology, Howard University

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B.S., Geography, Dhaka University M.S., Geography, Dhaka University  
M.A., Sociology, East Carolina University  
Ph.D., Sociology North Carolina State University

Landrum, Gail Victoria  
Social and Behavioral Sciences  
B.A., Psychology, Fisk University  
M.A., Psychology, Fisk University  
Ed.M., Human Development and Psychology, Harvard University  
Ph.D., Higher Education Administration, Boston College

Mathews, Avis  
Social and Behavioral Sciences  
B.S., Sociology, Tuskegee University  
B.S., Psychology, Nova Southeastern University  
M.S., Psychology, Nova Southeastern University  
Specialist Program, School of Psychology, Nova Southeastern University

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Director, Office of Institutional Planning and Research  
B.A. Psychology, Florida A & M University  
M.A. Clinical Psychology, Fielding Graduate Institute Santa Barbara California  
M.Ed. Counseling, University of North Florida  
M.S. School Psychology, Florida A& M University

#### DEPARTMENT OF TEACHER EDUCATION & URBAN STUDIES

Arnold, Josetta  
Teacher Education and Urban Studies  
B.A., Sociology, Spellman College  
M.A., Education and Curriculum and Instruction, University of Phoenix  
Ph.D., Organizational Leadership Concentration in Brain-Based Leadership, Nova Southeastern University

Briley, Sylvia

Teacher Education and Urban Studies  
B.A., Education, University of North Florida  
M.A., Special Education, University of North Florida

Francis, Kenneth  
Teacher Education and Urban Studies  
B.S., Education, Edward Waters College  
M.S., Administration and Supervision, Nova Southeastern University

Frazier, Bobby  
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B.A., Physical Education, Bethune-Cookman University  
M.Ed., Physical Education, Florida A&M University  
Ph.D., Organization, Administration & Supervision in Physical Education, Florida State University

Gallon, Archie, Jr.  
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B.A., Physical Education, Edward Waters College  
M.Ed., Physical Education, Florida A & M University

Mack, Marilyn  
Teacher Education and Urban Studies  
B.S., Physical Education, Recreation and Dance, Fayetteville State University  
M.Ed., Physical Education, Alabama State University  
Ed.D. Sports Management, United States Sports Academy

Milton, Veralee  
Teacher Education and Urban Studies  
B.S., Early Childhood Education and Elementary Education, Florida A & M University  
M.S. Adult and Continuing Education Certification in Administration and Supervision, Florida A & M University

Snow, Marie  
Teacher Education and Urban Studies  
B.S., Elementary Education, Edward Waters College  
M.Ed., Early Childhood and Curriculum and Instruction, University of South Florida  
Ed.D., Educational Leadership, University of Miami



## **ACADEMIC CALENDAR (FALL 2018)**

### **AUGUST 2018**

AUGUST 1, 2018	WEDNESDAY	FALL SPORTS TEAMS ARRIVE
AUGUST 4, 2018	SATURDAY	ACTIVITY STUDENTS ARRIVE
AUGUST 5, 2018	SUNDAY	ACTIVITY STUDENTS PROGRAM
AUGUST 6-7, 2018	MONDAY/TUESDAY	ORIENTATION /REGISTRATION ADVISING/ACTIVITY STUDENTS
AUGUST 9, 2018	THURSDAY	FACULTY RETURNS FACULTY/STAFF INSTITUTE
AUGUST 10, 2018	FRIDAY	FACULTY INSTITUTE
AUGUST 11, 2018	SATURDAY	NEW STUDENTS ARRIVE
AUGUST 13-17, 2018	MONDAY-FRIDAY	NEW STUDENT ORIENTATION/ REGISTRATION
AUGUST 16-17, 2018	THURSDAY/FRIDAY	RETURNING STUDENTS ARRIVE/REGISTRATION/ ORIENTATION
AUGUST 20, 2018	MONDAY	CLASSES BEGIN/ REGISTRATION/ DROP/ADD BEGIN
AUGUST 24, 2018	FRIDAY	LAST DAY FOR REGISTRATION/DROP/ ADD ENDS
AUGUST 27, 2018	MONDAY	LATE REGISTRATION BEGINS

AUGUST 31, 2018	FRIDAY	LATE REGISTRATION ENDS
<b>SEPTEMBER 2018</b>		
SEPTEMBER 3, 2018	MONDAY	LABOR DAY (COLLEGE CLOSED)
SEPTEMBER 4, 2018	TUESDAY	CLASSES RESUME
SEPTEMBER 12, 2018	WEDNESDAY	CONVOCATUM EST.
<b>OCTOBER 2018</b>		
OCTOBER 8-11, 2018	MONDAY/THURSDAY	MIDTERM EXAMS
OCTOBER 16, 2018	TUESDAY	MIDTERM GRADES DUE
OCTOBER 14-20, 2018	SUNDAY-SATURDAY	HOMECOMING WEEK
OCTOBER 19, 2018	FRIDAY	LAST DAY TO WITHDRAW (W, WF OR WP)REMOVE "I" SPRING 2018 SEMESTER
OCTOBER 22, 2018	MONDAY	LAST DAY TO APPLY FOR SPRING 2019 GRADUATION ACADEMIC ADVISING /PRE-REGISTRATION FOR SPRING,SUMMER, FALL 2019
<b>NOVEMBER 2018</b>		
NOVEMBER 12, 2018	FRIDAY	VETERANS DAY (COLLEGE CLOSED)
NOVEMBER 16, 2018	FRIDAY	END OF PREREGISTRATION
NOVEMBER 19-23, 2018	MONDAY- FRIDAY	FALL BREAK (NO CLASSES)

NOVEMBER 22-23, 2018	THURSDAY-FRIDAY	THANKSGIVING (COLLEGE CLOSED)
NOVEMBER 26, 2018	MONDAY	CLASSES RESUME
<b>DECEMBER 2018</b>		
DECEMBER 6, 2018	THURSDAY	CLASSES END
DECEMBER 7, 2018	FRIDAY	READING DAY
DECEMBER 10 – 13, 2018	MONDAY – THURSDAY	FINAL EXAMS
DECEMBER 18, 2018	TUESDAY	GRADES ARE DUE TO REGISTRAR
DECEMBER 20, 2018	THURSDAY	COLLEGE CLOSED

## ACADEMIC CALENDAR (SPRING 2019)

### JANUARY 2019

JANUARY 1, 2019	TUESDAY	NEW YEARS DAY (COLLEGE CLOSED)
JANUARY 3, 2019	THURSDAY	FACULTY/STAFF RETURN
JANUARY 4, 2019	FRIDAY	FACULTY/STAFF INSTITUTE
JANUARY 8-9, 2019	MONDAY/TUESDAY	NEW STUDENTS ARRIVE/ADVISING REGISTRATION
JANUARY 10/-11,2019	WEDNESDAY/THURSDAY	RETURNING STUDENTS ARRIVE ADVISING/ REGISTRATION
JANUARY 14, 2019	MONDAY	CLASSES BEGIN LATE REGISTRATION BEGINS/ADD/DROP BEGINS
JANUARY 18, 2019	FRIDAY	LAST DAY TO REGISTER/ADD & DROP/APPLY FOR FALL GRADUATION
JANUARY 21, 2019	MONDAY	MARTIN LUTHER KING, JR DAY (COLLEGE CLOSED)

**FEBRUARY 2019**

FEBRUARY 20, 2019	WEDNESDAY	HONORS DAY
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**MARCH 2019**

MARCH 4-7, 2019	MONDAY/THURSDAY	MID-TERM EXAM
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MARCH 12, 2019	TUESDAY	MID-TERM GRADES DUE TO REGISTRAR
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MARCH 15, 2019	FRIDAY	LAST DAY TO WITH- DRAW (W) LAST DAY TO REMOVE "I" LAST DAY TO APPLY
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MARCH 18-22, 2019	MONDAY-FRIDAY	SPRING BREAK (NO CLASSES)
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MARCH 25, 2019	MONDAY	CLASSES RESUME/ SUMMER/FALL 2019 PREREGISTRATION WITHDRAWALS WF/WP
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**APRIL 2019**

APRIL 3, 2019	WEDNESDAY	FOUNDERS DAY CELEBRATION
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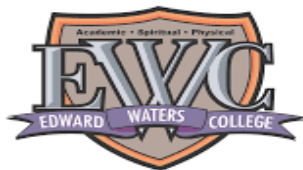
APRIL 8-12, 2019	MONDAY-FRIDAY	MAJOR FIELD EXAMS (GRADUATING SENIORS)
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APRIL 19, 2019	FRIDAY	GOOD FRIDAY (COLLEGE CLOSED)
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APRIL 22, 2019	MONDAY	EASTER MONDAY (COLLEGE CLOSED)
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APRIL 23-26, 2019	TUESDAY-FRIDAY	FINAL EXAMS FOR
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		GRADUATING SENIORS
APRIL 26,2019	FRIDAY	LAST DAY FOR SUMMER 2019/FALL 2019 PRE-REGISTRATION
APRIL 30, 2019	TUESDAY	FINAL GRADES DUE TO REGISTRAR FOR GRADUATING SENIORS
<b>MAY 2019</b>		
MAY 3, 2019	FRIDAY	READING DAY
MAY 6-9, 2019	MONDAY-THURSDAY	FINAL EXAMS
MAY 10, 2019	FRIDAY	BACCALAUREATE SERVICE
MAY 11, 2019	SATURDAY	COMMENCEMENT EXERCISE
MAY 14, 2019	TUESDAY	GRADES DUE TO REGISTRAR



EDWARD WATERS COLLEGE

*Emerging Eminence*