

# Edward Waters College

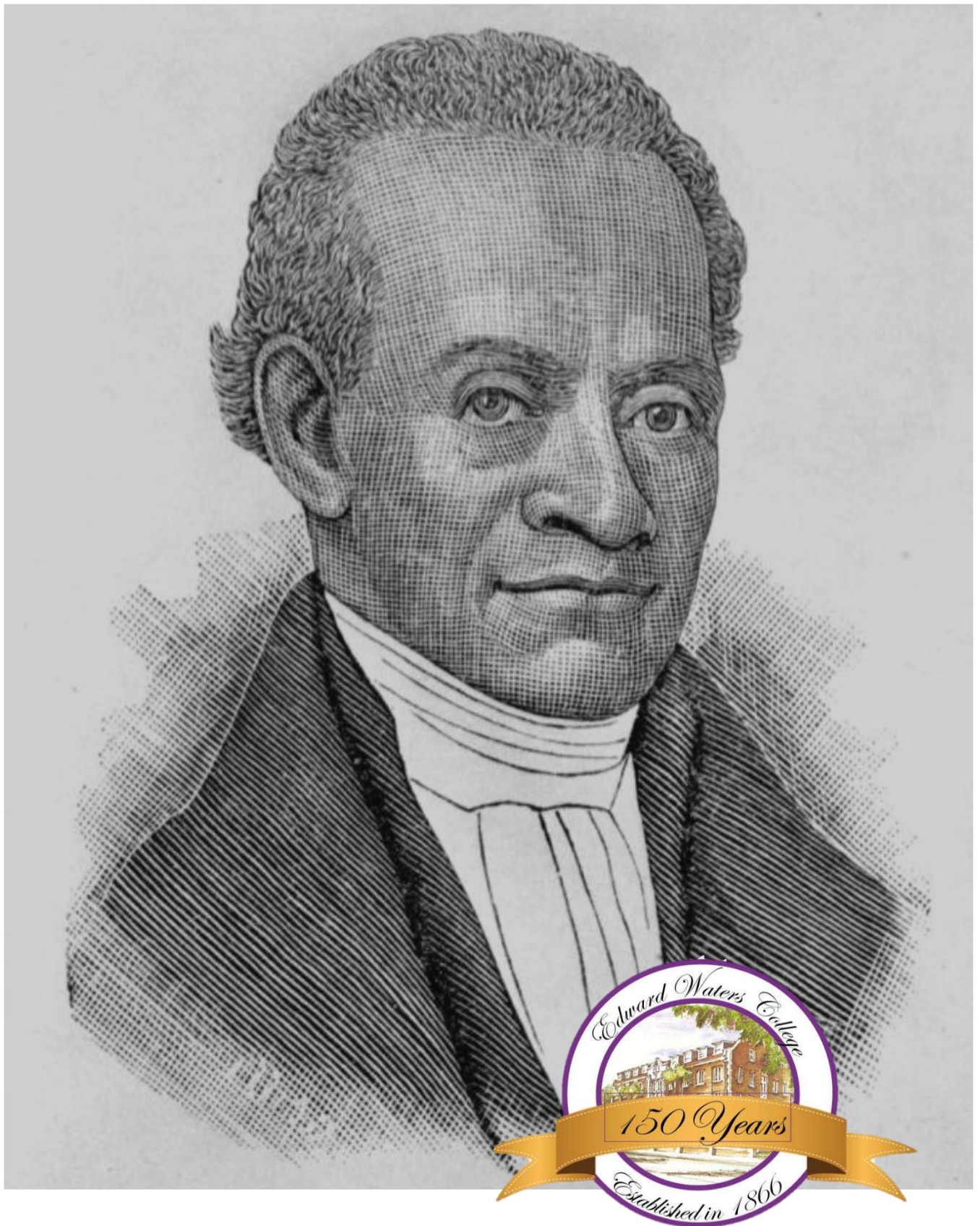
2017-2018

PRESERVING HISTORY  
**PROMISING FUTURES**



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# EDWARD WATERS COLLEGE

## CATALOG

2017 – 2018



Nathaniel Glover, M.Ed., Hon. LL.D.  
President  
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The 2017-2018 Catalog will be published twice due to changes in course numbering. The first printing will be in August 2017 which will reflect all courses being offered at that time and the revision to the catalog for the 2017-2018 academic year will be published in January 2018.

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# EDWARD WATERS COLLEGE

As Florida's oldest historically black college, EWC is among a unique group of institutions that has been leading the way in providing access to a quality education for all – a mission set forth by our founders, the African Methodist Episcopal Church.

Edward Waters College is committed to providing college experience rich in academic, cultural, and spiritual values. The rigor of the EWC curriculum is how we equip our students with the tools they need to not only meet the demands of today's workforce, but to also successfully compete in a global society.



Our faculty is comprised of researchers, scholars, and authors. But, more importantly, they are our strongest asset and are ready to help students develop their skills and reach their fullest possible potential.

For 151 years, Edward Waters College (EWC) has been directly responsible for producing doctors, scientists, professors, teachers, musicians, entrepreneurs and philanthropists, as well as college presidents, national and state legislators, historic mayors, and dedicated sheriffs.

Edward Waters College's motto is "Preserving History, Promising Futures." It is a mission we are committed to fulfill through our nurturing learning environment, talented and qualified faculty, and dedicated staff. This catalog is your key to opening the door to an excellent educational experience.

On behalf of Edward Waters College, I welcome you as you become a part of our legacy.  
Sincerely

Nathaniel Glover, M.Ed., Hon LL.D.  
President of Edward Waters College

## CONTENTS

<b>CATALOG AGREEMENT</b>	<b>15</b>
<b>AMERICAN DISABILITIES ACT COMPLIANCE STATEMENT</b>	<b>15</b>
<b>FAMILY EDUCATIONAL AND PRIVACY ACT STATEMENT</b>	<b>15</b>
<b>INFORMATION RELEASE</b>	<b>15</b>
<b>ORGANIZATION AND STAFF</b>	<b>17</b>
<b>ABOUT THE COLLEGE</b>	<b>26</b>
Vision Statement .....	26
Mission Statement .....	26
Governance .....	26
Core Value Statement .....	27
Institutional Strategic Goals .....	29
Accreditations .....	30
National and State Affiliations .....	30
History of the College .....	31
Location of the College .....	32
Campus Visits .....	33
Campus Buildings .....	33
Office of Institutional Advancement .....	37
EWCA Alumni Association .....	37
Office of Title III and Sponsored Programs .....	37
Office of Institutional Planning, Research, & Effectiveness .....	38
<b>ADMISSIONS</b>	
Admission Philosophy .....	39
Basis of Selection .....	39
Priority Application Deadlines .....	39

Applying for Admission.....	39
High School Applicants .....	40
Home -Schooled Applicants .....	41
Final Official Documents .....	42
International Applicants .....	42
Post-Baccalaureate Students .....	45
Non-Degree Seeking Students .....	45
Transient Students.....	46
Transfer Applicants.....	46
Credentials for Leadership in Management and Business (CLIMB) .....	48
Readmit Applicants.....	48
EWC Statute of Limitations Policy.....	49
Long-Term Absence From EWC .....	50
<b>REGISTRATION</b>	
Registration Information .....	52
Early Registration .....	51
Registration .....	51
Late Registration .....	51
Calendar System and Credits .....	51
Course Load .....	52
Course Load Adjustment.....	52
Course Withdrawal Procedures.....	52
Overload Policy.....	54
Course Cancellation .....	53
Transcripts.....	53
Grading System.....	58

Grade Reporting .....	59
Computing the GPA.....	59
Grade Changes .....	59
Grading Policy .....	60
Incomplete (I) Grades .....	60
Independent Study.....	61
Course Repeat Policy .....	61
Academic Bankruptcy .....	61
Academic Standing .....	62
Classification.....	62
<b>ACADEMIC PROGRESS</b>	<b>62</b>
Satisfactory Progress Requirements for Veterans .....	62
<b>ACADEMIC PROBATION, SUSPENSION, DISMISSAL POLICY</b>	<b>63</b>
Purpose of the Policy .....	63
Academic Warning.....	63
Academic Probation.....	63
Academic Suspension .....	64
Reinstatement.....	64
Academic Grievance Policy .....	65
Student Academic Appeals and Academic Grievance Procedures .....	65
Grade Appeals.....	69
<b>GRADUATION REQUIREMENTS</b>	<b>70</b>
Application.....	70
Requirements .....	70
Community Service/Service Learning Requirement.....	70
<b>ACADEMIC HONORS</b>	<b>71</b>
President's List.....	71



Dean's List .....	71
Honor Roll.....	71
Graduation Honors .....	71
<b>FINANCIAL SERVICES</b>	<b>73</b>
General Information.....	73
Student Accounts .....	73
Payment of Tuition and Fees.....	73
Calculating Tuition and Fees .....	74
2017 - 2018 Tuition and Fees.....	74
Late Registration Fee .....	75
Overload Fee .....	75
Credit Balance.....	75
Collections .....	75
Refund of Tuition and Fees.....	76
Refund of Room and Board .....	76
<b>FINANCIAL AID</b>	
Financial Aid Information.....	77
How and When to Apply for Financial Aid .....	77
General Financial Aid Eligibility Requirements.....	77
New and Transfer Students .....	77
Sources and Types of Financial Aid .....	77
Financial Aid Counseling.....	78
How Financial Aid is Determined.....	78
Full and Part-time Students.....	78
Federal Pell Grant .....	78
Federal Supplement Education Opportunity Grant.....	78
Federal Direct Student Loans .....	79

The Direct Loan Program Offers Direct Subsidized Loans .....	79
Direct Unsubsidized Loans .....	79
Direct Plus Loans .....	79
Federal College Work Study .....	79
<b>STATE GRANTS AND SCHOLARSHIPS</b>	<b>79</b>
Scholarships .....	80
Scholarship Descriptions.....	80
Scholarships and Financial Aid.....	82
<b>EWC COLLEGE SCHOLARSHIPS/GRANTS INSTIUTIONAL AID</b>	<b>82</b>
<b>FINANCIAL AID DISBURSEMENTS</b>	<b>82</b>
Satisfactory Academic Progress (SAP).....	82
Frequency of Monitoring Evaluation .....	83
Qualitative Progress .....	83
Quantitative Progress .....	83
Repeats, Incompletes, Transfer Credits, and Withdrawals .....	83
Maximum Time Frames .....	84
Financial Aid Suspension.....	84
Appeal Procedures .....	84
Changing a Program of Study .....	84
Return of Title IV Refunds .....	84
Commonly Asked of Title IV Funds Questions:.....	84
How do I avoid paying back funds?.....	84
What if I stop Attending or withdraw from all of my classes .....	85
How can I repay the funds I owe?.....	85
What if I never attended? .....	85
Where does the repayment go? .....	85
<b>STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT.....</b>	<b>86</b>

Cafeteria .....	87
Post Office.....	87
Bookstore .....	88
The EWC Library.....	88
Computer Centers .....	89
Lost and Found.....	89
Counseling .....	89
Health Services .....	89
Campus Ministry.....	89
Career Services .....	90
Residence Life.....	90
Student Activities .....	90
Student Government.....	90
EWC Organizations/Clubs .....	91
Fraternalities and Sororities.....	91
ROTC at Edward Waters College .....	92
Academic Enrichment Associations and Clubs .....	92
National Service Organizations.....	92
Athletics .....	92
Intramural Athletics .....	93
Intercollegiate Athletics .....	93
<b>TRADITIONAL EWC EVENTS</b>	<b>94</b>
African American History Celebration .....	94
Baccalaureate Service .....	94
Chapel .....	94
Convocatum Est. ....	94

Coronation.....	94
Commencement .....	94
Honors Convocation.....	95
Homecoming .....	95
New Student Orientation.....	95
<b>STUDENT CONDUCT</b>	<b>95</b>
Code of Conduct .....	96
Enforcement of the Code .....	96
<b>ACADEMIC DISHONESTY</b>	<b>97</b>
<b>CLASS ATTENDANCE</b>	<b>97</b>
Class Attendance Policy.....	97
<b>CLASS EXPECTATIONS</b>	<b>98</b>
Electronic Equipment.....	98
EWC Dresscode .....	98
<b>STUDENT RIGHTS AND RESPONSIBILITIES</b>	<b>98</b>
Academic Rights .....	98
Academic Grievance Procedure.....	99
Non-Academic Grievance Procedure.....	100
<b>ACADEMIC AFFAIRS</b>	
The Quality Enhancement Plan (QEP) Mighty Write .....	103
Center for Excellence in Teaching and Learning.....	103
Academic Advising.....	104
Dual Enrollment .....	104
<b>ACADEMIC SUPPORT SERVICES</b> .....	<b>104</b>
Focused Academics Motivating Excellence (FAME) .....	104
Writing Center.....	105
<b>BACHELOR’S DEGREE</b>	<b>108</b>

Academic Degrees.....	109
<b>DEPARTMENT OF GENERAL STUDIES.....</b>	<b>114</b>
<b>DEPARTMENT OF BUSINESS ADMINISTRATION</b>	<b>118</b>
Accounting Concentration .....	120
Business Management Concentration .....	121
Computer Information Systems Concentration.....	123
International Finance & Global Trade Concentration.....	125
Organizational Management Concentration.....	128
Healthcare Management Concentration (Non-Traditional) .....	129
Minors in Business Disciplines.....	130
<b>DEPARTMENT OF MASS COMMUNICATIONS</b>	<b>130</b>
Digital Media Production (Radio/TV/Films) .....	131
Journalism.....	132
Advertising & Public Relations.....	134
Mass Communications Minor Requirements.....	135
<b>DEPARTMENT OF CRIMINAL JUSTICE</b>	<b>138</b>
Criminal Justice Concentration .....	140
Emergency Management Concentration .....	141
Forensic Science Concentration.....	142
Police Academy Concentration.....	143
3 + 3 Program Law School Concentration.....	144
<b>DEPARTMENT OF MATHEMATICS AND SCIENCES</b>	<b>146</b>
Biology Degree Requirements .....	148
Allied Health-Biomedical Concentration.....	149
Environmental Concentration.....	152
Minor in Biology.....	153
Mathematics Program .....	153



Dual-Degree Requirements .....	154
Dual-Degree Mathematics and Engineering Admissions Requirements .....	155
Statistics Concentration.....	160
Minor: Statistics.....	161
<b>DEPARTMENT OF MUSIC AND FINE ARTS.....</b>	<b>162</b>
Instrumental Performance Concentration.....	164
Vocal Performance Concentration.....	165
Sacred Music Performance Concentration .....	166
<b>DEPARTMENT OF SOCIAL AND BEHAVIORAL SCIENCES.....</b>	<b>167</b>
Psychology Degree Requirements.....	166
Requirements for Psychology Minor.....	167
<b>DEPARTMENT OF TEACHER EDUCATION &amp; URBAN STUDIES.....</b>	<b>172</b>
Call Me Mister .....	174
Elementary Education Requirements.....	176
Elementary Education Major.....	177
Physical Education Concentration.....	179
Recreation (Concentration).....	180
Sports Management Concentration.....	182
<b>COURSE DESCRIPTIONS.....</b>	<b>184</b>
<b>FLORIDA STATEWIDE COURSE NUMBERING SYSTEM.....</b>	<b>272</b>
<b>FACULTY CREDENTIALS.....</b>	<b>276</b>
<b>ACADEMIC CALENDAR.....</b>	<b>285</b>

## **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, 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 his/her 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 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 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 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 Registrar's Office 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 2017-2018 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 takes time for courses to be approved. Since some course codes had not yet been assigned by the Florida Department of Education in the Fall 2017 term we offered our courses as a combination of old and new course codes. In the meantime, our students have continued taking courses offered under the rigorous curriculum they have always experienced. This catalog serves to document the process as it was in development. Our course code transition should be complete by mid-November and we will release an addendum to this catalog to reflect these changes.

# Organization and Staff

## BOARD OF TRUSTEES

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Presiding Elder, Elizabeth E. Yates

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Edward Waters College President

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Executive Vice President/Chief Operating Officer

Dr. Marvin L. Grant  
Vice President for Academic Affairs

Dr. Eric Jackson  
Vice President for Student Affairs and Enrollment Management

Mr. Randolph Mitchell  
Vice President for Business and Finances

Ms. Geraldine Lockett  
Director of Human Resources and Administrative Services

Mr. George Dandelake  
Special Assistant to the President



## **PRESIDENT’S CABINET**

Dr. Nathaniel Glover  
President

Dr. Anna M. Hammond  
Executive Vice President/COO

Dr. Marvin L. Grant  
Vice President for Academic Affairs

Mr. Stanley Cromartie  
Director, Department of Athletics

Mr. George Dandelake  
Special Assistant to the President

Dr. Eric Jackson  
Vice President for Student Affairs and  
Enrollment Management

Mr. Randolph Mitchell  
Vice President for Business & Finance

Ms. Geraldine Lockett  
Director of Human Resources and Administrative Services

Ms. Jennifer Silva  
Vice President for Institutional Advancement

Dr. Rigoberto Rincones Gomez  
Vice President for Institutional Planning, Research, and Effectiveness

## **OFFICE OF THE PRESIDENT**

Dr. Nathaniel Glover  
College President

Dr. Anna M. Hammond  
Executive Vice President/COO

Mr. George Dandelake  
Special Assistant to the President

Rosalind Lopez  
Title III Coordinator & Sponsored Programs

Ms. Felicia Grover  
Secretary of the College/Clerk for the Board

Ms. Hazel Clayton  
Executive Administrative Assistant

## **DIVISION OF ACADEMIC AFFAIRS**

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Vice President for Academic Affairs

Dr. Stephanie G. Campbell  
Associate Vice President for Academic Affairs

Mrs. Jessica A. Russo  
Executive Administrative Assistant

### **Office of the Registrar**

Dr. Sandra Willis – Interim Registrar  
Dr. Andrew Gordon – Coordinator of Records and Registration  
Vacant – Data Entry Specialist II/Veterans Administration Representative  
Vacant – Data Entry Specialist II  
Vacant – Registrar Office Clerk

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

Dr. Michael Grant - Executive Director  
Ms. Trina Wiley – Coordinator of Academic Advising  
Ms. Takisha Tillie – Academic Advisor  
Ms. Alise Martin – Academic Advisor  
Ms. Juliette Johnson – Dual Enrollment Coordinator

### **Community Service**

Ms. Tiffany Roddy – Community Service Coordinator

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

Ms. Gladys Clay – Director

### **Writing Program Administration**

Mr. Joel M. Williams – Writing Program Administrator/QEP Director  
Vacant – Writing Center Director

### **TRIO Student Support Services Program**

Dr. Sabrina Edwards – Director  
Mr. Laroda J. Barnes, Counselor  
Ms. Nikki Miller – 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. Tiffany Roddy – Program Coordinator

Vacant – Administrative Assistant

**Community Resource Center**

Ms. Marie Heath – Director

Ms. Maria Edwards – Senior Wellness Coordinator

**Library**

Ms. Brenda Harrell – Interim Director

Ms. Gwendolyn Gatson – Library Technical Assistant/ Cataloger

Ms. Emma Kent – Reference Librarian

Ms. Alicia Nelson – Reference Librarian

Mr. Michael Wolfe – Circulation Librarian

## **DIVISION OF STUDENT AFFAIRS and ENROLLMENT MANAGEMENT**

Dr. Eric Jackson  
Ms. Donna McFadden  
Dr. Karen Buckman

Vice President  
Administrative Assistant  
Dean of Students/Residential Life

### **Office of Admissions**

Mr. Joel Walker  
Ms. Stephanie Wilson  
Mr. Ricky Glover  
Ms. Angela Dupree-Houston  
Ms. Melanie Armstrong-Person  
Ms. Loraine Morgan

Director of Admissions  
Admissions Counselor  
Admissions Counselor  
Data Entry Specialist  
Data Entry Specialist  
Data Entry Clerk/Receptionist

### **Office of Financial Aid**

Ms. Janice Nowak  
Mr. Michael Martin  
Ms. Jessica Jerome  
Mr. David Russell

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

### **Career Services**

Mr. Antonio Stark

Director for Career Services

### **Campus Ministry**

Rev. Dr. D. Lovett Sconiers

College Chaplain

### **Counseling and Guidance**

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

Director  
Counselor  
Health Services

### **Residence Life**

Ms. Evans Mbewe  
Ms. Kenya Floyd  
Ms. Vanessa Reese  
Ms. Shaliah McMillan  
Ms. Danny McClendon

Director Tiger Landing  
Director Morris Cone A  
Director Morris Cone B  
Director Salter Hall  
Director Honors' Village

### **Student Activities**

Mr. Joel Jordan  
Mr. Henry Smith

Director  
Assistant Student Activities Coordinator

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

Mr. Darren Gardner

Director



## **ATHLETIC DEPARTMENT**

Mr. Stanley Cromartie  
Mr. Henry Smith  
Vacant  
Ms. Carmelia Smith

Athletic Director  
Sports Information Director  
Faculty Athletic Representative  
Administrative Assistant

### **COACHING STAFF**

#### **Football**

Mr. Alvin Wyatt  
Mr. Gregory Ross  
Mr. Michael Grissom  
Mr. Lamont Turner

Head Football Coach  
Asst. Head Football Coach/Offensive Coach  
Assistant Coach  
Defensive Coach

#### **Strength & Conditioning**

Mr. Marcus Richardson

Strength & Conditioning Coach

#### **Men's Basketball**

Mr. Frank Burnell  
Mr. Danny Pearson

Head Basketball Coach  
Assistant Basketball Coach

#### **Women's Basketball**

Ms. Charmaine Wilson  
Mr. Albert Sturgis

Head Basketball Coach  
Asst. Basketball Coach

#### **Baseball**

Mr. Reginald Johnson II  
Mr. Reynaldo Otero  
Mr. Jose Visaez  
Mr. Kristopher Rowell  
Mr. Miguel Beltre

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

#### **Softball**

Mr. Stanley Cromartie  
Ms. Leah Cummings-Mills

Head Softball Coach  
Assistant Coach

#### **Volleyball**

Dr. Marilyn Mack  
Ms. Temeka Thomas

Head Volleyball Coach  
Assistant Coach

#### **Cross Country & Track and Field**

Mr. Archie Gallon  
Mr. Al Austin  
Coach Parson

Head Coach  
Asst. Coach  
Asst. Coach

#### **Cheerleading**

Ms. La'Juanie Carter  
Ms. Tatiana Moring

Cheerleader Coach  
Asst. Cheerleader Coach

## **ADMINISTRATIVE OFFICES**

### **BUSINESS AND FINANCE**

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 Manager
Ms. Gwendolyn Prince Cunningham	Internal Auditor/Purchasing Clerk
Ms. Oluwatoyin Lipede	Student Accounts Manager
Ms. Ernestine Hickson	Payroll Clerk/Accounts Payable Clerk
Ms. Valarie Crimes	Accounts Payable Clerk
Ms. Rosalind Berry	Bookstore Clerk
Ms. Carla Lomack	Administrative Assistant
Mr. David Simfukwe	Assistant Chief Information Officer

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

Ms. Geraldine Lockett	Human Resource Director
Ms. Brandi Shelbi	Human Resource Generalist

### **INSTITUTIONAL ADVANCEMENT**

Ms. Jennifer Silva	Vice-President
Ms. Anita Walton	Director of Development & Alumni Relations
Ms. Talia Ashley	Coordinator of Public Relations
Mr. Don Gaffney	Assist to the Department for Institutional Advancement

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

Dr. Rigoberto Rincones Gomez	Vice-President, Inst. Planning Research and Effectiveness
Ms. Bernice Parker-Bell	Director of Research and Assessment

# ABOUT THE COLLEGE

## VISION STATEMENT

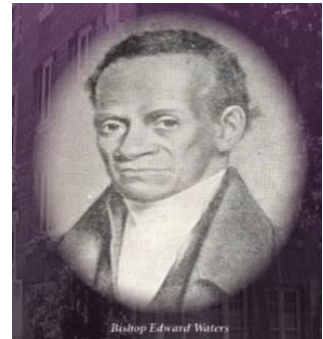
Edward Waters College will become a national model for a dynamic, globally diverse learning-centered community that champions academic excellence through innovative teaching and learning strategies undergirded by a spirit of servant leadership.

## 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
- Council for the Advancement and Support of Education (CASE)
- Council of Colleges of Arts and Sciences (CCAS)
- Florida Association for Colleges and Universities (FACU)
- Florida Association for Colleges of Teacher Education (FACTE)
- 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)
- National Tutoring Association (NTA)
- 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 Departments as well as space for 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 Institutional Advancement Division's mission is to develop support among its primary external constituencies, students, alumni, faculty and staff, trustees, parents and community leaders, the AME Church, corporate and foundation organizations, and friends for the College's vision, goals, programs, and activities. The three central units to the College's development enterprise are Institutional Advancement (fundraising, development services, and sponsored programs), College Relations (marketing and communications), and Alumni Affairs. These offices report to the Vice President for Institutional Advancement.

The activities of the Institutional Advancement unit range from fundraising through leadership gifts, planned giving, and annual giving programs; marketing and communications programs involving news and media visibility, publications and visual designs, as well as electronic media initiatives that enhance the stature of the institution; and alumni relations programs that seek to involve graduates in the ongoing life of the institution and bring new constituencies into the fold.

The Office of Institutional Advancement at Edward Waters College reaches out to alumni and subsets of alumni whose interests form around specific identities and who may not have a formal relationship with the College but wish to be involved. Beyond alumni, friends, trustees, and the news media, the constituencies of the Institutional Advancement operation include nearly everyone outside the institution who is in a position to influence its prospects for success. These audiences include business, industry, prospective students and their families, legislators, government officials, the national academic community, various professional communities, opinion leaders, the global community, as well as the general public.

## **EWAC 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 mandated by the College's Strategic Plan. Every fiscal year, each College unit develops an operational plan noting two or three important goals to achieve during that year. At the end of the fiscal year, each unit submits an assessment report indicating if performance targets were or were not met. A part of the assessment report unit managers includes plans as to how the unit will use their assessment results to improve quality delivery of outcomes and services to our students during the upcoming year.

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 goals, program learning outcomes, and 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 pretest and post test scores, the evaluation of student work products from courses and performance on nationally standardized instruments like: The Collegiate Assessment of Academic Proficiency (CAAP), Major Field Test (MFT), AAUP's VALUE Rubrics, and The Area Concentration Achievement Test.

Additionally, the College evaluates students' experiences in the classroom through the nationally standardized Student Instructional Report (SIR II). The SIR II allows the College to compare the teaching effectiveness of our professors to professors at colleges and universities across the nation. Edward Waters College uses the results of the SIR II 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 "home-grown" instruments are also used to determine the extent to which the College is delivering on the promises made to students in the Edward Waters College mission statement.

# 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.



### Submit your Scores for FREE!

If you are planning to have an unforgettable undergraduate experience at Edward Waters College, go ahead and send your

ACT and SAT scores to us while you are still in high school!  
When you sign up to take the ACT or SAT don't forget to use  
our codes for free submission of your scores!

**Edward Waters College ACT Code: 0724**

**Edward Waters College SAT Code: 5182**

The scores will come directly to us and this will be one less  
step to complete as part of your admissions process.

## HIGH SCHOOL 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**)

### 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 Registrar's Office.
- 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 the campus on the date indicated in the Academic Calendar to begin orientation and advising in preparation for registration. All students are expected to report to class on the first class day as identified in the Academic Calendar.

### **Early Registration**

Currently enrolled students may register in advance (pre-registration) within the preceding semester. Pre-registration occurs in the Fall Semester for the Spring Semester and in the Spring Semester for the Summer and Fall semester. Pre-registration is complete once materials, available in the Registrar's Office, are signed by 1) Student 2) Academic Advisor 3) Business or Student Accounts Office and 4) Registrar's Office.

### **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 in the Registrar Office, and pay tuition and fees in Business or Student Accounts Office.
4. Proceed to "I.D. Station" for photograph and official EWC Identification Card.

### **Late Registration**

Late registration period begins the first day that classes. Students who register late are assessed a late fee and 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 three unexcused absences the first week of classes will be dropped from the classes. A drop-in classes 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.

### **Calendar System and Credits**

EWC operates on an academic calendar system consisting of two 15-week semesters (Fall and Spring) and two short 5-week Summer sessions and a ten-week summer option as well with academic credits measured in semester hours. A "semester hour" is awarded for successful completion of a course meeting one hour/week for fifteen weeks, or the equivalent (i.e., a typical 3-

credit course meets three hours a week over 15 weeks and thus consists of a minimum of 45 “contact hours” or three “semester hours).” Similarly, courses meeting for nine hours a week over 5 or more weeks could be a 3-credit course and carry the same academic credit.)

### **Course Load**

A normal course of study towards the baccalaureate degree at EWC is 15 credit hours a semester. However, students enrolling for 12 or more credits hours are considered full-time students. Students enrolling for fewer than 12 credits are considered part-time. Part-time students do not normally have access to campus housing (exceptions are possible through appeal to the Vice-President for Student Affairs and Enrollment Management).

### **Course Load Adjustment**

**Drop/Add:** Students may drop and add courses during the first two weeks of the semester with the faculty advisor’s and/or academic advisor’s approval.

### **Course Withdrawal Procedures**

The student must obtain an official Course Withdrawal Form from the Office of the Registrar. 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 after 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 by the Registrar’s Office before it becomes a valid withdrawal from the College. 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 on or before the 12th class day of any semester will not receive any grades.
- o When a student withdraws from the College the last two calendar weeks of the semester, he/she will receive a letter grade of “WP” or “WF” respectively.
- o Semester hours from which a student withdraws will be considered as hours attempted but not earned, and possibly will affect 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, 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 Summer Term) requires permission and signatures from the student's faculty/academic advisor, department chair, and the Vice President for Academic Affairs and may 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 Registrar's Office 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.)



**For 150 years, Edward Waters College has been a great place to learn, study, and grow.**

## 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:

Grade	Interpretation	Quality Points
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 after midterm, which is the midpoint of the semester.	
WF	Withdrawal Failing Student initiated course withdrawal the first week after midterms. A WF counts in the student's GPA	
WP	Withdrawal Passing Student initiated withdrawal the first week after midterms. A WP is not counted 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 no later than forty-eight (48) credit hours following the final examination. The Registrar is responsible for ensuring that all grades are submitted on time by reporting to the Vice President of Academic Affairs or designee.

Subsequent to each semester, students receive semester grade reports 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 Vice President for Academic Affairs to the Registrar's Office. 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 Vice President for Academic Affairs to the Registrar’s Office.
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 Vice President for Academic Affairs to the Registrar’s Office, 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 the Default Grade indicated on the “I” Assignment/ Removal of Incomplete Request Form.

## **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 Vice President for Academic 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 Acceptable CGPA	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:** 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 Registrar's Office 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 Registrar’s Office 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 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 Registrar’s Offices. 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 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 Vice President 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.

Vice President for Academic Affairs or Designee - Only in instances when all established College procedures have been exhausted will it be appropriate for the Vice President for Academic Affairs (VPAA) to consider a final appeal from a student. Generally, the Vice President 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 VPAA, 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 (10) business days after receipt of the appeal. The Chairperson's decision shall be "stayed" pending appeal. The VPAA has discretion to determine the information and procedure that he/she will utilize in deciding each appeal. Should the VPAA not find reasonable grounds for the student's appeal, the Vice President will issue a formal decision regarding the appeal, within fifteen (10) business days of receipt of the appeal. However, if the VPAA deems it necessary to hear additional evidence, he/she will convene the Academic Appeals Committee within twenty (10) 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 VPAA within ten (10) business days after the final meeting of the committee.

The VPAA 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 Vice President for Academic Affairs shall be final step in the academic grievance process and may not be further appealed. In the case of a grade change, the VPAA or his/her designee, will be responsible for making the change. Files shall be maintained in the office of the AVPAA and the Office of the VPAA

## **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 (AVAA). The Associate Vice-President of Academic Affairs may choose to review the case personally or convene a grade appeals committee. Should the AVPAA choose to review the case, the aforementioned steps as outlined for the Department Chair will apply. Should the AVPAA 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 the Registrar 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 December and May.

### **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 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 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.



<b>Honor Categories</b>	<b>Meaning</b>	<b>Criteria</b>
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.

### 2017 - 2018 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>Total</b>	<b>\$10,303.50</b>	<b>\$ 20,607.00</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
<b>ADDITIONAL FEES</b>		
<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>		\$ 85.00
<b>PER REQUEST</b>		
<b>Add/Drop</b>		\$ 5.00
<b>Audit</b>		\$ 50.00
<b>Transcript (cashier's check or money orders)</b>		\$ 10.00
<b>ID Replacement</b>		\$ 10.00
<b>Returned Check</b>		\$ 30.00
<b>Student Activity Fee (per semester)</b>		\$ 100.00
<b>OTHER FEES</b>		
<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</b>		\$ 70.00

**Note:** All students' books are included in the cost of tuition (maximum amount of \$415.00 per semester or \$830.00 per year). Students are required to have insurance unless waived with supporting documentation. This information is subject to change.

## CLIMB 2017 - 2018 TUITION & FEES

NON-Traditional Students (CLIMB)	Credit Hours	Cost
<b>Term I</b>	16	\$ 6,508.00
<b>Term II</b>	15	\$ 6,101.25
<b>Term III</b>	16	\$ 6,508.00
<b>Total</b>		<b>\$ 19,117.25</b>
ADDITIONAL FEES		
<b>Graduation Fee (Not Optional)</b>		\$ 85.00
<b>Late Registration</b>		\$ 50.00
<b>Student Activity Fee (per year)</b>		\$ 200.00
OTHER FEES		
<b>Admission Application (Cashier's check, Money orders)</b>		
<b>New Students</b>		\$ 25.00
<b>Reinstatement Fee</b>		\$ 125.00
<b>ID Replacement</b>		\$ 10.00
<b>Return Check</b>		\$ 30.00
PER REQUEST		
<b>Audit</b>		\$ 50.00
<b>Transcript (Cashier's check or Money order)</b>		\$ 5.00

**Note: Students' books are included in the cost of tuition (Extended Course Cost will include textbooks at \$1,220.25). 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 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**

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 [www.studentloans.gov](http://www.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 [www.studentloans.gov](http://www.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. Students interested in seeking Federal College Work-Study may apply in the Office of Financial Aid.

## **STATE GRANTS AND SCHOLARSHIPS**

### ***The William L. Boyd, IV, Florida Resident Access Grant (FRAG) Program***

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 Stafford 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 Stafford 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 Registrar’s Office. 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 Stafford 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



## **STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT**

Student Affairs & Enrollment Management Office  
1701 Pearce Street  
Jacksonville, FL 32209  
904-470-8210

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	7:30 a.m. – 9:00 a.m.
Continental Breakfast	9:00 a.m. – 10:00 a.m.
Lunch	11:30 a.m. – 1:30 a.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. – 6:00 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.

## **POST OFFICE**

The Post Office is located on the first floor of the George N. Collins Student Center (Student Union Building). Mailboxes are available for students only.



## **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	9 a.m. to 3 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**

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.

## **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 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.

## **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 ([www.ewc.edu](http://www.ewc.edu)) 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.

## **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 (upper-class female facility), Tiger Landing apartments (upper-class male facility), Morris Cone A (freshman male facility), Morris Cone B (freshman female facility), and 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.

## **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.

### **EWG 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/).

*Some information taken from [www.rotc.com](http://www.rotc.com).*

## **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 11a.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.

## 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**

Punctual class attendance is **required** at EWC as described in the individual course syllabus. Although an occasional emergency absence may be unavoidable, students are responsible for completing the Excused Absence Form for approval in Academic Affairs and completing all coursework assigned during the period of absence. 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 “excused absence.”

### **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 students are not allowed in the classrooms.**

## **ELECTRONIC EQUIPMENT**

All electronic equipment **must be turned off BEFORE class time** and kept out of sight unless permission has been granted by the instructor.

## **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.

### **Academic Grievance Procedure**

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

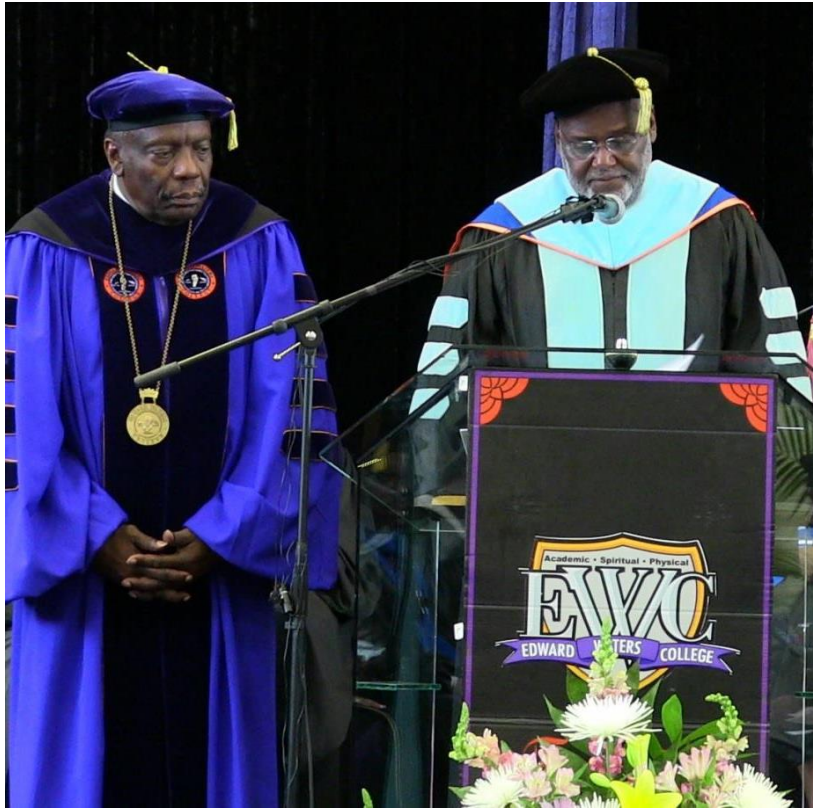
8. Advanced notice or information listing witnesses appearing against own interests
9. Copy of the record of a hearing if alleged offense may result in suspension or expulsion
10. Appeal opportunities to the Vice President for Academic Affairs
11. Final appeal opportunity to the EWC President

### **Non-Academic Grievance Procedure**

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. Marvin L. Grant  
Vice-President for Academic Affairs

Dr. Stephanie G. Campbell  
Associate Vice-President for Academic Affairs

Edward Waters College  
Lee-Cousins Building, Suite 304  
904-470-8079

## **OUR 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.

## **OUR MISSION**

Committed to the principles of excellence and ethics, the Division for Academic Affairs is the nucleus of the academic enterprise at Edward Waters College and offers high-quality baccalaureate degree programs. In an academically challenging, student-centered environment, the Division of Academic Affairs provides rigorous and relevant undergraduate programs that incorporate intellectually stimulating curricula, problem-based and active learning, effective teaching strategies, academic technology, experiential learning opportunities, and diverse instructional delivery systems.

Through ongoing faculty development, the Division for Academic Affairs promotes a culture that nourishes and supports research activities, excellence in teaching, scholarship, and service. The Division for Academic Affairs endeavors to produce graduates who are well-prepared academically and who possess high levels of competence in critical thinking, verbal and written communication, mathematical computation, financial literacy, technology, global awareness, and life skills. Accordingly, the Division for Academic Affairs seeks to develop within each student a commitment to excellence, service and ethical values and to prepare students with the breadth and depth of knowledge that will empower them to be competitive in a global market.

## ACADEMIC INFORMATION

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

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**

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 the 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 program will continue to expand and grow under the leadership of the Center for Excellence in Teaching and Learning and the General Studies Department. Edward Waters College 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 904-470-8445.

**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, 904-470-8780.

### **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 Course Requirements
- Elective Courses
- Minor Course Requirements

### **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**

1. Accounting Concentration
2. Business Management Concentration
3. Computer Information systems Concentration
4. International Finance & Global Trade Concentration
5. Organizational Management Concentration (Non-Traditional)
6. Healthcare Management Concentration

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

1. Biology Degree

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

1. Criminal Justice Concentration
  - Emergency Management
  - Forensic Science
  - Police Academy
  - 3+3 Law School

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

1. Communications Degree
  - Print Media Concentration
  - Public Relations Concentration
  - Radio Concentration
  - Television Concentration

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

1. Mathematics Degree
2. Minor in Mathematics
3. Dual Degree in Mathematics and Engineering

Florida A & M University-Florida State University (FAMU- FSU) College of Engineering  
University of Central Florida (UCF)

**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:

1. Bachelor of Arts in Elementary Education
2. Bachelor of Arts in Elementary Education Major/ Early Childhood Minor (2014)
3. Bachelor of Arts in Elementary Education Major/Exceptional Student Education Minor (2014)

**ACADEMIC COURSE PREFIXES**

Abbreviated prefixes are employed to identify courses as follows:

ACC	Accounting
ADM	Administration
BIO	Biology
CCJ	Juvenile Justice
CHE	Chemistry
CIS	Computer Information Systems
CJU	Criminal Justice
ESC	Earth Science
ECO	Economics
EDU/EMH	Education and Secondary Education
EXE	Education: Exceptional Student Education
ECE	Education: Early Childhood Education
EMT	Emergency Management
ENG	English
ESL	English: Second Language
EWC/ORI	Orientation
FIN	Finance
FSC	Forensic Science
HSC	Education: Health Education
HPE	Health & Physical Education
HWP	Education: Sports Management
HIS	History
HUM	Humanities
INR	International Relations
INF	International Finance
MAN	Management
MCM	Mass Communications
MAT	Mathematics
MLS	Modern Languages
MUC/MUE/	Music
UG/MUH/	Music
MOS/MUY/	Music

MVK/MVV	Music
PHI	Philosophy
PHY	Physics
PHS	Physical Science
POS	Political Science
PSY	Psychology
PAD	Public Administration
REA	Reading
REL	Religion
SOS	Social Science
SOC	Sociology
SPC	Speech

## **ACADEMIC COURSE NUMBERING**

Under the old course numbering system courses numbered from 100-249 are general education courses and should be pursued during the first two years of study at the College. Courses with numbers 250 and above are in the upper-level divisions and included in the student's major program of study.

### **CONVERTING TO THE STATE NUMBERING SYSTEM**

Edward Waters College is in the process of converting all the course codes to the Florida Department of Education's Statewide Course Numbering System (SCNS). The Statewide Course Numbering System provides students with common course prefixes and codes that can easily transfer. This process was completed at the time of the first edition of this catalog.

## **STATEWIDE COURSE NUMBERING SYSTEM (SCNS)**

### **ACADEMIC COURSE PREFIXES**

#### **Accounting**

ACG – Accounting General  
TAX – Taxation

#### **American and African American Studies**

AFA – African American Studies

#### **Art**

ARE – Art Education

#### **Biological Science**

BOT – Botany  
BSC – Biological Sciences  
PCB – Process Biology  
ZOO – Zoology

#### **Computer Science & Computer Technology**

CGS – Computer General Studies

#### **Communications\Mass Communications**

COM – Communication  
JOU – Journalism  
MMC – Mass Media Communication  
RTV – Radio & Television

#### **Criminal Justice**

CCJ – Criminology & 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  
EEC – Education: Early Childhood  
EME – Education: Technology and Media

**Education: Foundations and Policy Studies**

EDF – Education: Foundations & Policy  
Studies

**English as a Second Language\Teaching  
ESL**

TSL – Teaching English as a Second Language

**English Language & Literature**

AML – American Literature  
ENC – English Composition  
LIT – Literature

**Foreign Language: Spanish**

SPN – Spanish Language

**Geology**

ESC – Earth Sciences

**Health/Leisure/Physical Education**

HLP – Health/Leisure/Physical Education

**Health Sciences\Resources**

HSC – Health Sciences

**History**

AMH – American History  
WOH – World History

**Mathematics**

MAC – Mathematics: Calculus and

MAD – Mathematics: Discrete  
MGF – Mathematics: General and Finite  
MHF – Mathematics: History and Foundations

**Mathematics Education**

MAE – Mathematics Education

**Music: Applied**

MVK – Applied Music: Keyboard  
MVP – Applied Music: Percussion  
MVS – Applied Music: Strings

**Music: Other than Applied**

MUE – Music Education  
MUG – Music Conducting  
MUH – History\Musicology  
MUN – Music Ensembles  
MUS – Music  
MUT – Music Theory

**Philosophy**

PHI – Philosophy

**Physics**

PSC – Physical Sciences

**Political Science**

POS – Political Science

**Psychology**

CLP – Clinical Psychology

DEP – Developmental Psychology

EXP – Experimental Psychology

PPE – Personality Theory

PSY – Psychology

SOP – Social Psychology

**Religion\Biblical Studies**

REL – Religion

**Science Education**

SCE – Science Education

**Sociology**

SYA – Sociological Analysis

SYG – Sociology General

**Speech Communication**

SPC – Speech Communication

**Statistics**

STA – Statistics

**Student Life Skills**

SLS – Student Life Skills Learning and Orientation

## **GENERAL STUDIES DEPARTMENT**

Mr. Rafael Velez, Department Chair  
(904) 470-8846

### **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**

### **College Preparation (3-6 Hours)**

Orientation to Collegiate Studies (3-6 Hours)

Students with fewer than 30 transfer credits only. Intro to College should be taken during the Freshman or Sophomore year. Career Explorations should be taken during the Junior or Senior year.

Introduction to College	EWC 103 (A)\SLS 1103	3
Career Explorations (Elective Credits)	EWC 103 (B)\SLS 1321	3

### **Experiential Learning (1-12 Hours)**

Experiential Seminar (1-12 Hours)

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.

Experiential Seminar (Elective Credits)	EWC 490	1-12
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### **Writing & Communicating Effectively (10 Hours)**

Required (10) hours. (EWC 200 may not be taken until ENG 101 & 102 are completed.)

#### **English Composition (7 Hours)**

Introduction to Academic Writing	ENG 101\ENC 1101	3
Academic Writing and Research	ENG 102\ENC 1102	3
Applied Academic Writing	EWC 200	1

#### **Oral Communication (3 Hours)**

Fundamentals of Speech	SPC 200\SPC 2017	3
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### **Thinking Critically (12 hours)**

#### **Humanities (6 Hours)**

Choose one course from the following:

Introduction to Fine Arts (Education Major)	HUM 201	3
Survey of World History I	HIS 211\WOH 1012	3
Survey of World History II	HIS 212\WOH 2022	3
United States History I (Education Major)	HIS 250\AMH 2010	3
United States History II (Education Major)	HIS 260\AMH 2020	3
Introduction to Philosophy	PHI 201\PHI 2010	3
Introduction to Ethics	PHI 260\PHI 1600	3

Introduction to Literature	HUM 203\LIT 2000	3
World Literature II (HUM 203)	HUM 204\LIT 2100	3
The following course must also be taken:		
Introduction to Biblical Studies	REL 201\REL 2200	3
<b>Social Sciences (6 Hours)</b>		
Choose one course from the following:		
General Psychology	PSY 210\PSY 2010	3
Introduction to Sociology	SOC 250\SYG 2000	3
State and Local Government	POS 250\POS 3122	3
Introduction to Political Science	POS 200\POT 2002	3
American Political Structure	POS 201\POT 2041	3
The following course must also be taken:		
African American History	HIS 111\AMH 2091	3

### **Quantitative Reasoning and/or Understanding the Scientific Method (13-15 hours)**

Mathematics (6-7 Hours)

Choose two courses from the following:

One selection must include College Algebra unless the student qualifies for the College Algebra exemption. See statement below.

College Algebra	MAT 104\MAC 1105	3
Finite Math	MAT 105\MGF 2106	3
Modern Geometry (Education Majors)	MAT 240\MTG 3212	3
Pre-Calculus	MAT 255\MAC 1140	3
Calculus I/w Analytic Geometry I	MAT 271\MAC 2311	4
Trigonometry	MAT 251\MAC 1114	3
Elementary Statistics	MAT 260\STA 2023	3

### **Natural Sciences (7-8 Hours)**

(Biology, Math Majors must take BIO 251)

Choose two courses from the following:

One Selection must include a Lab.

#### **Life Sciences**

Life Sciences with Lab	B IO 160\BSC 1005C	4
General Biology I with Lab		
(Education Majors)	BIO 251	4
General Biology I – Cell Process	BSC 2010	3
General Biology I Lab	BSC 2010L	1
General Biology II with Lab	BIO 252\	4

General Biology II – Diversity of Life	BSC 2011	4
General Biology II Lab	BSC 2011L	4
Personal and Community Health	HPE 102	3
African American Health	BIO 290\HSC 2620	3

### **Physical Sciences**

Earth Science	ESC 201\ESC 1000	3
Physical Science	PHY 201	4

**Total Gen Ed Hours (Spring 2015): 38-40 hours**

**Total Gen Ed Hours (Students who must take Foreign Language) 44-46 hours**

EWC students who have not met the State of Florida Foreign Language requirement in high school will be required to take the following:

Foreign Language (6 Hours)

(Education Major Do Not have to take a Foreign Language)

Elementary Spanish I	MLS 251\SPN 1120	4
Elementary Spanish II	MLS 252\SPN 1121	3

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 credit program through an 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/Coordinator, Dr. Esmin Shakespeare  
Assistant Professor, Dr. Seong Yoon  
Assistant Professor, Mr. Kareem Tannous  
Instructor, Ms. LaDeidra Ellis  
Assistant Professor, Zena Foster  
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 200\SPC 2017 – Fundamentals of Speech
  - b. MAT 104\MAC 1105 – College Algebra
  - c. FIN 200 – Personal Finance; or ADM 200 – Introduction Business
  - d. CIS 101\ – Introduction to Computers
- 3) Written statement in one hundred (100) words detailing the reason you want to major in Business Administration. For a transfer student, in addition to the above requirements, the application should be endorsed by the chairperson of the department.

All the students who wish to declare the Business Major must complete an application for admission. The Chairman of the Department of Business Administration will review all signed applications for approval or rejection. Applicants may be accepted under “intended major” category at the discretion of the Chairman, until certain conditions are met.

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.

**Note:** Business Administration majors are instructed to take the HPE 102, which is a 3 credit-hours course, rather than the HPE 101, a 2 credit-hours course.



## ACCOUNTING -- CONCENTRATION

CORE REQUIREMENTS			Credit	Prerequisite
ACC	250	Principles of Accounting 1	3	NONE
ACC	360	Managerial Accounting	3	ACC 250
ADM	315	Business Law 1	3	
CIS	101	Introduction to Computers	3	
ECO	210	Principles of Economics I (Macro)	3	
FIN	200	Personal Finance	3	
FIN	250	Principles of Finance	3	ACC 250
ADM	200	Introduction to Business	3	NONE
CIS	201	Introduction to Information Systems	3	CIS 101
ADM	450	Business Policy/Strategy (CAPSTONE)	3	Senior Status
ADM	306	Principles of Marketing	3	
ADM	304	Statistics for Business	3	MAT 104/105
TOTAL CORE REQUIREMENTS			36	

MAJOR REQUIREMENTS			Credit	Prerequisite
ACC	251	Principles of Accounting 2	4	ACC 250
ACC	310	Intermediate Accounting 1	3	ACC 251
ACC	320	Intermediate Accounting 2	3	ACC 310
ACC	340	Cost Accounting 1	3	ACC 310
ACC	350	Federal Tax Accounting	3	ACC 251
ACC	380	Financial Statement Analysis	3	ACC 251
ACC	420	Auditing Procedures	3	ACC 251
ADM	460	Business Practicum (Internship)	6	Senior Status
TOTAL MAJOR REQUIREMENTS			28	
TOTAL GENERAL ELECTIVE REQUIREMENTS			18	
TOTAL CREDIT HOURS TO GRADUATE			120	

MINOR IN ACCOUNTING (NON-BBA MAJORS)			Credit	Prerequisite
ACC	250	Principles of Accounting 1 (Foundation)	3	NONE
ECO	210	Principles of Economics 1 (Foundation)	3	NONE
ACC	251	Principles of Accounting 2	4	ACC 250
ACC	310	Intermediate Accounting 1	3	ACC 251
ADM	306	Principles of Marketing	3	
ACC	340	Cost Accounting 1	3	ACC 251
ACC	350	Federal Tax Accounting	3	ACC 251
		Elective (Select one)	3	
ACC	380	Financial Statement Analysis		ACC 251

ACC	320	Intermediate Accounting 2		ACC 310
ACC	420	Auditing Procedures		ACC 320
	<b>TOTAL REQUIREMENTS</b>		<b>25</b>	

<b>MINOR IN ACCOUNTING (BBA MAJORS ONLY)</b>			<b>Credit</b>	<b>Prerequisite</b>
ACC	251	Principles of Accounting 2	4	ACC 250
ACC	310	Intermediate Accounting 1	3	ACC 251
ACC	320	Intermediate Accounting 2	3	ACC 310
ACC	340	Cost Accounting 1	3	ACC 251
ACC	350	Federal Tax Accounting	3	ACC 251
		<b>Elective (Select one)</b>	<b>3</b>	
		Any business course not required in your major area, or:		
ACC	380	Financial Statement Analysis		ACC 251
ACC	420	Auditing Procedures		ACC 251
	<b>TOTAL MAJOR REQUIREMENTS</b>		<b>19</b>	

BUSINESS MANAGEMENT - CONCENTRATION CORE REQUIREMENTS			Credit	Prerequisite
ACC	250	Principles of Accounting 1	3	NONE
ACC	360	Managerial Accounting	3	ACC 250
ADM	315	Business Law 1	3	
CIS	101	Introduction to Computers	3	
ECO	210	Principles of Economics I (Macro)	3	
FIN	200	Personal Finance	3	
FIN	250	Principles of Finance	3	ACC 250
ADM	200	Introduction to Business	3	NONE
CIS	201	Introduction to Information Systems	3	CIS 101
ADM	450	Business Policy/Strategy (CAPSTONE)	3	Senior Status
ADM	306	Principles of Marketing	3	
ADM	304	Statistics for Business	3	MAT 104/105
	TOTAL CORE REQUIREMENTS		36	
MAJOR REQUIREMENTS			Credit	
ECO	211	Principles of Economics I (Micro)	3	ECO 210
ACC	251	Principles of Accounting 2	4	ACC 250
MAN	300	Fundamentals of Management	3	NONE
MAN	310	Organizational Behavior	3	
MAN	312	Human Resource Management	3	
MAN	450	Operations Management	3	Senior Status
ADM	470	Business Ethics	3	Senior Status

ADM	460	Business Practicum	6	Senior Status
<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>MINOR IN BUSINESS MANAGEMENT (NON-BBA MAJORS)</b>			<b>Credit</b>	<b>Prerequisite</b>
ACC	250	Principles of Accounting 1 (Foundation)	3	NONE
ECO	210	Principles of Economics I (Macro) (Foundation)	3	NONE
ECO	211	Principles of Economics 2 (Micro)	3	ECO 210
MAN	310	Organizational Behavior	3	
MAN	312	Human Resource Management	3	
MAN	450	Operations Management	3	Senior Status
ADM	470	Business Ethics	3	Senior Status
		<b>Elective (Select one)</b>	<b>3</b>	
ADM	200	Introduction to Business		
ADM	306	Principles of Marketing		
MAN	300	Fundamentals of Management		
MAN	340	Business Communication		
<b>TOTAL REQUIREMENTS</b>			<b>24</b>	
<b>MINOR IN BUSINESS MANAGEMENT (BBA MAJORS)</b>			<b>Credit</b>	<b>Prerequisite</b>
ECO	211	Principles of Economics 2 (Micro)	3	
MAN	310	Organizational Behavior	3	
MAN	312	Human Resource Management	3	
MAN	450	Operations Management	3	Senior Status
ADM	470	Business Ethics	3	Senior Status
		<b>Suggested Elective (Select one)</b>	<b>3</b>	
		Any business course not required in your major area, or		
ADM	306	Principles of Marketing		
MAN	300	Fundamentals of Management		
MAN	340	Business Communication		
<b>TOTAL MAJOR REQUIREMENTS</b>			<b>18</b>	

## COMPUTER INFORMATION SYSTEMS CONCENTRATION

The Computer Information Systems Concentration prepares students to enter the workforce by integrating theory and realistic problems to develop practical skills and knowledge of how technology is managed in the twenty-first century. A concentration in Computer Information Systems will respond to current needs in technology students' career growth and will encourage students to further their professional business careers.

CORE REQUIREMENTS			Credit	Prerequisite
ACC	250	Principles of Accounting 1	3	
ACC	360	Managerial Accounting	3	ACC 250
ADM	315	Business Law 1	3	
CIS	101	Introduction to Computers	3	
ECO	210	Principles of Economics I (Macro)	3	
FIN	200	Personal Finance	3	
FIN	250	Principles of Finance	3	ACC 250
ADM	200	Introduction to Business	3	
CIS	201	Introduction to Information Systems	3	CIS 101
ADM	450	Business Policy/Strategy (CAPSTONE)	3	Senior Status
ADM	306	Principles of Marketing	3	
ADM	304	Statistics for Business	3	MAT 104/105
TOTAL CORE REQUIREMENTS			36	
MAJOR REQUIREMENTS				PREREQUISITES
CIS	220	System analysis and Design	3	CIS 101
CIS	250	Business Application Development	3	CIS 101
CIS	313	Web Publishing 1	3	CIS 101
CIS	415	Communication & Network	3	CIS 101
CIS	330	Database Management	3	CIS 101
CIS	440	Project Management & Practice	3	CIS 101
CIS	240	Introduction to Information Security	3	CIS 101
CIS	400	Introduction to Mobile Programming	3	CIS 250
ADM	460	Business Practicum (Internship)	6	Senior Status
TOTAL MAJOR REQUIREMENTS			30	
TOTAL ELECTIVE REQUIREMENTS			18	
TOTAL CREDITS TO GRADUATE			122	
MINOR IN COMPUTER INFORMATION SYSTEMS (NON-BBA MAJORS)			Credit	Prerequisite
ACC	250	Principles of Accounting 1 (Foundation)	3	NONE
ECO	210	Principles of Economics 1 (Foundation)	3	NONE
CIS	101	Introduction to Computers	3	
CIS	201	Introduction to Information Systems	3	CIS 101
CIS	220	System analysis and Design	3	CIS 201

CIS	313	Web Publishing 1	3	CIS 101
CIS	330	Database Management	3	CIS 201
		<b>Elective (Select one)</b>	<b>3</b>	
CIS	250	Business Application Development		CIS 201
CIS	415	Communication & Network		CIS 201
CIS	240	Introduction to Information Security		CIS 201
CIS	400	Introduction to Mobile Programming		CIS 201
<b>TOTAL REQUIREMENTS</b>			<b>18</b>	
<b>MINOR IN COMPUTER INFORMATION (BBA MAJORS)</b>			<b>Credit</b>	<b>Prerequisite</b>
CIS	250	Business Application Development	3	CIS 201
CIS	220	System analysis and Design	3	CIS 201
MAN	462	Management Information Systems	3	CIS 101
CIS	313	Web Publishing 1	3	CIS 201
CIS	240	Introduction to Information Security	3	CIS 201
		<b>Elective (Select one)</b>	<b>3</b>	
		Any business course not required in your major area		
CIS	415	Communication & Network		CIS 201
CIS	311	E-Commerce		CIS 201
<b>TOTAL MAJOR REQUIREMENTS</b>			<b>18</b>	

## INTERNATTIONAL FINANCE & GLOBAL TRADE CONCENTRATION

An International Finance and Global Trade Concentration prepares students to function professionally in the global financial and trading policies of multicultural corporations and the international business marketplace.

CORE REQUIREMENTS				Pre-requisite
ACC	250	Principles of Accounting 1	3	NONE
ACC	360	Managerial Accounting	3	ACC 250
ADM	315	Business Law 1	3	
CIS	101	Introduction to Computers	3	
ECO	210	Principles of Economics I (Macro)	3	
FIN	200	Personal Finance	3	
FIN	250	Principles of Finance	3	ACC 250
ADM	200	Introduction to Business	3	NONE
CIS	201	Introduction to Information Systems	3	CIS 101
ADM	450	Business Policy/Strategy (CAPSTONE)	3	Senior Status
ADM	306	Principles of Marketing	3	
ADM	304	Statistics for Business	3	MAT 104/105
TOTAL CORE REQUIREMENTS			36	
MAJOR REQUIREMENTS				
ACC	251	Principles of Accounting 2	4	ACC 250
ADM	445	International Business	3	Senior Status
INF	300	Global Economics	3	ECO 210
INF	350	Multinational Business Finance	3	FIN 250
INF	306	Global Marketing	3	ADM 306
INF	400	International Law/Legal Environment	3	ADM 315
INF	440	International Management and Leadership	3	Senior Status
INF	460	International Trade & Policy	3	Senior Status
ADM	460	Business Practicum (Internship)	6	Senior Status
TOTAL MAJOR REQUIREMENTS			28	
TOTAL ELECTIVE REQUIREMENTS			18	
TOTAL CREDITS TO GRADUATE			122	

MINOR IN INTERNATIONAL FINANCE & GLOBAL TRADE (NON-BBA MAJORS)			Credit	Prerequisite
ACC	250	Principles of Accounting 1 (Foundation)	3	
ECO	210	Principles of Economics I (Macro) (Foundation)	3	
INF	300	Global Economics	3	ECO 210
ACC	251	Principles of Accounting 2	4	ACG 2021

INF	350	Multinational Business Finance	3	FIN 3403
ADM	306	Principles of Marketing	3	
INF	306	Global Marketing	3	
		Elective (Select one)	3	
INF	400	International Law/Legal Environment		BUL 3130
ADM	445	International Business		
INF	440	International Management and Leadership		Senior Status
	TOTAL REQUIREMENTS		25	
MINOR IN INTERNATIONAL FINANCE & GLOBAL TRADE (BBA MAJORS)			Credit	Prerequisite
ADM	445	International Business	3	Senior Status
INF	300	Global Economics	3	ECO 210
ACC	251	Principles of Accounting 2	4	ACG 2021
INF	350	Multinational Business Finance	3	FIN 250
INF	306	Global Marketing	3	
		Elective (Select one)	3	
		Any business course not required in your major area		
INF	400	International Law/Legal Environment		ADM 315
INF	440	International Management and Leadership		Senior Status
	TOTAL MAJOR REQUIREMENTS		19	





## ORGANIZATIONAL MANAGEMENT CONCENTRATION

### (NON-TRADITIONAL)

The Bachelor of Business Administration Degree with concentration in Organizational Management is offered through the Credentials for Leadership in Management and Business (CLIMB). CLIMB gives students an accelerated delivery model wherein which CLIMB students complete their courses in 18 months over three defined terms.

### General Education Courses

Transfer students with an earned Associate of Arts degree or Associate of Science degree from a regionally accredited college or university may have met their General Education and/or their General Elective requirements. If not, students will be required to meet these requirements, along with any courses EWC requires.

CORE REQUIREMENTS			Credit	Prerequisite
ACG	2021	Principles of Accounting 1	3	
ACG	2071	Managerial Accounting	3	ACG 2021
BUL	3130	Business Law 1	3	
CGS	2100	Introduction to Computers	3	
ECO	2013	Principles of Economics I (Macro)	3	
FIN	1100	Personal Finance	3	
FIN	3403	Financial Management	3	ACG 2021
GEB	1011	Introduction to Business	3	
ISM	3013	Introduction to Information Systems	3	CGS 2100
MAN	4720	Business Policy/Strategy (Capstone)	3	Senior Status
MAR	3023	Principles of Marketing	3	
QMB	2100	Statistics for Business	3	MAT 104/105
TOTAL CORE REQUIREMENTS			36	
MAJOR REQUIREMENTS			Credit	Prerequisites
ORI	300	Orientation	1	
GEB	2214(MAN 431)	Business Communication	3	
MAN	3000(MAN 362)	Human Capital Management	3	
MAN	3240(MAN 460)	Organizational Behavior	3	
MAN	3353(MAN 400)	Management Principles	3	
MAN	3600(ADM 445)	International Business	3	
MAN	4120(MAN 370)	Group and Team Dynamics	3	
MAN	4504(MAN 450)	Operations Management	3	Senior Status
MAN	4583(ADM 494)	Business Application Project	3	Senior Status
MAN	4701(ADM 472)	Business Ethics	3	Senior Status
TOTAL MAJOR REQUIREMENTS			28	
TOTAL ELECTIVE REQUIREMENTS			18	
TOTAL CREDITS TO GRADUATE			120	

## HEALTHCARE MANAGEMENT CONCENTRATION

### (NON-TRADITIONAL)

The Bachelor of Business Administration Degree with concentration in Healthcare Management is offered through the Credentials for Leadership in Management and Business (CLIMB). CLIMB gives students an accelerated delivery model wherein which CLIMB students complete their courses in 18 months over three defined terms.

### General Education Courses

Transfer students with an earned Associate of Arts degree or Associate of Science degree from a regionally accredited college or university may have met their General Education and/or their General Elective requirements.

CORE REQUIREMENTS			Credit	Prerequisite
ACG	2021	Financial Accounting 1	3	
ACG	2071	Managerial Accounting	3	ACG 2021
BUL	3130	Business Law 1	3	
CGS	2100	Introduction to Computers	3	
ECO	2013	Principles of Economics I (Macro)	3	
FIN	1100	Personal Finance	3	
FIN	3403	Financial Management	3	ACG 2021
GEB	1011	Introduction to Business	3	
ISM	3013	Introduction to Information Systems	3	CGS 2100
MAN	4720	Business Policy/Strategy ( <b>Capstone</b> )	3	Senior Status
MAR	3023	Principles of Marketing	3	
QMB	2100	Statistics for Business	3	MAT 104/105
TOTAL CORE REQUIREMENTS			36	
MAJOR REQUIREMENTS			Credit	
ORI	300	Orientation	1	
HSA	1100(HCM 300)	Healthcare Delivery System	3	
MAN	4583(ADM 494)	Business Application Project	3	
HSA	3340(HCM 362)	Human Resource Management in Healthcare	3	
HSA	4011(HCM 445)	Community and Public Health	3	
HSA	4140(HCM 360)	Healthcare Business Strategy	3	
HSA	4191(HCM 302)	Healthcare Information Management	3	
HSA	4421(HCM 315)	Legal Aspect: Privacy, Security, & Trust	3	
MAN	3240(MAN 460)	Organizational Behavior	3	
MAN	4120(MAN 370)	Group and Team Dynamics	3	
TOTAL MAJOR REQUIREMENTS			28	
TOTAL ELECTIVE REQUIREMENTS			18	
TOTAL CREDITS TO GRADUATE			120	

## **DEPARTMENT OF COMMUNICATIONS**

Dr. Kimberly Davis, Department Chair

### **FULL-TIME FACULTY**

Assistant Professor: Mr. Daniel Henrich

Instructor: Ms. Alvenia Derban, Speech

Instructor: Mr. Rahman Johnson

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 Communication
4. Be in good standing with the College (i.e. not on academic or conduct probation, etc).
5. Complete a brief application and provide a written statement (in at least 100 words) detailing the reason you want to major in Communications.

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

General Education Courses		38-44 Credit Hours
	<b>Core Requirements (34 hours)</b>	
MMC 2100	Media Writing I (Writing for all media--prereq to Media Writing II)	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>	
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
	<b>Major Requirements (12 hours)</b>	
COM 4711	Technical Writing	3
STA 2023 or PSY 260	Elementary Statistics (MAT104) or Statistics for the Behavioral Science (MAT 104 or PSY 210)	3
PSY 300 or PSY 355 or SOC 329 or SOC 350 or SOC 250 or CIS 201 or CJU 335 or CJU 321 or CJU 321 or HIS 220 or HWP 360 or MAT 305 or MAT 325 or MAT 306 or MAT 327	Black Psychology (Prereq PSY 210) Social Psychology Social Research Methods (MAT 260/PSY 260) Urban Sociology (Prereq SOC 250) Current Social Problems (Prereq SOC 250) Intro to Information Systems (CIS 101) Color of Law Criminology Intro to Courts/Law Public History Sports Communication Probability Design of Sample Surveys or Nonparametric Methods in Statistics or Categorical Data Analysis	3

INF 306 or INR 301	Global Marketing or International Relations	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>Suggested Electives (12 hours)</b> (Will make Recommendations based upon some choices above in the required courses outside major)	COMM 490: Special Topics SOC 250 if has taken PSY 210 in Gen ED CIS 101 EWC 103 B (Career Explorations) Experiential Learning (1-12 hours—seminars, conferences, and other academic opportunities outside the degree plan)	
<b>Total</b>		<b>120 - 126</b>

## Journalism

General Education Courses		38-44 Credit Hours
	<b>Core Requirements (34 hours)</b>	
MMC 2100	Media Writing I (Writing for all media--prreq to Media Writing II)	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 260	Elementary Statistics (MAT104) or Statistics for the Behavioral Science (MAT 104 or PSY 210)	3
PSY 300 or PSY 355 or	Black Psychology (Prereq PSY 210) Social Psychology	3
SOC 329 or SOC 350 or SOC 250 or	Social Research Methods (MAT 260/PSY 260) Urban Sociology (Prereq SOC 250) Current Social Problems (Prereq SOC 250)	
CIS 201 or	Intro to Information Systems (CIS 101)	
CJU 335 or CJU 321 or CJU 321 or	Color of Law Criminology Intro to Courts/Law	
HIS 220 or	Public History	
HWP 360 or	Sports Communication	
MAT 305 or MAT 325 or MAT 306 or MAT 327	Probability Design of Sample Surveys or Nonparametric Methods in Statistics or Categorical Data Analysis	
INF 306 or INR 301	Global Marketing or International Relations	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> (Will make Recommendations based upon some choices above in the required courses outside major)	Suggestions: COMM 490: Special Topics  SOC 250 if has taken PSY 210 in Gen ED  CIS 101  EWC 103 B (Career Explorations)  Experiential Learning (1-12 hours—seminars, conferences, and other academic opportunities outside the degree plan)	
<b>Total</b>		<b>120 - 126</b>

## Advertising & Public Relations

General Education Courses		38-44 Credit Hours
	<b>Core Requirements (34 hours)</b>	
MMC 2100	Media Writing I (Writing for all media--prereq to Media Writing II)	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 260	Elementary Statistics (MAT104) or Statistics for the Behavioral Science (MAT 104 or PSY 210)	3
PSY 300 or PSY 355 or	Black Psychology (Prereq PSY 210) Social Psychology	3
SOC 329 or SOC 350 or SOC 250 or	Social Research Methods (MAT 260/PSY 260) Urban Sociology (Prereq SOC 250) Current Social Problems (Prereq SOC 250)	
CIS 201 or	Intro to Information Systems (CIS 101)	
CJU 335 or CJU 321or CJU 321or	Color of Law Criminology Intro to Courts/Law	
HIS 220 or	Public History	
HWP 360 or	Sports Communication	

MAT 305 or MAT 325 or MAT 306 or MAT 327	Probability Design of Sample Surveys or Nonparametric Methods in Statistics or Categorical Data Analysis	
INF 306 or INR 301	Global Marketing or International Relations	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> (Will make Recommendations based upon some choices above in the required courses outside major)	Suggestions: COMM 490: Special Topics  SOC 250 if has taken PSY 210 in Gen ED  CIS 101  EWC 103 B (Career Explorations)  Experiential Learning (1-12 hours—seminars, conferences, and other academic opportunities outside the degree plan)	
<b>Total</b>		<b>120 - 126</b>

### Communication Studies

General Education Courses		38-44 Credit Hours
	<b>Core Requirements (34 hours)</b>	
MMC 2100	Media Writing I (Writing for all media--prreq to Media Writing II)	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)		
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 <b>or</b> Rhetoric of Social Movements (courses will be taught on an alternating basis)	3
COM 4541	Persuasion & Argumentation	3
Major Requirements (12 hours)		
PSY 300 or PSY 355 or SOC 329 or SOC 350 or SOC 250 or CIS 201 or CJU 335 or CJU 321 or CJU 321 or HIS 220 or HWP 360 or MAT 305 or MAT 325 or MAT 306 or MAT 327	Black Psychology (Prereq PSY 210) Social Psychology Social Research Methods (MAT 260/PSY 260) Urban Sociology (Prereq SOC 250) Current Social Problems (Prereq SOC 250) Intro to Information Systems (CIS 101) Color of Law Criminology Intro to Courts/Law Public History Sports Communication Probability Design of Sample Surveys or Nonparametric Methods in Statistics or Categorical Data Analysis	3
INF 306 or INR 301	Global Marketing or International Relations	3
Electives (21 hours)		
Communication Electives (9 hours)		
Students must select three classes from <b>another</b> Communication concentration other than the concentration selected for the major		
<b>Free Electives (12 hours)</b>  (Will make Recommendations based upon some choices above in the required courses outside major)	Suggestions:  COMM 490: Special Topics  SOC 250 if has taken PSY 210 in Gen ED  CIS 101  EWC 103 B (Career Explorations)  Experiential Learning (1-12 hours— seminars, conferences, and other	

	academic opportunities outside the degree plan)	
<b>Total</b>		<b>120 - 126</b>
<b>Communications Minor (18 credits)</b>		
1. Intro to Communication <b>(Required)</b>		
<b>Students may choose from the following courses for the remaining 15 credits of the minor</b>		
2. Research Methods in Communication		
3. Communication Theories		
4. First Year Topics Seminar (allows for the exploration of current topics in an ever changing industry)		
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 (COM 490)		

## **DEPARTMENT OF CRIMINAL JUSTICE**

Dr. Judy Scott, 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. Willetta Richardson: Administrative Specialist:

### **COMMUNITY INVOLVEMENT:**

Lambda Alpha Epsilon-American

Criminal Justice Association

Men & Women of Purpose Leadership Club

Jacksonville Sheriff's Office Partnership

The Department of Criminal Justice offers 5 degree Concentrations: 1. Criminal Justice, 2. Emergency Management, 3. Forensic Science 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 laboratories, Forensic Science careers, and admission to graduate schools.

The Police Academy concentration aims at preparing Criminal Justice majors for a career in law enforcement. Students completing this concentration will graduate with a certification in law enforcement which qualifies the student to be hired by any Florida law enforcement agency.

### **LAW CONCENTRATION**

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 (3) Concentrations must meet the following criteria:

1. Students must have a 2.0 overall G.P.A.
2. Students must have successfully completed a minimum of 25 credit hours of the General Education requirements, to include English 101-102, Fundamentals of speech, and Math 104-105.
3. Students must have successfully completed CJU 250- 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 or Determination to the Department Chair for consideration with the appropriate supporting documentation to include a Judgment and Sentence and circumstances of offense.

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.

## CRIMINAL JUSTICE

### DEGREE REQUIREMENTS BY CONCENTRATION

#### CRIMINAL JUSTICE CONCENTRATION

CORE REQUIREMENTS		
CJU 250	Introduction to Criminal Justice	3
CJU 321	Criminology	3
CJU 322	Introduction to Judiciary	3
CJU 422	Introduction to Courts & Law	3
CJU 423	Correctional Policies & Practices	3
CJU 425	Probation & Parole	3
CJU 429	Juvenile Delinquency	3
CJU 433	Criminal Law & Procedures	3
CJU 460	Internship in Forensic Science/Exit Exam	6
MAJOR COURSES		
CJU 330	Juvenile Justice Reform	3
CJU 334	Ethics, Crime, and Justice	3
CJU 333	Women and the Criminal Justice System	3
CJU 322	Criminal Minds	3
CCJ 493	Juvenile Law	3
CJU 335	The Color of Law	3
CJU 310	Victimology	3
CJU 327	Police/Law Enforcement	3
CJU 435	Research Methods for Criminal Justice	3
CJU 400	Report Writing for Criminal Justice Professionals	3
CJU 470	Senior Seminar/Current Topics	3
CIS 101	Introduction to Computers	3
ELECTIVES		
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
Total Credits Needed to Graduate		122

## EMERGENCY MANAGEMENT CONCENTRATION

CORE REQUIREMENTS		
CJU 250	Introduction to Criminal Justice	3
CJU 321	Criminology	3
CJU 322	Introduction to Judiciary	3
CJU 422	Criminal Justice and the Constitution	3
CJU 423	Correctional Policies and Practices	3
CJU 425	Probation & Parole	3
CJU 429	Juvenile Delinquency	3
CJU 433	Criminal Law Procedures	3
EMT 460	Emergency Management Practicum\Exit Examination	6
MAJOR COURSES		
EMT 250	Introduction to Emergency Management	3
EMT 251	Introduction to International Disaster	3
EMT 252	Boarder and Coastal Security	3
EMT 320	Terrorism and Homeland Security	3
EMT 330	Natural Disaster Management	3
EMT 332	Disaster Response Operation & Management: Mitigation & Preparedness	3
EMT 400	Weapons of Mass Destruction Incident Command	3
EMT 401	Law & Politics of Emergency	3
EMT 405	Psychology of Disaster	3
EMT 407	Special Operations in Emergency Medical Services	3
EMT 410	Design & Management of Community Disaster Exercises	3
CIS 101	Introduction to Computers	3
ELECTIVES		
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
XXX	Elective	3
<b>Total Credits Needed to Graduate</b>		<b>122</b>

## FORENSIC SCIENCE CONCENTRATION

CORE COURSES		
CJU 250	Introduction to Criminal Justice	3
CJU 321	Criminology	3
CJU 322	Introduction to Judiciary	3
CJU 422	Constitutional Law	3
CJU 423	Correctional Policies and Practices	3
CJU 425	Probation and Parole	3
CJU 429	Juvenile Delinquency	3
CJU 433	Criminal Law and Procedures	3
FSC460	Internship in Forensic Science/Exit Exam	6
MAJOR COURSES		
FSC 320	Toxicology and Therapeutic Drug Monitoring	3
FSC 333	Forensic Photography	3
FSC 350	Forensic Pathology	3
FSC 401	Latent Prints and Impressions	3
FSC 403	Medicolegal Death Investigation	3
FSC 405	Investigation of Death	3
FSC 410	Molecular Diagnostics with Lab	4
FSC 420	Digital Forensic Analysis	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		
BIO 204	Introduction to DNA Forensics	3
BIO 425	Histology with Lab	4
CHE 310	Analytical Chemistry with Lab	4
CHE 311	Biochemistry without Lab	3
BIO 330	Microbiology with Lab	4
Total Credits Needed to Graduate		122

# POLICE ACADEMY CONCENTRATION

## FIRST YEAR

### FALL TERM

ENG 101	FRESHMAN COMPOSITION 1	3
EWC 103-A	INTRO TO COLLEGE	3
BIO 160	LIFE SCIENCE W/LAB	4
MAT 104	COLLEGE ALGEBRA	3
HPE 101	HEALTH & PHYSICAL ED	1

### SPRING TERM

ENG 102	FRESHMAN COMPOSITION II	3
HIS 111	AFRICAN AMERICAN HISTORY	3
MAT 105	FINITE MATHEMATICS	3
HUM 201	INTRO TO HUMANITIES	3
REL 201	INTRO TO BIBLE STUDIES	3

## SECOND YEAR

### FALL TERM

ENG 200	FUNDAMENTALS OF SPEECH	3
CJU 250	INTRO TO CRIMINAL JUSTICE	3
HIS 260	UNITED STATES HISTORY	3
CJU 321	CRIMINOLOGY	3
PSY 210	GENERAL PSYCHOLOGY	3
EWC 200	APPLIED ACADEMIC WRITING	1

### SPRING TERM

MAT 260	ELEMENTARY STATISTICS	3
CJU 310	VICTIMOLOGY	3
CJU 423	CORRECTIONAL POLICY/PRAC	3
CJU 425	PROBATION AND PAROLE SUPV	3
CJU 429	JUVENILE DELINQUENCY	3

## THIRD YEAR

### FALL TERM

CJU 420	INTRO TO FORENSICS	3
CJU 400	REPORT WRITING	3
CJU 320	TERRORISM/HOMELAND	3
CJU 322	INTRO TO JUDICIARY	3
CJU 327	POLICE/LAW ENFORCEMENT	3

### SPRING TERM

CJU 422	CONSTITUTIONAL LAW	3
CJU 460	PRACTICUM	6
CJU 435 or	CRIMINAL JUSTICE RESEARCH	
SOC 329	METHODS or SOCIAL RES METH.	3
CJU 433	CRIMINAL LAW & PROCEDURES	3

## FOURTH YEAR

### Police Academy

30

120 credit hours required to complete course of study





## 3 + 3 PROGRAM LAW SCHOOL CONCENTRATION

TOTAL GENERAL EDUCATION REQUIREMENTS 38

### 3 + 3 PROGRAM FLORIDA COASTAL LAW SCHOOL CONCENTRATION

## First Year

### FALL TERM

<b>ENG 101</b>	<b>FRESHMAN COMPOSITION 1</b>	<b>3</b>			
EWC 103-A	INTRO TO COLLEGE	3			
BIO 160	LIFE SCIENCE W/LAB	4			
MAT 104	COLLEGE ALGEBRA	3			
HPE 101	HEALTH & PHYSICAL ED	1			
HUM 201	INTRO TO HUMANITIES	3			

CREDITS 17

### SPRING TERM

<b>ENG 102</b>	<b>FRESHMAN COMPOSITION II</b>	<b>3</b>			
HIS 111	AFRICAN AMERICAN HISTORY	3			
MAT 105	FINITE MATHEMATICS	3			
EWC 200	APPLIED ACADEMIC WRITING	1			
PSY 210	GENERAL PSYCHOLOGY	3			
REL 201	INTRO TO BIBLE STUDIES	3			

CREDITS 16

**YEAR ONE CREDITS 33**

## Second Year

### FALL TERM

ENG 200	FUNDAMENTALS OF SPEECH	3			
MLS 251	ELEMENTARY SPANISH	3			
HIS 250	UNITED STATES HISTORY	3			
CIS 101	INTRO TO COMPUTERS	3			
MAT 260	ELEMENTARY STATISTICS	3			
CCJ 2220	INTRO TO CRIMINAL JUSTICE AND THE LAW	3			

CREDITS 18

### SPRING TERM

MLS 252	ELEMENTARY SPANISH II	3			
PHI 260	INTRO TO ETHICS	3			

FIN 200	PERSONAL FINANCE	3			
CCJ 3011	CRIMINOLOGY	3			
CJL 3510	INTRO TO THE COURTS AND THE LAW	3			
CJL 4063	CRIMINAL JUST/CONSTITUTION	3			

**CREDITS 18**

**YEAR TWO CREDITS 36**

## THIRD YEAR

### FALL TERM

CJC 4163	PROBATION AND PAROLE	3			
CJJ 3015	JUVENILE DELINQUENCY	3			
CJC 4015	CORRECTIONAL POL/PRAC	3			
CCJ 4935	CURRENT TOPICS	3			
CJL 4050	JUVENILE LAW	3			
CJD 4257	REPORT WRITING	3			

**CREDITS 18**

### SPRING TERM

CCJ 4940	PRACTICUM	6			
CCJ 4701 or SOC 329	CRIMINAL JUSTICE RESEARCH METHODS or SOCIAL RES METH.	3			
CJL 4310	CRIMINAL LAW & PROCEDURES	3			

**CREDITS 12**

**YEAR THREE CREDITS 30**

## FOURTH YEAR

**Florida Coastal School of Law 31**

### 130 Credit Hours Required to Complete Course of Study

89 Credit Hours Required at EWC + 31 Credit Hours at Florida Coastal School of Law

121 Credit Hours Required to Complete Course of Study or 127 (if foreign language applicable)

## **DEPARTMENT OF MATHEMATICS AND SCIENCES**

Nakamuthu Sundaralingam, Ph.D., Professor and Department Chair  
904-470-8222

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

Dr. Petero Kwizera, Professor  
Dr. Prabir K. Mandal, Professor  
Dr. Anita Mandal, Associate Professor  
Dr. Ephraim Murage, Coordinator/Assistant Professor  
Dr. Brian Seymour, 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:
  - ENG 101, Introduction to Academic Writing
  - ENG 102, Academic Writing and Research
  - ENG 200, Fundamentals of Speech
  - MAT 104, College Algebra

4. The student must have passed General Biology I, with at least a C grade.
5. A student must successfully complete a written assignment from the Department Chair which must be taken at the time of the submission of the application.

**Total Gen Ed Hours (Spring 2015) 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 BIO 251)

BIO 160 is not recommended since BIO 251 is a degree requirement.

- 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 251 and BSC 252 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:		
MLS 251	Elementary Spanish I	3
MLS 252	Elementary Spanish II	3
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 (35 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 400	Ecology	3
	Ecology Lab	1
BIO 412	Cell Biology	3
	Cell Biology Lab	1
BIO 470	Biology Seminar/Exit Exam	3
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	Introductory Statistics I	3
MAT 271	Calculus w/Analytical Geometry I	4

**CONCENTRATIONS ELECTIVE (Choose one of the following concentrations)**

<b>Allied Health/Biomedical Applications Concentration Electives Hours (Minimum Total Required – 18 hrs.)</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 482	Immunology*	3
	Immunology Lab*	1
CHE 311	Biochemistry*	3
	Biochemistry Lab*	1
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
<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>		
BIO 340	Introduction to Bioinformatics*	3
BIO 380	Research Methods in Biology*	3
BIO 420	Virology	3
BIO 480	Biology Research*	3
BIO 490	Special Topics in Biology	1-6
BIO 482	Immunology	3
	Immunology Lab	1
CHE 311	Biochemistry*	3
	Biochemistry Lab*	1
BIO 204	Introduction to DNA Forensics	3
BIO 275	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>		
BIO 380	Research Method in Biology	3
BIO 425	Histology with Lab	4
BIO 485	Environmental Toxicology*	3
BIO 490	Special Topics in Biology	1-6
BIO 405	Field Methods in Urban Ecology*	4
BIO 410	Marine Biology*	4
BIO 480	Biology Research*	3
CHE 311	Biochemistry	3
	Biochemistry Lab	1
BIO 302	Biology of Aging	3
BIO 325	Developmental Biology	4
<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)</b>		<b>122 – 130 Hours</b>
<b>(Without Experiential Learning)</b>		
<b>Total to graduate (including 44 - 46 hours of General Education)</b>		<b>128 – 136 Hours</b>
<b>(Including Experiential Learning)</b>		

#### 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 INTRODUCTOY 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
*Detail course names can be found elsewhere.	
Mathematics	6
Natural Science †	7-8
† Mathematics majors must take BSC 2010/L as one of their natural science requirements.	
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:	

### 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
<b>Choose at least eight (8) credit hours from the following courses.</b>		
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
<b>CORE REQUIREMENTS (34 Hrs.)</b>		
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>		

Suggested Elective Courses		
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) 120 – 126 Hours (Without Experiential Learning)</b>		
<b>Total to graduate (including 44 - 46 hours of General Education) 126 – 132 Hours (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 Option A: Service-Learning Courses Option B: Internships Option C: EWC On a Mission Option D: Study Abroad	1 - 12
<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		38
CORE REQUIREMENTS		
MUS 100	Recital Attendance	0
Applied Instruction		8
(Complete an eight-course sequence 101-402 in one of the following.)		
MVB	Applied Brass	
MVP	Applied Percussion	
MVK	Applied Piano	
MVS	Applied Strings	
MVW	Applied Woodwinds	
MAJOR REQUIREMENTS		
MUT 102	Theory I	3
MUT 103	Theory II	3
MUT 202	Theory III	3
MUT 203	Theory IV	3
MUT 205	Intro to Music Technology	3
MUH 251	Music History I	3
MUH 252	Music History II	3
MUG 317	Basic Conducting	3
INSTRUMENTAL PERFORMANCE		
Instrumental Ensemble		8
(Complete a six-course sequence in one of the following.)		
MUS 171-472 College Band		
MUS 150-451 Jazz Band Group Instruction		
MVK 111	Class Piano I	1
MVK 112	Class Piano II	1
MVV 213	Class Voice	2
REQUIRED COURSES		
MUT 332	Form and Analysis	2
MUT 403	Arranging	2
MUE 221	String Methods	2
MUH 323	History of Afro-American Music	3
MLS	Modern Language	8
Electives (17 credit hours)		

## Vocal Performance Concentration

GENERAL EDUCATION REQUIREMENT		38
CORE REQUIREMENTS		
0	Recital Attendance	0
Applied Instruction		8
(Complete an eight-course sequence 101-402 in one of the following.)		
MVV	Applied Voice	
MAJOR REQUIREMENTS		
MUT 102	Theory I	3
MUT 103	Theory II	3
MUT 202	Theory III	3
MUT 203	Theory IV	3
MUT 205	Intro to Music Technology	3
MUH 251	Music History I	3
MUH 252	Music History II	3
MUG 317	Basic Conducting	3
MAJOR COURSES FOR VOCAL PERFORMANCE CONCENTRATION		
Choral Ensemble		8
(Complete a six-course sequence in one of the following.)		
MUS 160-462 Concert Choir		
MUS 140-441 Chamber Choir Group		
MVK 111	Class Piano I	1
MVK 112	Class Piano II	1
MVV 213	Instrumental Methods	2
REQUIRED COURSES		
MUT 332	Form and Analysis	2
MUT 403	Arranging	2
MVV 231	Singers Diction I	1
MVV 232	Singers Diction II	1
MUH 323	History of Afro-American Music	3
ML	Modern Language	8

Total Credits needed for degree

122

## Sacred Music Performance Concentration

CORE REQUIREMENTS		
MUS 100	Recital Attendance	0
Applied Instruction		8
(Complete an eight-course sequence 101-402 in one of the following.)		
MVV	Applied Voice	
MVK	Applied Piano	
MAJOR REQUIREMENTS		
MUT 102	Theory I	3
MUT 103	Theory II	3
MUT 202	Theory III	3
MUT 203	Theory IV	3
MUT 205	Intro to Music Technology	3
MUH 251	Music History I	3
MUH 252	Music History II	3
MUG 317	Basic Conducting	3
MAJOR COURSES FOR SACRED MUSIC CONCENTRATION		
Ensemble		6
US 160-462 Concert Choir		
(Complete a six-course sequence in one of the following.)		
MUS 140-441 Chamber Choir Group		
MVK 111	Class Piano I	1
MVK 112	Class Piano II	1
MVV 213	Vocal Methods (or)	2
MUE 221	String Methods	2
REQUIRED COURSES		
MUH 323	History of Afro-American Music	3
MUT 403	Arranging	2
MUC 351	Keyboard for the Church	2
MUC 360	Practicum in Church Music	3
MUC 420	Survey of Sacred Music History	2
MUC 421	Church Music Administration	3
MUC 435	Hymnology	3
ML	Modern Language	6
TOTAL TO GRADUATE		124/125

## **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. SPC 200 – Fundamentals of Speech
  - b. MAT 104 – College Algebra
  - c. PSY 210—General Psychology
  - d. ENG 102 – Academic Writing and Research
- 3) Written statement in one hundred words detailing the reason you want to major in Psychology.

Social and Behavioral Sciences offers the follow:

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		
PSY 210	General Psychology	3
PSY 300	Black Psychology	3
PSY 310	Writing for Psychology	3
PSY 321	Theories of Learning	3
PSY 322	Behavior Modification	3
PSY 355	Social Psychology	3
PSY 360	Tests and Measurements in Psychology	3
PSY 409	Theories of Personality	3
PSY 411	Abnormal Psychology	3
PSY 414	Experimental Psychology	3
PSY 455	History and Systems	3
PSY 460	Practicum in Psychology	6
PSY 470	Exit Seminar	3
MAJOR COURSES		
CIS 101	Introduction to Computers	3
PHI 201	Introduction to Philosophy	3
POS 201	American Political Structures	3
SOC 250	Introduction to Sociology	3
SOC 329	Social Research Methods	3
PSY 260 <b>or</b> MAT 260	Statistics for Behavioral Sciences <b>or</b> Elementary Statistics	3
PSY 324 <b>or</b> PSY 350	Adolescent Psychology <b>or</b> Human Development	3
HIS 211 <b>or</b> HIS 212 <b>or</b> HIS 260	World History I <b>or</b> World History II <b>or</b> US History	3
MLS 251**	Elementary Spanish I	3
MLS 252**	Elementary Spanish II	3
ELECTIVES (15 Credit Hours)		
XXX	Free Elective	3
XXX	Free Elective	3
XXX	Free Elective	3
<b>Total Credits Needed to Graduate</b>		<b>122/123</b>

## PSYCHOLOGY - ADDICTIONS CONCENTRATION

### First Year {Freshman}

#### FALL TERM

ENG 101	Intro to Academic Writing	3
EWC 103-A	Intro to College	3
HIS 111	African American History	3
MAT 104	College Algebra	3
HPE 102	Health & Physical Education	3
<b>CREDITS</b>		<b>15</b>

#### SPRING TERM

ENG 102	Academic Writing & Research	3
REL 201	Intro to Biblical Studies	3
MAT 260	Elementary Statistics	3
PSY 210	General Psychology	3
BIO 160 (or 251)	Life Science w/Lab or General Bio I if GPA $\geq$ 3.0	4
<b>CREDITS</b>		<b>16</b>

#### YEAR ONE CREDITS

**31**

#### SUMMER (if needed)

MAT 260	Make-up / Repeat "Cushion"	3
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### Second Year {Sophomore}

#### FALL TERM

MAT 261	Intermediate Statistics	3
ENG 200	Applied Academic Writing	1
PHIL 201	Intro to Philosophy	3
ESC 201 or BIO 252	Earth Science or Gen Biology II w/lab if GPA $\geq$ 3.0)	3 or 4
PSY 320	Theories of Learning	3
SOC 250	Intro to Sociology	3
<b>CREDITS</b>		<b>16 or 17</b>

### Second Year (cont.)

**SPRING TERM**

ENG 200	Fundamentals of Speech	3
POS 201	American Political Structure	3
CIS 101	Intro to Computers	3
PSY 310	Writing for Psychology	3
HUM 201	Intro to Fine Arts	3
SOC 301	Sociology of Family	3
<b>CREDITS</b>		<b>15</b>

**YEAR TWO CREDITS****31 or 32****SUMMER** (if needed)

MAT 261	Make-up / Repeat "Cushion"	3
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**THIRD YEAR {Junior}****FALL TERM**

BIO 290 <b>or</b> PSY 390	African American Health <b>or</b> Brain & Behavior if GPA $\geq$ 3.0	3
SOC 329	Social Research Methods	3
PSY 300	Black Psychology	3
PSY 326	Addictions I	3
HIS 211 <b>or</b> HIS 260	World History Survey I <b>or</b> US History I	3
PSY 415	Case Management	3
<b>CREDITS</b>		<b>18</b>

**SPRING TERM**

PSY 345	Addictions II	3
PSY 355	Social Psychology	3
PSY 409	Theory of Personality	3
PSY 414	Experimental Psychology	3
PSY 326 <b>or</b> PSY 350	Adolescent Psychology <b>or</b> Human Growth & Development	3
PSY 400	Addictions Counseling	3
<b>CREDITS</b>		<b>18</b>

**YEAR THREE CREDITS****36****FOURTH YEAR {Senior}**

**FALL TERM**

PSY 360	Tests and Measurements	3
PSY 410	Assess. & Eval. in Addictions	3
PSY 455	History & Systems	3
PSY 425	Treatment Planning	3
MLS 251	Spanish I (or none)	3
<b>CREDITS</b>		<b>15 (or 12 if already taken foreign language)</b>

**SPRING TERM**

PSY 411	Abnormal Psychology	3
PSY 460	Practicum in Psychology	6
SOC 400	Culture & Addictions	3
MLS 252	Spanish II (or none)	3
<b>CREDITS</b>		<b>15 (or 12 if already taken foreign language)</b>

**YEAR FOUR CREDITS****30 (or 24)****128-129 (or 122-123 if already taken foreign language)****Credit Hours Required to Complete the 2017-2018 Psychology - Addictions Track****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. Students can select from any of the courses offered in the Department, but must take two courses from the 200-level, three course from the 300-level, and three courses from the 400-level.

<b>MINOR REQUIREMENTS</b>		
PSY 210	General Psychology	3
PSY 260 <b>or</b> MAT 260	Statistics for the Behavioral Sciences <b>or</b> Elementary Statistics	3
PSY 300	Black Psychology	3
PSY 324	Adolescent Psychology	3
PSY 350	Human Growth and Development	3
PSY 355	Social Psychology	3
PSY 409	Theories of Personality	3
PSY 411	Abnormal Psychology	3

## DEPARTMENT OF TEACHER EDUCATION & URBAN STUDIES

Marie Fossett Snow, Ed.D., Department Chair  
Jessica Youngblood, Administrative Specialist  
Mrs. Velma Rivers, Assessment Coordinator

### FULL-TIME FACULTY AND STAFF:

Academic Coach: Mrs. Charlotte Clark-Rowe  
Call Me MISTER Director: Mr. Kenneth Francis  
Clinical Field Experience: Mr. Richard Scott & Mr. Kenneth Francis  
Assistant Professor: Mrs. Winifred Henry  
Assistant Professor: Mrs. Veralee Milton  
Assistant Professor/Program Coordinator: Dr. Bobby Frazier  
Assistant Professor: Mrs. Josetta Arnold  
Assistant Professor: Mrs. Sylvia Briley  
Instructor: Mr. Archie Gallon:  
Assistant Professor: Dr. Marilyn Mack

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.”*

Admission Requirements to be admitted into the Department of Teacher Education and Urban Studies, students must satisfy the following:

1. Complete a formal application and interview with the Department of Education
2. Complete the General Requirements for all Teacher Education and Urban Studies Programs.
3. Present an overall and cumulative GPA of at least 2.50 on a 4.0 scale.
4. A passing score on all sections of the General Knowledge Test.
5. Pass the Subject Area and Professional Tests prior to Internship
6. Teacher Education candidates must also theoretically understand the standards of Florida Education Accomplished Practices, the Subject Area Competencies, and the Professional Area Competencies and demonstrate proficiency in the four areas listed below.

## **DEPARTMENTAL GOALS**

To successfully enroll in the Edward Waters College Teacher Education and Urban Studies Program with endorsement for Florida Teacher Certification in Education: requires :

1. **REFLECTIVE DECISION-MAKING:** To assist pre-service teacher candidates in acquiring the ability to take risks and decide the best course of action in a given situation. In addition, teacher candidates will engage in reflective teaching and decision-making by continuously assessing themselves as educators and their students as learners by adjusting teaching and assessment.
2. **INSTRUCTIONAL LEADER:** Upon completion of the Edward Waters College Teacher Education and Urban Studies Program, each teacher candidate will become an instructional, knowledgeable leader in her/his respective area(s).
3. **SYSTEMATIC PLANNER:** To prepare each pre-service teacher candidate to plan, implement, and evaluate effective instruction in a variety of learning environments.
4. **EFFECTIVE COMMUNICATOR:** To provide pre-service teacher candidates with the tools of identifying, characterizing, and effectively communicating with diverse ethnic, cultural, and linguistic groups as present in today's classrooms.

## **DEPARTMENTAL OUTCOMES**

Upon the completion of the Edward Waters College Teacher Education and Urban Studies Program (TEP) and to be endorsed for certification as a teacher in State of Florida;

**REFLECTIVE DECISION-MAKING:** Upon completion of the EWC TEP, each teacher candidate will acquire the ability to take risks and decide the best course of action in a given situation. In addition, teacher candidate will engage in reflective. Teaching and decision-making by continuously assessing themselves as educators and their students as learners by adjusting teaching and assessment.

**INSTRUCTIONAL LEADER:** Upon completion of the EWC TEP, each teacher candidate will be an instructional, knowledgeable leader in his/her respective content area(s).

**SYSTEMATIC PLANNER:** Upon completion of the EWC TEP, each teacher candidate will become systematic planners who welcome the challenge of meeting the needs of an increasingly diverse and inclusive community of learners.

**EFFECTIVE COMMUNICATOR:** Upon completion of the EWC TEP, each teacher candidate will demonstrate the tools to identify, characterize, and effectively communicate with diverse ethnic, cultural, and linguistic groups present in today's classrooms.



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 University, Chaflin 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 Requirements**

- I. Complete/Submit the Edward Waters College application for admission.
- II. Submit the following documents:
  1. High School Diploma and Final Transcript with 2.5 GPA or better; OR
  2. General Education Development (GED) Certificate with test scores or college transcript with 2.5 GPA.
  3. Official copy of ACT score of at least 21 or an SAT score of 1000.
  4. Two (2) letters of Recommendations.
  5. 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?
  6. Meet with Call Me MISTER Coordinator to schedule an interview
- III. Complete the FAFSA or provide a signed statement certifying financial need

(economically disadvantaged background).

IV. Complete the Department of Teacher Education and Urban Studies admission process:

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

### **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 Contacts**

Dr. Marie Snow Director, Department of Teacher Education and Urban Studies  
(904) 470-8125



First *Call Me Mister Graduate* with Dr. Marvin Grant and Professor Richard Scott.

Three proud alumni who entered the field of education.





## **Degree of Bachelor of Arts (B.A.) in Elementary Education**

### **Minors in:**

- Early Childhood
- Exceptional Student Education

Degree of Bachelor of Science (B.S.) in Physical Education

Degree of Bachelor of Science (B.S.) in Physical Education (with concentration in Recreation)

Degree of Bachelor of Science (B.S.) in Physical Education (with concentration Sports Management)

### **Pre-Field Based Experiences**

EDU 400 PRACTICUM II changes to CLASSROOM CLINICAL EXPERIENCES is required for initial teacher certification for undergraduate's education majors, N – 12 in the Department. The course is taken during the junior year after the completion of 45 semester credit hours. A total of twenty weeks, five credit hours per week, 100 credit hours per semester is required, culminating with final internship during the student's senior year. An application is required for participating in the clinical experience. All education majors who plan to register for EDU 400 must file on or before April 15<sup>th</sup> for the Fall Semester and November 20<sup>th</sup> for the Spring Semester. No applications will be accepted after these dates. Please comply with all dates so that you will be assigned at the beginning of the semester.

EDU 450/HPE 450 Student Teaching and HWP 450 Sports Management Internship

To qualify for recommendation to engage in student teaching, the student must satisfy the following departmental requirements:

1. Submit an application for Student Teaching to the Coordinator of Field Experiences.
2. Complete all professional and methods courses.
3. Submit a passing score on the FTCE Subject Area and Professional Exams.
4. Upon completion of course work, a minimum of 2.50 cumulative grade point is required.
5. Students must complete applications by March 28<sup>TH</sup> for placement in the fall term and by September 27 for placement in the Spring term.
6. Students in Teacher Education who have received D's and/or F's in courses in the professional requirements and/or in their major area must repeat the courses until the grade of at least C or better has been earned. This is a requirement prior to the assignment to student teaching. In addition, all "I" grades must be removed before the student is assigned to student teaching.

General Education Requirements for Bachelor of Arts (B.A.) or Bachelor of Science (B.S) in the Department of Teacher Education and Urban Studies

General Education Requirements for Bachelor of Arts (B.A.) or Bachelor of Science (B.S) in the Department of Teacher Education and Urban Studies

## ELEMENTARY EDUCATION REQUIREMENTS

GENERAL EDUCATION COURSES		
BIO 160	Life Science with Lab	4
ENG 101	Introduction to Academic Writing	3
ENG 102	Academic Writing and Research	3
EWC 103 A	Introduction to College	3
ESC 201	Earth Science	4
HUM 201	Introduction to Fine Arts	3
HIS 111	African American History	3
HIS 250 or HIS 260	United States History I United States History II	3
MAT 104	College Algebra	3
MAT 105 or MAT 260	Finite Mathematics Elementary Statistics	3
MAT 240	Modern Geometry	3
PHI 201	Introduction to Philosophy	3
PHS 201	Physical Science with Lab	4
PSY 210	General Psychology	3
REL 201	Introduction to Biblical Studies	3
SPC 200	Fundamentals of Speech	3
CORE REQUIREMENTS – PREPARATION COURSES		
EDU 190	General Knowledge (Test Prep) for English, Reading & Writing	0
EDU 191	General Knowledge (Test Prep) for Mathematics	0
EDU 192	Subject Area (Test Prep)	0
EDU 193	Professional (Test Prep)	0
EDU 200	Introduction to Principles, Practice & Issues in Education	3
EDU 208	Teaching Diverse Population/Cross-Cultural Communication	3
EDU 250	Educational Technology	3
PSY 320 or PSY 323 PSY 324 or PSY 350	Education Psychology Child Psychology Adolescent Psychology Human Growth and Development	3
MAJOR COURSE REQUIREMENTS		
EDU 304	Foundation of Reading	4
EDU 332	Social Studies in the Elementary Schools	3
EDU 336	Science in the Elementary Schools	3
EDU 355	Mathematics in the Elementary Schools	3
EDU 365	Language Arts with Lab	4
EDU 381	Literature for Children	3
EDU 382	Reading Methods and Content rea for Elementary and Secondary Teacher	4

EDU 401	Art in the Elementary School	3
EDU 438	Music in the Elementary School	3
EDU 482	D&P Teaching of Reading	4
HPE 351	Health & Physical Education in the Elementary Schools	3
<b>PROFESSIONAL EDUCATION COURSES</b>		
EDU 330	Instructional Planning and Assessment	4
EXE 360	Introduction to Exceptional Education	3
ESL 121	ESOL Curriculum Development	3
ESL 221	ESOL Linguistics	3
EDU 400	Classroom Clinical Experience	4
EXE 440 or EXE 489	Management Skills for Regular/Exceptional Children/or Behavioral Management/Emotional Handicapped	3
EDU 450	Student Teaching	12
<b>Total Required for Degree</b>		<b>132</b>

## PHYSICAL EDUCATION CONCENTRATION

GENERAL EDUCATION COURSES		
BIO 160	Life Science with Lab	4
ENG 101	Introduction to Academic Writing	3
ENG 102	Academic Writing and Research	3
EWC 103 A	Introduction to College	3
ESC 201	Earth Science	4
HUM 201	Introduction to Fine Arts	3
HIS 111	African American History	3
HIS 250 or HIS 260	United States History I United States History II	3
MAT 104	College Algebra	3
MAT 105 or MAT 260	Finite Mathematics Elementary Statistics	3
MAT 240	Modern Geometry	3
PHI 201	Introduction to Philosophy	3
PHS 201	Physical Science with Lab	4
PSY 210	General Psychology	3
REL 201	Introduction to Biblical Studies	3
SPC 200	Fundamental of Speech	3
CORE PREPARATION COURSES		
BIO 321	Human Anatomy and Physiology	4
EDU 190	General Knowledge (Test Prep) for English, Reading & Writing	0
EDU 191	General Knowledge (Test Prep) for Mathematics	0
EDU 192	Subject Area (Test Prep)	0
EDU 193	Professional (Test Prep)	0
EDU 200	Introduction to Principles, Practice & Issues in Education	3
EDU 208	Teaching Diverse Population/Cross-Cultural Communication	3
EDU 250	Educational Technology	3
HPE 204	First Aid and Safety	3
HPE 250	Introduction to Physical Education	3
PSY 320 or PSY 323 or PSY 324 or PSY 350	Educational Psychology or Child Psychology or Adolescent Psychology or Human Growth and Development	3
MAJOR- SUBJECT AREA COURSES		
HPE 205 or HPE 206 or HPE 207	Archery/Badminton or Volleyball/Basketball or Tennis	3
HPE 303 or HPE 308 HPE 309 or HPE 311	Rhythmic or Coaching Basketball or Coaching Baseball or Gymnastics	3
HPE 302	Theory and Practice of Teaching Team/Individual Sports	3
HPE 307	Theory of Coaching	3
HPE 312	Exercise Physiology	3

HPE 313	Adaptive Physical Education	3
HPE 320	Physical Education in the Elementary and Secondary	3
HPE 322	Motor Learning	3
HPE 330	Kinesiology	3
HPE 400	Organization and Administration of Physical Education and Recreation	3
HPE 401	Care and Prevention of Human Injuries	3
<b>MAJOR- PROFESSIONAL EDUCATION COURSE</b>		
EDU 330	Instructional Planning and Assessment	4
EXE 360	Introduction to Exceptional Education	3
ESL 121	ESOL Curriculum Development	3
ESL 221	ESOL Linguistics	3
EDU 400	Classroom Clinical Experience	4
EXE 440 <b>or</b> EXE 489	Management Skills for Regular/Exceptional Children <b>or</b> Behavioral Management/Emotional Handicapped	3
EDU 450	Student Teaching	12
<b>Total Required for Degree</b>		<b>132</b>
<b>Elective by Choice</b>		
HPE 210	Intramural	2
HPE 310	Community Recreation	3
<b>Total Hours</b>		<b>148</b>

## RECREATION (CONCENTRATION)

GENERAL EDUCATION COURSES		
BIO 160	Life Science with Lab	4
ENG 101	Introduction to Academic Writing	3
ENG 102	Academic Writing and Research	3
EWC 103 A	Introduction to College	3
ESC 201	Earth Science	4
HUM 201	Introduction to Fine Arts	3
HIS 111	African American History	3
HIS 250 or HIS 260	United States History I United States History II	3
MAT 104	College Algebra	3
MAT 105 or MAT 260	Finite Mathematics Elementary Statistics	3
MAT 240	Modern Geometry	3
PHI 201	Introduction to Philosophy	3
PHS 201	Physical Science with Lab	4
PSY 210	General Psychology	3
REL 201	Introduction to Biblical Studies	3
SPC 200	Fundamental of Speech	3

CORE COURSES – EDUCATION PREPARATION COURSES		
BIO 321	Human Anatomy and Physiology	4
EDU 190	General Knowledge (Test Prep) for English, Reading & Writing	0
EDU 191	General Knowledge (Test Prep) for Mathematics	0
EDU 192	Subject Area (Test Prep)	0
EDU 193	Professional (Test Prep)	0
EDU 200	Introduction to Principles, Practice & Issues in Education	3
EDU 208	Teaching Diverse Population/Cross-Cultural Communication	3
EDU 250	Educational Technology	3
HPE 102	Personal & Community Health	3
HPE 204	First Aid and Safety	3
HPE 250	Introduction to Physical Education	3
PSY 320 or PSY 323 or PSY 324 or PSY 350	Education Psychology Child Psychology Adolescent Psychology Human Growth and Development	3
MAJOR- SUBJECT AREA COURSES		
HPE 302	Theory and Practice of Teaching Team/Individual Sports	3
HPE 307	Theory of Coaching	3
HPE 310	Community Recreation	3
HPE 312	Exercise Physiology	3
HPE 315	Recreation Leadership	3
HPE 316	Therapeutic Recreation	3
HPE 317	Outdoor Recreation	3
HPE 322	Motor Learning	3
HPE 330	Kinesiology	3
HPE 400	Organization and Administration of Physical Education Recreation	3
HPE 401	Care and Prevention of Human Injuries	3
HPE 411	Health Issues, Trends, and Problems	3
HPE 412	Area and Facilities Management	3
<b>Total Credits</b>		<b>39</b>
Professional Education Courses		
HPE 450	Student Teaching	12
<b>Total Required for Degree</b>		<b>127</b>

## SPORTS MANAGEMENT CONCENTRATION

GENERAL EDUCATION STUDIES		
BIO 160	Life Science with Lab	4
ENG 101	Introduction to Academic Writing	3
ENG 102	Academic Writing and Research	3
EWC 103 A	Introduction to College	3
ESC 201	Earth Science	4
HUM 201	Introduction to Fine Arts	3
HIS 111	African American History	3
HIS 250 or HIS 260	United States History I United States History II	3
MAT 104	College Algebra	3
MAT 105 or MAT 260	Finite Mathematics Elementary Statistics	3
MAT 240	Modern Geometry	3
PHI 201	Introduction to Philosophy	3
PHS 201	Physical Science with Lab	4
PSY 210	General Psychology	3
REL 201	Introduction to Biblical Studies	3
SPC 200	Fundamental of Speech	3
CORE EDUCATION PREPARATION COURSES		
EDU 190	General Knowledge (Test Prep) for English, Reading & Writing	0
EDU 191	General Knowledge (Test Prep) for Mathematics	0
EDU 192	Subject Area (Test Prep)	0
EDU 193	Professional (Test Prep)	0
EDU 208	Teaching Diverse Population/Cross-Cultural Communication	3
EDU 250	Educational Technology	3
HPE 204	First Aid and Safety	3
HPE 250	Introduction to Physical Education	3
HWP 200	Introduction to Sports Management	3
<b>Total Credits</b>		<b>15</b>
MAJOR SUBJECT AREA COURSES		
HPE 400	Organization and Administration of Physical Education Recreation, Sports	3
HPE 412	Area and Facilities Management	3
HWP 352	Sports Finance	3
HWP 354	Sport Economics	3
HWP 356	Socio-Cultural Aspects of Sports Management	3
HWP 357	Managing Sports Enterprise	3
HWP 358	Sports Ethics	3
HWP 400	Sports Communication	3
HWP 410	Sports Marketing	3
HWP 411	Global Issues in Sports Management	3
HWP 412	Sports Law	3

HWP 414	Psychology of Sports	3
<b>TOTAL CREDITS</b>		<b>36</b>
<b>PROFESSIONAL EDUCATION COURSES</b>		
HWP 417	Issues, Problems, and Trends in Sports	3
HWP 420	Governing Agencies in Sports	3
HWP 424	Research Methods in Sports Management	3
HWP 428	Sports Management Practicum	3
HWP 450	Sports Management Internship	12
<b>TOTAL CREDITS FOR GRADUATION</b>		<b>120</b>



## **2017-2018 COURSE DESCRIPTIONS**

### **ACC 250                    PRINCIPLES OF ACCOUNTING I**

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 accountings equations to computing the financial statements.

### **ACC 251                    PRINCIPLES OF ACCOUNTING II**

3 Credits

**PREREQUISITE:** ACC 250

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.

### **ACC 305                    COMPUTER-AUGMENTED ACCOUNTING**

3 Credits

**PREREQUISITE:** ACC 251

An introduction to electronic data processing in accounting with emphasis on accounting controls and reports for corporate accounts, proprietorships, and partnerships.

### **ACC 310                    INTERMEDIATE ACCOUNTING I**

3 Credits

**PREREQUISITE:** ACC 251

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.

### **ACC 320                    INTERMEDIATE ACCOUNTING II**

3 Credits

**PREREQUISITE:** ACC 310

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 accountings equations to computing the financial statements.

### **ACC 340                    COST ACCOUNTING I**

3 Credits

PREREQUISITE: ACC 310

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.

ACC 341                    COST ACCOUNTING II

3 Credits

PREREQUISITE: ACC 340

A study of the various aspects of partnerships, ventures, installment sales and consignments, actuarial science, translation of foreign currencies.

ACC 350                    FEDERAL TAX ACCOUNTING

3 Credits

PREREQUISITE: ACC 251

This course is federal tax accounting with an emphasis on federal taxation of partnerships, corporations, including financial analysis, and managerial accounting. The contents to be covered include a comprehensive examination of the federal tax structure, including opportunities for education and experience in the application of tax principles to specific problems.

ACC 360                    MANAGERIAL ACCOUNTING

3 Credits

PREREQUISITE: ACC 251

In this module, the adult learner will build on the fundamentals covered in earlier, introductory accounting courses. Topics covered at the introductory level will be taken to a greater depth and new dimensions will be added. Also, new topics will be introduced and explored. Adult learners will be challenged to develop relevant accounting-related skills and to integrate accounting knowledge with broader management issues.

ACC 370                    FINANCIAL ACCOUNTING & REPORTING

3 Credits

PREREQUISITE: ACC 250

This course provides an in-depth study of financial-reporting concepts and generally accepted practice, including an overview of the accounting-cycle assets and noncurrent 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 FASB, the IASB, the SEC, and the 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.

ACC 380                    FINANCIAL STATEMENT ANALYSIS

3 Credits

PREREQUISITE: ACC 251

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.

**ACC 400            ACCOUNTING THEORY**

3 Credits

**PREREQUISITE:** ACC 320

This course deals with contemporary accounting issues, interpretation and analysis of pronouncements of professional accounting organizations such as FASB; study and examination of underlying theories and controversies surrounding asset valuation, and income determinations.

**ACC 420            AUDITING PROCEDURES**

3 Credits

**PREREQUISITE:** ACC 320

Comprehensive examination of the auditor's function and responsibility, including professional standards of ethics, procedures, programs, and reporting.

**ACC 421            EDP AUDIT AND CONTROLS**

3 Credits

**PREREQUISITE:** ACC 320

An introduction to EDP auditing with emphasis on EDP controls, audit types, and audit techniques and their effects on systems development. Exposure to risk assessments and professional standards in the field of EDP auditing is included.

**ACC 430            ADVANCED ACCOUNTING I**

3 Credits

**PREREQUISITE:** ACC 320

A study of various aspects of consolidations and mergers.

**ACC 431            ADVANCED ACCOUNTING II**

3 Credits

**PREREQUISITE:** ACC 430

A study of forecasting, budgeting, measures of performance, pricing, inventory control.

**ACC 440            FEDERAL TAX ACCOUNTING II**

3 Credits

**PREREQUISITE:** ACC 350

The student will study income tax laws applicable to corporations, sub-chapter corporations, partnerships, estates, trusts, and an introduction to social security taxes and estate and gift taxes, and an introduction to tax research methodology.

**ACC 450            CPA REVIEW COURSE**

3 Credits

**PREREQUISITE:** At least 24 credit hours in accounting above ACC 251  
Intensive emphasis on the four parts of the CPA exam capped by a CPA review exit test.

**ACC 460            FUND ACCOUNTING/EXIT EXAM**

3 Credits

**PREREQUISITE:** ACC 310

A study of the special accounts related to government and nonprofit organizations. Special problems and particular applications of generally accepted principles to similar accounts.

**ACC 465            MANAGERIAL ACCOUNTING**

3 Credits

In this module, the adult learner will build on the fundamentals covered in earlier, introductory accounting courses. Topics covered at the introductory level will be taken to a greater depth and new dimensions will be added. Also, new topics will be introduced and explored. Adult Learners will be challenged to develop relevant accounting-related skills and to integrate accounting knowledge with broader management issues. (A “CLIMB” component)

**ACC 470            FRAUD ACCOUNTING**

3 Credits

**PREREQUISITE:** Senior Status

This Fraud Examination, also called “forensic accounting” course 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 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 for experts in the field.

**ADM 200            INTRODUCTION TO BUSINESS**

3 Credits

This course is an introduction to personal financial management, including basic financial planning, savings, and basic investment practices. Students will learn how to create a budget, plan for the future, which include consumer buying, personal credit, savings and family savings, investment, home ownership, insurance and retirement, as well as making good purchasing decisions.

**ADM 302            CALCULUS FOR BUSINESS**

3 Credits

**PREREQUISITE:** MAT 104

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.

**ADM 304            STATISTICS FOR BUSINESS**

3 Credits

**PREREQUISITE:** MAT 104/105

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 student will apply these to business, management, and industry in general, government and related areas.

**ADM 306            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.

**ADM 314            BUSINESS LAW & GERONTOLOGY**

3 Credits

A comprehensive course introducing students to legal principles of business, contracts, personal property, and the legal environment as it relates to older adults.

**ADM 315            BUSINESS LAW I**

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.

**ADM 316            BUSINESS LAW II**

3 Credits

**PREREQUISITE:** ADM 315

A study of torts, negligence and liability, real property, agency, securities regulations, bankruptcy, and insurance.

**ADM 330            THE SMALL BUSINESS ENTERPRISE**

1-3 Credits

Problems and practices peculiar to the establishment and operation of small business enterprises. The development of a business plan. Practical operations.

**ADM 340            PRINCIPLES OF INSURANCE**

3 Credits

The theory of insurance and current insurance practices. Uses of insurance, types of insurance, organization types, policies, mortality tables, etc. analysis of insurance as one of the techniques of risk management.

**ADM 364            RESEARCH METHODS AND STATISTICS**

4 Credits

This module will provide an overview of the research process and research methods for management and business learners in CLIMB who are required to complete an independent research

project in their work- places 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)

#### ADM 400            PRINCIPLES OF REAL ESTATE

3 Credits

Survey of the changing pattern of urban development; the structure of real estate markets; characteristics of real estate resources; financing methods and institutions; introductory valuation principles; tax on real property; location analysis, city structures and land use patterns.

#### ADM 410            QUANTITATIVE ANALYSIS

3 Credits

This course provides an overview of the field of Business Administration with an emphasis in Quantitative Analysis to determine & assess the values of both internal and external tasks in operation of a business, for a service or manufacturing business entity. This includes the formulation of an effective mix of different business processes and organizational objectives. Areas to be examined are the Decision making process, Probability, Forecasting, Linear Programming (Applications within Businesses: Operations Management, Marketing, and Finance), Inventory Management (Just in Time (JIT) Inventory Management System, Supply Chain Management and the implications of Globalization within business operations.

#### ADM 420            BUSINESS LAW

3 Credits

The history, background, sources and influences of our modern day law as it pertains to the business activities of individuals, corporation and other legal entities are studied.

#### ADM 430            MARKETING FOR MANAGERS

3 Credits

Through assigned readings, case studies, Web-site connections, class discussion, writing assignments, and the team project, adult learners will be exposed to basic marketing theory and terminology. They will be given the opportunity to apply these principles and concepts to real world, domestic and international situations. This exploration provides adult learners with an appreciation of the role of marketing in organizational strategic planning: an awareness of how customer behavior and decision data are collected and analyzed in the marketing planning process; and the confidence to participate with other organizational members to “connect with customers” in a variety of effective and meaningful ways. (A “CLIMB” component)

#### ADM 445            GLOBAL BUSINESS

3 Credits

The course provides an introduction to international business. This course is designed for business and non-business majors who will ultimately be engaged in the business of their chosen careers or plan to

work in Multinational Corporation. Recognizing that today's college graduates will live in a world that is economically, politically, and environmentally connected, this course seeks to challenge learners to think beyond their immediate surroundings and see themselves as part of a large human community, focusing on the complex global, inter-cultural, and cross-cultural issues that graduates will face as citizens of a global and an interdependent world. It will cover the basic understanding of the global business environment, such as: Effects on international business decisions of cultural, political, legal, and economic forces; international business basics such as trade, tariffs, exchange rate regimes, capital markets; comparative theoretical frameworks for establishing international business enterprises, including trade and investment theory; and effects of government intervention and aid, and the role of social and economic aid organizations such as the UN, EU, IMF and World Bank will also be discussed.

#### **ADM 450 BUSINESS STRATEGY AND POLICY**

3 Credits

**PREREQUISITE:** Senior year only

The Business Policy/Strategic Management course is the Capstone Course for the Department of Business Administration. Strategic Management and Business Policy are rapidly changing the way business is being conducted today. This course provides an overview of the field of business in order to effectively manage strategic operations for a business. It is imperative for students to understand the relevant value of the strategic processes of management and entrepreneurship for the 21<sup>st</sup> century. This includes the formulation of an effective mix of different business management processes, financial forecasting and organizational marketing objectives. Areas to be examined are: organizational management, value identifiers within business policies, ethics & social responsibility and the international corporate organizational climate.

#### **ADM 460 BUSINESS PRACTICUM (INTERSHIP)**

6 Credits

**PREREQUISITE:** Junior/Senior Status

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, team-work awareness, and project management, and resume writing/job interview skills.

#### **ADM 470 BUSINESS SEMINAR: ETHICS/EXIT EXAM**

3 Credits

**PREREQUISITE:** Senior status

This course will assist students to learn to make strong business decisions with a better understanding of business ethics, sustainability, and stakeholder management from a strong managerial perspective. The course will demonstrate how the most successful business decision makers balance and protect the interests of various stakeholders, including investors, employees, the community, and the environment--particularly as business recovers from a perilous financial period. Facilitation of the course will highlight the connection between business and the natural, social, and financial environments, illustrating how all three must be maintained in balance to sustain current and future generations. New actual business cases, real applications, and today's specific business challenges.

#### ADM 472 BUSINESS ETHICS AND INDIVIDUAL VALUES

3 Credits

This is a module in which the learner formulates a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion. (A “CLIMB” component)

#### ADM 494/495 BUSINESS APPLICATION PROJECT

4 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)

#### ADV 2003 ADVERTISING & PUBLIC RELATIONS I

3 Credits

PREREQUISITE: COM 2000

This course will address 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 the 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 team problem-solving.

#### ADV 3004 ADVERTISING & PUBLIC RELATIONS II

3 Credits

PREREQUISITE: ADV 2003

This course will address advanced principles of advertising and public relations, as well as their role in media and society. Students will gain a broad understanding of and ability to apply promotional and public relations techniques in a digitally mediated world. Emphasis is on the experiential application of specific techniques across multiple media and channels.

#### ADV 3401 INTERACTIVE MARKETING COMMUNICATION

3 Credits

PREREQUISITE: COM 2000

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 an overview of its historical roots.



**ADV 4802      ADVERTISING & PR CAPSTONE**

3 Credits

**PREREQUISITE:** SENIOR STATUS, ADV 2003, ADV 3004

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. Students should expect to produce individual projects that showcase your skills in a format that can be presented to future employers.

**BIO 160      LIFE SCIENCE WITH LAB**

4 Credits

**PREREQUISITE:** Satisfactory score on freshman placement test.

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

**BIO 200      SEXUALLY TRANSMITTED DISEASES**

3 Credits

Biological aspect of sexually transmitted diseases (STDs). The pathogenicity of STDs and host immunity. Discussion includes HIV/AIDS and the profile of vulnerable populations.

**BIO 204      INTRODUCTION TO DNA FORENSICS**

3 Credits

**PREREQUISITE:** Approval of Instructor.

An overview of DNA-based forensics, including its interpretation, statistical analyses, regulations, laboratory environments.

**BIO 251      GENERAL BIOLOGY-I, WITH LAB**

4 Credits

**PREREQUISITE:** None

A comparative study of life processes at the cellular, organism, and ecosystem level. Hands on experience with the scientific method. Three hours lecture; two hours lab per week.

**BIO 252      GENERAL BIOLOGY-II, WITH LAB**

4 Credits

**PREREQUISITE:** BIO 251

A continuation of General Biology I. A study of structure and function above the cellular level. It includes the plant organism, the animal organism, populations, communities, ecosystems, and theories on the origin of life.

**BIO 275      INTRODUCTION TO BIOTECHNOLOGY**

3 Credits

**PREREQUISITE:** Approval of Instructor

This course is intended for students interested in pursuing careers in the fields of biomedical research and biotechnology. It provides an introduction to the basic foundations in both areas. Biological concepts and current molecular techniques will be discussed. Emphasis will be placed on recombinant DNA technology, mammalian cell culture and protein expression. Issues related to stem cell research and bioethics will also be included.

**BIO 290           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.

**BIO 302           BIOLOGY OF AGING**

**3 Credits**

**PREREQUISITE: BIO 251**

A study of the process of aging as explained by changes in structure and functions of the major organ systems and as affected by environmental stresses. Three hours lecture per week.

**BIO 305           ZOOLOGY, WITH LAB**

**4 Credits**

**PREREQUISITE: BIO 252**

A comparative study of morphology, life processes, and ecology of the major animal phyla and classes. Three hours lecture; two hours lab per week.

**BIO 306           BOTANY, WITH LAB**

**4 Credits**

**PREREQUISITE: BIO 252**

A study of the fundamental life processes of algae, fungi and green plants. Taxonomy, biology, and ecology of flowering plants emphasized. Three hours lecture; two hours lab per week.

**BIO 310           GENETICS, WITH LAB**

**4 Credits**

**PREREQUISITES: BIO 251, MAT 104**

A study of heredity. The course includes a survey of the history of genetics, chromosomal basis of heredity, genetic code, and current research in the field of genetics. Three hours lecture; two hours lab per week.

**BIO 321           HUMAN ANATOMY & PHYSIOLOGY I, WITH LAB**

**4 Credits**

**PREREQUISITE: BIO 252**

A study of the following human biological systems: tissues, integumentary, skeletal, muscular, circulatory, respiratory and digestive. Three hours lecture; two hours lab per week. (PE majors consult the instructor regarding Prerequisite exemptions.)

**BIO 322           HUMAN ANATOMY & PHYSIOLOGY II, WITH LAB**

**4 Credits**

**PREREQUISITE: BIO 321**

A study of the following human biological systems: nervous, endocrine, and reproductive. Three hours lecture; two hours lab per week.

**BIO 325          DEVELOPMENTAL BIOLOGY**

4 Credits

**PREREQUISITES:** BIO 252 and BIO 321

Survey of processes involved in animal development. Topics discussed include gametogenesis, fertilization, cleavage gastrulating differentiation, and morphogenesis. Vertebrate and invertebrate systems are discussed, as are medical applications of the materials presented. Three hours lecture; two hours lab per week.

**BIO 330          MICROBIOLOGY, WITH LAB**

4 Credits

**PREREQUISITES:** BIO 252 and CHE 252

A study of major microbial groups, with concentration on biology; ecology and medical aspects of bacteria. Three hours lecture; two hours lab per week.

**BIO 335          VIROLOGY**

3 Credits

**PREREQUISITE:** BIO 252

Structures and classification of viruses. Viral diseases, host defense, prevention and control of viral illnesses. New research and application in biotechnology.

**BIO 340          INTRODUCTION TO BIOINFORMATICS**

3 Credits

**PREREQUISITE:** BIO 251

A study of the techniques used in Bioinformatics to analyze genome content and organization. Topics to be covered include, searching genome sequence databases, pair wise alignments of genes and proteins, construction and analysis of phylogenetic trees.

**BIO 380          RESEARCH METHODS IN BIOLOGY**

3 Credits

**PREREQUISITES:** BIO 251 and MAT 260

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.

**BIO 400          ECOLOGY**

3 Credits

**PREREQUISITE:** BIO 252

A study of interrelationships between living things and their environment. Survey of ecological modeling, ecosystems, energy flow, nutrient cycling, population and human ecology.

**BIO 410          BACTERIOLOGY**

3 Credits

**PREREQUISITE:** BIO 252 and BIO 330

A survey of health related topics pertaining to the study of bacteria. The scope of the course will cover disease prevention, beneficial and harmful bacteria, blood and urine analysis, as well as public health practices, which are related to communicable diseases.

**BIO 412            CELL BIOLOGY, WITH LAB**

4 Credits

**PREREQUISITE:** BIO 252, CHE 252

A detailed study of the structure, organization, physiology and biochemistry of prokaryotic and eukaryotic cells. Three hours lecture; two hours lab per week.

**BIO 425            HISTOLOGY, WITH LAB**

4 Credits

**PREREQUISITE:** BIO 252 and BIO 321

A study of microscopic anatomy and ultra-structure of normal cells, tissues, and organs. The course also includes a study of tissue preparation and staining techniques. Three hours lecture; two hours lab per week.

**BIO 450            BIOLOGY OF CANCER**

3 Credits

**PREREQUISITE:** BIO 310, BIO 412

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.

**BIO 470            BIOLOGY SENIOR SEMINAR & EXIT EXAM**

3 Credits

**PREREQUISITE:** Senior Standing

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. Additionally, all students must complete an exit examination and interview with the Department Chairperson.

**BIO 480            BIOLOGY RESEARCH**

3 Credits

**PREREQUISITE:** Consent of instructor and approval of division chairperson.

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.

**BIO 482            IMMUNOLOGY**

3 Credits

**PREREQUISITE:** BIO 322 or BIO 330 or BIO 412

The study of the innate and 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.

**BIO 485            PRINCIPLES OF ENVIRONMENTAL TOXICOLOGY**

3 Credits

**PREREQUISITES:** BIO 251 and BIO 322

An in-depth study of the poisonous effects of hazardous chemicals. It includes different classes and

properties of toxic chemicals and their effects on different target organs of the body. Also covers toxicological terms used in MSDS, such as mg/kg, LC50, and dose response.

**BIO 490 SPECIAL TOPICS IN BIOLOGY**

0 – 9 Credits

**PREREQUISITE:** Permission of Instructor

This course is intended to expose students to basic research in various areas of biology. Students will gain experience in scientific writing and will be exposed to the process of developing grant proposals. They will also participate in the preparation of posters for conference presentation and in the writing of research papers for publication.

**CHE 251 GENERAL CHEMISTRY I WITH LAB**

4 Credits

**PREREQUISITE:** MAT 104 or consent of the instructor

A study of the basic principles of chemistry with emphasis on atomic structure, bonding, periodic table, solutions, acids, and bases, oxidation and reduction, chemical equilibrium, and introduction to organic chemistry. Three hours lecture; two hours lab per week.

**CHE 252 GENERAL CHEMISTRY II WITH LAB**

4 Credits

**PREREQUISITE:** CHE 251

A continuation of General Chemistry I, with emphasis on descriptive chemistry, chemical equilibrium and the foundations of electrochemistry. Three hours lecture; two hours lab per week.

**CHE 301 ORGANIC CHEMISTRY I WITH LAB**

4 Credits

**PREREQUISITE:** CHE 252

A study of the chemistry of carbon compounds including preparation, properties, reactions and the relationship between bonding and the geometric structure of organic molecules. Three hours lecture; two hours lab per week.

**CHE 302 ORGANIC CHEMISTRY II WITH LAB**

4 Credits

**PREREQUISITE:** CHE 301

A continuation of CHE 301, concentrating on organic reactions, stereochemistry, and heterocyclic compounds. Three hours lecture; two hours lab per week.

**CHE 310 ANALYTICAL CHEMISTRY**

4 Credits

**PREREQUISITE:** CHE 252

The theory and techniques of chemical analysis dealing with volumetric, gravimetric, and spectrophotometer methods. Three hours lecture; two hours lab per week.

**CHE 311 BIOCHEMISTRY**

4 Credits

**PREREQUISITE:** CHE 302

A study of carbohydrates, proteins, lipids, and vitamins, with consideration also given to physiochemical topics. Three hours lecture; two hours lab per week.

**CHE 312      PHYSICAL CHEMISTRY I**

4 Credits

**PREREQUISITES:** CHE 252, MAT 271

A presentation of the fundamental principles of theoretical chemistry including thermodynamics, behavior of gases, kinetics, electrochemistry, and nuclear chemistry. Three hours lecture; two hours lab per week.

**CHE 313      PHYSICAL CHEMISTRY II**

4 Credits

**PREREQUISITE:** CHE 312

A continuation of Physical Chemistry with emphasis on quantum chemistry, NMR-Spectroscopy, and statistical mechanics. Three hours lecture; two hours lab per week.

**CHE 314      INTERMEDIATE INORGANIC CHEMISTRY**

3 Credits

A review of atomic structure and chemical bonding. Descriptive chemistry of the main group elements. Modern interpretation of the chemistry of transition and inner transition elements and compounds. Introduction to coordination chemistry, nuclear chemistry, and metals in biological systems.

**CHE 410      ADVANCED ORGANIC CHEMISTRY**

3 Credits

**PREREQUISITES:** CHE 302

A study of the structure and stereo chemistry of organic compounds, molecular orbital treatment of bonding, conformational analysis, mechanisms of reactions and synthetic methods.

**CHE 420      INSTRUMENTAL ANALYSIS**

3 Credits

**PREREQUISITE:** CHE 252

An introduction to the theory and application of modern instruments to chemical analysis.

**CHE 470      CHEMISTRY SEMINAR/EXIT EXAM**

1 Credit

**PREREQUISITE:** Senior standing

A presentation and discussion of selected topics from the major areas of chemistry. A general assessment of learning in the major course of study.

**CHE 480      CHEMICAL RESEARCH**

1-3 Credits

**PREREQUISITE:** Consent of instructor and approval of Department Chairperson

Advanced laboratory investigation designed to allow the student to become actively involved in chemistry research either by participating in faculty designed projects or by pursuing individual interests approved by the instructor.

**CIS 101      INTRODUCTION TO COMPUTERS**

3 Credits

**PREREQUISITE:** None

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. (Formerly BAT 201: Introduction to Data Processing.)

**CIS 201            INTRODUCTION TO INFORMATION SYSTEMS**

3 Credits

**PREREQUISITES:** CIS 101

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. (Formerly BAT 300 Introduction to Information Systems.)

**CIS 220            SYSTEM ANALYSIS AND DESIGN**

3 Credits

**PREREQUISITE:** CIS 101

This is a first course in concepts of systems analysis and design. It defines and describes the five traditional phases of the systems development life cycle and uses a case study approach to illustrate concepts. Recent technological impacts of the Internet and World Wide Web are integrated into subject matter to help students understand what computers can do in the modern world and the many considerations involved in exploiting their potential successfully.

**CIS 240            INTRODUCTION TO INFORMATION TECHNOLOGY**

3 Credits

**PREREQUISITE:** CIS 101

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.

**CIS 250            BASIC PROGRAMMING**

3 Credits

**PREREQUISITE:** CIS 101

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. (Formerly BAT 250 Basic Programming.)

**CIS 302            MANAGEMENT OF INFORMATION SYSTEMS**

3 Credits

**PREREQUISITE: CIS 201**

This course provides an introduction to the issues and practices of organizational components responsible for the design, development and delivery of information services and systems including organizational theory, personnel, budgeting and strategic planning. Management science techniques will also be introduced: cost-benefit analysis, optimization and game theory.

**CIS 305            COMPUTER CONCEPTS**

3 Credits

**PREREQUISITE: CIS 201**

Fundamental concepts and terminology associated with computer hardware and software are presented. Topics covered include processor components and architecture, peripheral devices, operating systems, and standards. (Formerly BAT 260 Computer Concepts.)

**CIS 311            E-COMMERCE**

3 Credits

**PREREQUISITE: CIS 101**

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. (Formerly BAT 318 E-Commerce.)

**CIS 313            WEB PUBLISHING I**

3 Credits

**PREREQUISITE: CIS 101**

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. (Formerly CSC 435)

**CIS 314            WEB PUBLISHING II**

3 Credits

**PREREQUISITES: CIS 313, CIS 330 concurrently**

Extend the concepts and techniques presented in CIS 313, Web Publishing I. Topics covered include advanced multimedia utilization, animation, audio, and database enabled applications.

**CIS 330            DATABASE MANAGEMENT**

3 Credits

**PREREQUISITES: CIS 101**

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. (Formerly BAT 410 Database Management.)

**CIS 351            OBJECT-ORIENTED PROGRAMMING: C++**

3 Credits

**PREREQUISITE: CIS 101**



Introduction to object-oriented programming using C++. Topics covered include control structures, functions, data types and abstractions, inheritance, polymorphism and templates.

**CIS 352            OBJECT-ORIENTED PROGRAMMING: JAVA**

3 Credits

**PREREQUISITE: CIS 101**

Introduction to object-oriented programming using Java. Topics covered include virtual machine, control structures, functions, data types and abstractions, inheritance and polymorphism.

**CIS 353            OBJECT-ORIENTED PROGRAMMING: C#**

3 Credits

**PREREQUISITE: CIS 101**

Introduction to object-oriented programming using C#. Topics covered include virtual machine, control structures, functions, data types and abstractions, inheritance and polymorphism.

**CIS 400            INTRODUCTION TO MOBILE PROGRAMMING**

3 Credits

**PREREQUISITE: CIS 250**

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.

**CIS 415            NETWORKS AND TELECOMMUNICATIONS**

3 Credits

**PREREQUISITE: CIS 101**

Principles and application of networking and telecommunication fundamentals are presented. Data communication and telecommunication protocols and models, standards and Standard Organizations, hard- ware and software implementations are studied. Installation, configuration, management and administration skills are gained in the laboratory.

**CIS 417            NETWORK MANAGEMENT TECHNOLOGY**

3 Credits

**PREREQUISITE: CIS 415**

Introduction to models and tools used to manage networks and websites. Topics covered include planning, and designing, including physical site, hardware and software; implementation; and management including user and data administration, security, monitoring, operational support and user support (help desk).

**CIS 421            OBJECT-ORIENTED MODELING**

3 Credits

**PREREQUISITE: CIS 220**

Introduction to the methods and tools of object-oriented analysis and design including Unified Modeling Language (UML) and computer-assisted software engineering (CASE) tools.

**CIS 431            ADVANCED DATABASE MANAGEMENT**

3 Credits

**PREREQUISITE:** CIS 330

Introduction to issues and techniques of database administration and security. Topics covered include planning, implementation, user-management, and security.

**CIS 440            PROJECT MANAGEMENT AND PRACTICE**

3 Credits

**PREREQUISITE:** CIS 101

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.

**CIS 451            INTERNET PROGRAMMING**

3 Credits

**PREREQUISITE:** CIS 250

Introduction to client and server side programming using javascript, ajax, xml, and php. The following topics will also be introduced: mysql, web server, .net, JSP, python, and perl.

**CIS 460            APPLIED SOFTWARE DEVELOPMENT PROJECT**

3 Credits

**PREREQUISITE:** CIS 330, CIS 101

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.

**CJU 250            INTRODUCTION TO CRIMINAL JUSTICE**

3 Credits

This course provides an overview of the criminal court system, the arena in which the law of criminal procedure is implemented. The course also focuses on the law of arrest, search and seizure, confessions, and pretrial processes.

**CJU 310            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 an understanding of victimology from a legal, psychological, and social perspective.

**CJU 320            TERRORISM AND HOMELAND SECURITY**

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.

#### **CJU 321            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.

#### **CJU 329            CRIMINAL MINDS**

3 Credits

This course will 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.

#### **CJU 322            INTRODUCTION TO JUDICIARY**

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.

#### **CJU 333            WOMEN AND THE CRIMINAL JUSTICE SYSTEM**

3 Credits

This course presents an up-to-date 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.

#### **CJU 334            ETHICS, CRIME AND THE CRIMINAL JUSTICE SYSTEM**

3 Credits

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.

#### **CJU 335            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.

**CJU 400            REPORT WRITING FOR CRIMINAL JUSTICE PROFESSIONALS**

**3 Credits**

This course provides the student with understanding of the importance and responsibility of law enforcement personnel in providing precise documentation. The course focuses on the formats of written reports by law enforcement, security, corrections, and probation and parole officers.

**CJU 420            INTRODUCTION TO FORENSIC 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.

**CJU 422            CRIMINAL JUSTICE/CONSTITUTION**

**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.

**CJU 423            CORRECTIONAL POLICY/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.

**CJU 425            PROBATION/PAROLE SUPERVISION**

**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.

**CJU 429            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.

**CJU 433            CRIMINAL LAW/PROCEDURE**

**3 Credits**

This course provides the student with the practical guidelines for law enforcement officers with respect to

the legal aspects of their duties. It discusses court opinions on the powers, duties, limitations, and liabilities associated with the performance of the duties as a law enforcement officer.

#### CJU 460            CRIMINAL JUSTICE PRACTICUM/EXIT EXAMINATION

6 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.

#### CJU 470            CURRENT TOPICS

3 Credits

This course provides students with the tools to think critically and discuss the crucial criminal justice topics. Students are actively engaged to formulate opinions from on both historical and current events as they relate to criminal justice.

#### COM 2000        INTRODUCTION TO COMMUNICATIONS

3 Credits

The evolution of communication theory is examined and foundational principles, such as the communication process, perception, verbal and nonverbal communication and listening, are introduced. These principles are then applied to communication in interpersonal, small group, public, intercultural and organizational contexts.

#### COM 2133        ORGANIZATIONAL & PROFESSIONAL COMMUNICATION

3 Credits

PREREQUISITE: COM 2000

Knowing how important communication skills are to employers demonstrates the significance of communication as the means by which things get done in an organization. Students in this course will have the opportunity to study how to communicate in a variety of work-related contexts; for example: interviewing, leadership, public relations, group communication, and computer-mediated communication.

#### 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 3301        COMMUNICATION RESEARCH METHODS

3 Credits

Prerequisites: COM 2000, ENC 1102

Communication Research Methods is a course dedicated to helping students gain an understanding of research methods. This class will help you to describe and compare the major quantitative and qualitative research methods in communication research. The course is a practical, hands-on introduction to designing studies, conducting research, analyzing data, and presenting results. Survey design, focus groups, experiments, and data analysis are some of the topics that will be covered in the course.

**COM 3405      COMMUNICATION THEORY**

3 Credits

Prerequisite: COM 2000

Theories help us to make sense of the world around us. All theories shape how we make judgments about reality, relationships, circumstances, and decisions in our lives. This course exposes you to theories of communication with the intention of better equipping you to make sense of the communicative aspects of the world.

**COM 3422      COMMUNICATION AND CULTURE**

3 Credits

PREREQUISITE: COM 2000

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

PREREQUISITE: COM 2000

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 generally accepted; one has the ability to increase productivity, effectiveness and satisfaction -and the other that can create the exact opposite effect. This course explores both the positive and negative impacts of conflict, and will include strategies used to identify and resolve conflicts so that benefits can be received, issues addressed, and relationships maintained.

**COM 4344      RHETORIC OF SOCIAL MOVEMENTS**

3 Credits

PREREQUISITE: JUNIOR OR SENIOR STATUS, COM 2000

This course will focus on the study of traditional theories of opposition derived from sociological and rhetorical analyses of mass movements. Examines new social movements such as advocacy groups related to abortion, animal rights, feminism, and other local and national issues.

**COM 4541      PERSUASION & ARGUMENTATION**

3 Credits

PREREQUISITES: JUNIOR OR SENIOR STATUS, COM 2000

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

PREREQUISITE: JUNIOR OR SENIOR STATUS, COM 2000

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

Prerequisite: COM 2000, ENC 1101, ENC 1102

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

**PREREQUISITES:** JUNIOR OR SENIOR STATUS, COM 2000

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**

3 Credits

**PREREQUISITE:** SENIOR STATUS, COM 2000

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**

6 Credits

**Prerequisite:** Junior or Senior Status, COM 2000

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 for minimum of 16 hours per week under the direction of an Internship Supervisor on site.

**EAB 3650 THEORIES & APPLICATION OF BEHAVIOR CHANGE**

3 Credits

**PREREQUISITE:** PSY 322: BEHAVIOR MODIFICATION

This 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 4000 BEHAVIOR ASSESSMENT AND DATA COLLECTION**

3 Credits

**PREREQUISITE:** PSY 322: BEHAVIOR MODIFICATION

This 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 4100: SPECIAL TOPICS IN APPLIED BEHAVIORAL ANALYSIS**

3 Credits

**PREREQUISITE: PSY 322 BEHAVIOR MODIFICATION**

This course provides the student with information on a specific topic or subspecialties in applied behavioral analysis principles.

**EAB 4461      APPLIED BEHAVIOR ANALYSIS PRACTICUM-I**

3 Credits

**PREREQUISITE: PSY 322 BEHAVIOR MODIFICATION; EAB 3650; THEORIES & APPLICATION OF BEHAVIOR CHANGE ; EAB 4000 BEHAVIOR ASSESSMENT AND DATA COLLECTION**

This course is the BCABA University approved intensive practicum I experience which indicates that students must complete with a passing grade and 500 hours of intensive practicum relevant to behavior analysis within the undergraduate university practicum program.

**EAB 4462      APPLIED BEHAVIOR ANALYSIS PRACTICUM II**

3 Credits

**PREREQUISITES: PSY 322 BEHAVIOR MODIFICATION; EAB 3650 THEORIES & APPLICATION OF BEHAVIOR CHANGE;EAB 4000 BEHAVIOR ASSESSMENT AND DATA COLLECTION; EAB 4461 APPLIED BEHAVIOR ANALYSIS PRACTICUM I**

This is the BcaBA university-approved intensive practicum II experience which requires students to complete with a passing grade and 500 hours of intensive practicum relevant to behavior analysis within the undergraduate university practicum program.

**ECE 402      EARLY CHILDHOOD EDUCATION I**

3 Credits

**PREREQUISITE: PSY 350, EDU 200, EDU 250**

A study of the curriculum needed in understanding young children with emphasis on special methods and observation.

**ECE 403      EARLY CHILDHOOD EDUCATION II**

3 Credits

**PREREQUISITE: PSY 350, EDU 200, 250, 402**

A study of teaching materials, content and techniques in the development of creative type expressions with continued emphasis on methods and observations.

**ECE 404      CHILD, FAMILY, AND COMMUNITY I**

3 Credits

This course is a study of the dynamics of human development and socialization in a culturally pluralistic society. 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.

**ECE 405      CHILD, FAMILY, AND COMMUNITY II**

3 Credits

This course continues the study of the dynamics of human development and socialization in a culturally pluralistic society. A continuous emphasis will be 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. (Three hours of clinical experiences is required in a preschool setting.)

**ECE 406 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 service learning, volunteer experience and clinical experience will be included.

**ECE 407 OBSERVATION, DIAGNOSIS, ASSESSMENT  
AND EVALUATION IN EARLY CHILDHOOD**

3 Credits

This course focuses on training in observation and assessment techniques in natural settings using a range of tools. The course will also cover development of the child portfolio, preparation for teacher- parent conferences, recording strategies, rating systems, and multiple assessment methods.

**ECO 210 PRINCIPLES OF ECONOMICS I (Macro)**

3 Credits

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. (Formerly ECO 310)

**ECO 211 PRINCIPLES OF ECONOMICS II (Micro)**

3 Credits

**PREREQUISITE:** ECO 210

A study of Microeconomics which builds upon the basic concepts and Macroeconomic theories to develop a real-world understanding of economic factors such as monetary policy, production, distribution, and resource allocation, price and output decisions of the individual firm in the purely competitive environment, monopolistic competition, monopolistic versus and oligopolistic industries, the economic influences of agriculture, labor, rent, interest and profit theory, income accumulation and distribution and the economics of exchange. (Formerly ECO 311)

**ECO 323 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.

**ECO 400 LABOR PROBLEMS**

3 Credits

**PREREQUISITE:** ECO 211

Analysis of labor in the marketplace; wage determination; labor organizations; manpower problems, collective bargaining, and the impact of labor on public welfare.

EDU 200        INTRODUCTION TO PRINCIPLES, PRACTICES,  
                         & ISSUES IN EDUCATION

3 Credits

A comprehensive survey of the historical, philosophical, and sociological foundations of American education. It explores principles, practices, and issues and contemporary development in educational programs and practices.

EDU 208        TEACHING DIVERSE POPULATIONS/

3 Credits

CROSS-CULTURAL COMMUNICATION

A historical and sociological investigation of ESOL/bicultural education. Emphasis is on a multiplicity of cultural groups; identification of cultural-specific verbal and non-verbal communications; and school behaviors and attitudes.

EDU 250        EDUCATIONAL TECHNOLOGY

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 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 throughout the www. Additionally, the course will introduce educators to web enhancing courses and distance education.

EDU 255        DYNAMICS OF LEARNING

3 Credits

PREREQUISITE: PSY 210

Dynamics of factors influencing the educational process including principles of the learner's social, physical, emotional, and intellectual development. Implications of learning theories as they relate to the student's curriculum and classroom administration will be discussed.

EDU 301        TESTS AND MEASUREMENTS IN PSYCHOLOGY AND EDUCATION

3 Credits

PREREQUISITE: EDU 200

A course of study that identifies and defines instructional objective in behavioral terms, construct or selects the evaluation instruments which measure specific learning outcomes, and gives the student techniques for using the results to improve learning.

EDU 304        FOUNDATIONS OF READING

4 Credits

PREREQUISITE: EDU 382

This course is designed to examine the philosophy of reading, theories of reading and the reading process. Students will explore how literacy is emergent, some reading assessment techniques, controversies in

teaching methods, and the role that social factors contribute to the reading process. One hour Lab each week is required.

**EDU 320            METHODS AND MATERIALS OF TEACHING MUSIC**

3 Credits

An examination of modern methods and materials of teaching music in the secondary school, with emphasis on techniques, classroom adjustments, and administrative tools for use as a classroom teacher. Practical in-the-field experience is included.

**EDU 330            GENERAL METHODS, CURRICULUM I,**

3 Credits

**TEACHING AND LEARNING PROCESS**

**PREREQUISITE:** EDU 200

An introductory course which illustrates how to design and implement a curriculum. Emphasis on developing and writing objectives, planning lessons, using appropriate teaching skills, selecting effective audiovisual aids, and utilizing computers.

**EDU 331            INSTRUCTIONAL PLANNING AND ASSESSMENT**

4 credits

**PREREQUISITE:** EDU 200

This course is designed to define curriculum, instruction, achievement, and ability in the K – 12 setting. Emphasis on the following concepts: (1) basic steps included in the instructional process; (2) main considerations in planning instructions; (3) understanding the three levels of teaching objectives; (4) describing instruction in terms of the cognitive, affective and psychomotor domains; (5) constructing learning outcomes; and (6) outlining instructional planning for accommodating students with exceptionalities.

**EDU 332            SOCIAL STUDIES IN THE ELEMENTARY SCHOOL**

3 Credits

**PREREQUISITE:** EDU 200, 250

A course designed to provide methods and materials for teaching social studies in the elementary school. Emphasis is placed on instructional strategies.

**EDU 333            SOCIAL STUDIES IN THE SECONDARY SCHOOL**

3 Credits

**PREREQUISITE:** EDU 200, 250

This course emphasizes the relationship between the American society and the social studies curriculum in the secondary school; the learning process and teaching methods; and the translation of theory into classroom practices.

**EDU 336            SCIENCE IN THE ELEMENTARY SCHOOL**

3 Credits

**PREREQUISITE:** EDU 200, EDU 250

A study highlighting the concepts and principles for teaching science in the elementary school, focusing on a variety of ways of helping children to make the greatest use of their environment.

**EDU 337            SCIENCE IN THE SECONDARY SCHOOL**

**3 Credits**

**PREREQUISITE:** EDU 200, EDU 250

A study of behavioral instructional objectives and the development of specific outcome learning evaluation instruments, the course provide students with techniques for using evaluation results to improve learning in secondary school science programs and focuses on guiding students to learn science by the discovery method.

**EDU 355            MATHEMATICS IN THE ELEMENTARY SCHOOL**

**3 Credits**

**PREREQUISITE:** EDU 200, EDU 250

A course designed for teaching sequential development skills and concepts of mathematics and presenting 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.

**EDU 356            MATHEMATICS IN THE SECONDARY SCHOOL**

**3 Credits**

**PREREQUISITE:** EDU 200, EDU 250

A study of teaching material, content, and techniques used in secondary mathematics instruction. The course encompasses the application of theories and methods in real and simulated situations.

**EDU 365            LANGUAGE ARTS with LAB**

**4 Credits**

**PREREQUISITE:** PSY 350, EDU 200

A detailed description of the elementary school language curriculum with careful attention to teach the English language and its literature in the secondary schools, and for experienced teachers who wish to keep abreast of current teaching practices in their profession. One hour Lab each week is required.

**EDU 366            ENGLISH IN THE SECONDARY SCHOOL**

**3 Credits**

**PREREQUISITE:** EDU 200, EDU 250

A course in principles, techniques, and procedures for students preparing to teach the English language and its literature in the secondary schools, and for experienced teachers who wish to keep abreast of current teaching practices in their profession

**EDU 367            BUSINESS IN THE SECONDARY SCHOOL**

**3 Credits**

A course in principles, techniques, and procedures for students preparing to teach business education in the secondary schools.

**EDU 381            LITERATURE FOR CHILDREN**

**3 Credits**

**PREREQUISITE:** PSY 350, EDU 200

A course designed for the study and interpretation of characters in reading and storytelling. Attention is given to the availability and selection of various kinds of literature, audiovisual aids, and library materials

suitable for teaching children's literature. Methods for developing reading, writing, speaking, and listening skills are also included.

**EDU 382            READING METHODS AND CONTENT**  
**AREA FOR ELEMENTARY AND SECONDARY TEACHERS**  
combines with EDU 383

4 Credits

**PREREQUISITE:** EDU 200, EDU 250

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; and construction of devices, charts and set work. It is also a study of how to use various reading methods, materials, and activities to increase reading performance. The difference between reading instruction in a reading class and a content area is demonstrated, with emphasis on demonstrating that reading instruction is part of the curriculum in each content area. One hour Lab each week is required.

**EDU 400 PRACTICUM II changes to CLASSROOM CLINICAL EXPERIENCES**

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 a 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.

**EDU 401            ART IN THE ELEMENTARY SCHOOLS**

3 Credits

**PREREQUISITE:** PSY 250, EDU 330

Art experiences, techniques, methods, and materials to facilitate the teaching of art in elementary schools.

**EDU 438            PUBLIC SCHOOL MUSIC**

3 Credits

A study of the music curriculum and the methods of teaching in all grade levels. A thorough study in music fundamentals, term, scales, keys, rhythms, and sight-singing drills.

**EDU 482            D & P TEACHING OF READING with LAB**

4 Credits

**PREREQUISITE:** EDU 382 or consent of the Instructor

A course designed to provide additional training in reading instruction beyond that offered in the basic reading course, EDU 382. Emphasis is placed on development of skills and knowledge in diagnostic and prescriptive methods of teaching reading.

**EDU 486            CURRICULUM DEVELOPMENT: EMOTIONALLY HANDICAPPED**

3 Credits

A survey of curriculum modifications, appropriately designed for emotionally handicapped learners. Focus on curriculum development: the evaluation, identification, modification, and usage of commercial materials and programs for constructing effective academic and emotional development curricula.

**EDU 487            METHODS: SUPERVISING ELEMENTARY READING PROGRAM**

**3 Credits**

This course emphasizes the principles, techniques, and materials basic to the curriculum in reading in the elementary school.

**EDU 493            INDIVIDUAL PROJECT IN EDUCATION**

**3 Credits**

To renew exceptional students' certification, verification from the instructor of the exceptionally covered must be submitted to the state along with official transcripts for evaluation. (While projects in philosophy of education, discipline and motivation, human growth and development, and general curriculum not appropriate for renewal of professional certification, they may meet professional preparation requirements upon approval of course descriptions.) See instructor for details.

**EDU 495            MASTER TEACHER COURSE IN EDUCATIONAL TECHNOLOGY**

**1 Credit**

A course designed to prepare teachers and future educators to effectively utilize advanced educational technology. Topics and modules include introduction to educational technology, advanced PowerPoint, webcam technologies, integration of multi-media, desktop video conferencing, and web enhancing courses. This course is designed to be self-paced, can be delivered via distance education, and includes a national certification opportunity.

**EDU 498            EDUCATIONAL LEADERSHIP**

**1 Credit**

A course designed to prepare teachers and future educators to become effective and dynamic leaders within the school system and the community. This course is designed to be self-paced, can be delivered via distance education, and includes a national certification opportunity. A course designed to prepare teachers and future educators to become effective and dynamic leaders within the school system and the community. This course is designed to be self-paced, can be delivered via distance education, and includes a national certification opportunity.

**EMT 251            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-governmental, national, and international agencies that assist in preparedness, mitigation, response and recovery during national and regional events.

**EMT 252            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.

#### EMT 320                   TERRORISM AND HOMELAND SECURITY

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.

#### EMT 330                   NATURAL DISASTER MANAGEMENT

3 Credits

Students will examine in detail the physical characteristics, geographic distribution, impact, response, and mitigation of natural hazards such as earthquakes, tsunamis, volcanoes, tropical cyclones, floods, drought, desertification, and deforestation.

- a. institutional preparedness - to ensure the highest level of physical preparedness, as well as the speed and effectiveness of the response when a disaster actually strikes;
- b. mitigation - to increase the protection of buildings and infrastructure facilities against disasters;
- c. post-disaster response - to rehabilitate social and economic infrastructure and to ensure the earliest reinstatement of economic activity without prejudicing the highest professional standards.

#### EMT 332                   DISASTER RESPONSE OPERATION & MANAGEMENT MITIGATION & PREPAREDNESS

3 Credits

The course is an in-depth study of pre-plan requirements, hazards and resource assessments, vulnerability analysis, methodology of planning, and public policy considerations. Course content will include steps necessary for implementing a disaster plan and recovery efforts with consideration given to disaster warning systems, emergency center operations, public health issues in large-scale disasters, the press and communications issues, utilizing local, state and federal interfaces.

#### EMT 400                   WEAPONS OF MASS DESTRUCTION INCIDENT COMMAND

3 Credits

The WMD (Weapons of Mass Destruction) Hands-On Training course is a 16-hour course that provides the responder with hands-on practical exercises that gives the responder the ability to perform triage and decontamination procedures, identify residual contamination through the use of survey and monitoring equipment, and conduct scene survey and safety. As part of the 16 contact hours for this course, the responder performs hazardous materials technician operations in a toxic agent training facility. This course provides the responder with in-depth training on the entire spectrum of command of a Weapons of Mass Destruction ( WMD) terrorist event. The course provides instruction on WMD; the Incident Command System (ICS) coupled with federal response; an examination of the complexities of operational considerations and actions of command at a WMD event; pre and post planning considerations utilizing techniques which allow the commander to determine the correct composition of the planning team; evaluating the threat to the jurisdiction; identifying and prioritizing probable targets; measuring required capabilities; and developing a local Incident Response Plan (IRP) to a WMD terrorist incident. The course

culminates with the responder participating in an eight-hour real time tabletop exercise using the materials developed in the previous sessions to plan for and command the emergency response resources at the incident site.

#### EMT 401            LAW & POLITICS OF 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 will also be addressed from a legal perspective. Students will become familiar with the fundamental legal concepts with which emergency managers need to be equipped.

#### EMT 405            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.

#### EMT 407            SPECIAL OPERATIONS IN EMERGENCY MEDICAL SERVICES

3 Credits

The Emergency Medical Services course provides the emergency medical responder with lectures, hands-on training, and practical exercises. The lectures include Chemical, Biological, Radiological, Nuclear, or Explosive (CBRNE) incident management; treatment of victims of exposure to chemical hazards, biological agent infection, exposure to radiological hazards, and explosions; and interactions with hospitals and public health. Hands-on training modules provide the emergency medical responder with the knowledge and skills to perform triage operations while in Personal Protective Equipment (PPE) and to perform decontamination of victims. The emergency medical responder will have an opportunity to practice additional treatment protocols and transport and tracking procedures. EMS culminates with a practical exercise involving skills learned during the course.

#### EMT 410    DESIGN & MANAGEMENT OF COMMUNITY DISASTER EXERCISES

3 Credits

#### EMT 460    SENIOR SEMINAR IN EMERGENCY AND DISASTER MANAGEMENT

3 Credits

Students will complete a senior research project specifically addressing issues in the emergency and disaster management arena. Under the guidance of a faculty mentor, the student will submit a research proposal, conduct research, prepare a thesis style report, and present a defense to a thesis committee.

#### ENG 101            INTRODUCTION TO ACADEMIC WRITING

3 Credits

The focus of this course is to provide students with practice in understanding the writing process and in meeting the standards of academic writing. Students will be given the skills and concepts needed to write effective compositions through their ability to draft, revise, and produce effective written compositions. The course will aid students in understanding and applying knowledge of conventions, genre, rhetoric,



critical thinking, reading, and composing in electronic environments. This course will aid students to read for understanding and tie in writing competencies through reading response and close reading exercises that support the composition process and the development of the paper. This course is reading and writing intensive and designed to prepare students for advanced reading and writing across the curriculum.

#### ENG 102          ACADEMIC WRITING AND RESEARCH

3 Credits

PREREQUISITE: ENG 101

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.

#### ENG 111          FRESHMAN HONORS ENGLISH I

3 Credits

PREREQUISITE: Upper percentile on Freshman placement test

An advanced comprehensive course, which provides skills involved in successful expository writing based on critical and analytical reading. A research paper is required.

#### ENG 112          FRESHMAN HONORS ENGLISH II

3 Credits

PREREQUISITE: ENG 111 or equivalent.

A course providing practice in using critiquing and abstracting skills. The genres for further study include poetry, the short story, and drama. A documented theme, essay, or research paper is required.

#### ENG 190          CLAST ENGLISH

3 Credits

The course will allow students to practice writing well-planned, coherent essays within fifty minutes. The value of systematic, outlined thoughts in the development of a coherent prose essay is stressed. The course is designed to develop skills that will enable students to pass standardized written tests, especially the CLAST. Some of the competencies also include general test taking skills, making appropriate word choices, subject-verb agreement, and punctuation. The Credits from this course do not fulfill the requirement for graduation.

#### ENG 200          FUNDAMENTALS OF SPEECH

3 Credits

PREREQUISITE: Satisfactory score on Freshman placement test

Training in pronunciation, articulation and delivery, development of content, audience analysis, and the art of persuasion.

#### ENG 255          SURVEY OF AMERICAN LITERATURE I

3 Credits

PREREQUISITE: ENG 102

A survey of the development of the literature of the United States from the Colonial period to the present, with emphasis on the works of major writers.

ENG 256            SURVEY OF AMERICAN LITERATURE II

3 Credits

PREREQUISITE: ENG 102

A survey of the development of the literature of the United States from the Colonial period to the present, with emphasis on the works of major writers.

ENG 260            HONORS ENGLISH COLLOQUIUM

3 Credits

PREREQUISITE: ENG 112

This course consists of the reading of one volume each week, to generate creative and critical thinking. Students will prepare weekly written themes.

ENG 301            SURVEY OF ENGLISH LITERATURE I

3 Credits

PREREQUISITE: ENG 102

A survey of the development of the literature of England from its origin to the mid-17th century, with emphasis on the major writer.

ENG 302            SURVEY OF ENGLISH LITERATURE II

3 Credits

PREREQUISITE: ENG 301

A survey of the literature of England from the mid-17th century to the present, with emphasis on the major writers.

ENG 303            EXPOSITORY WRITING

3 Credits

PREREQUISITE: ENG 102

Practice in advanced composition, while emphasizing development of an individual style.

ENG 304            HISTORY OF THE ENGLISH LANGUAGE

3 Credits

PREREQUISITE: ENG 102

A study of the historical changes in grammar, spelling, pronunciation, and vocabulary of the English language from its origin to the present.

ENG 306            ADOLESCENT LITERATURE

3 Credits

PREREQUISITE: ENG 102

The study of literature written for adolescents or young adults including realism, fantasy, science-fiction, and biography. Special emphasis is paid to books commonly used in middle and high schools.

ENG 308            ORAL COMMUNICATION FOR ENGLISH MAJORS

3 Credits

PREREQUISITE: ENG 200

A continuation of ENG 200 Oral Language, with emphasis on content development and audience analysis. Attention will be given to development, audience analysis and appropriate techniques of

communication for varied settings. Opportunities are available for teaching and tutoring General Studies English students.

ENG 310 CHAUCER

3 Credits

PREREQUISITE: ENG 301

A general survey of English literature of the middle ages, as a background to the work of Chaucer. Study of Chaucer's poetry, emphasizing the Canterbury Tales.

ENG 311 SHAKESPEARE I

3 Credits

PREREQUISITE: ENG 301

A general survey course of Shakespeare's major tragedies and comedies.

ENG 312 SHAKESPEARE II

3 Credits

PREREQUISITE: ENG 301

A general survey course of Shakespeare's major tragedies and comedies.

ENG 313 AFRICAN AMERICAN LITERATURE

3 Credits

PREREQUISITE: ENG 102

A general survey course of the development of the literature of African Americans from the colonial period to the twentieth century.

ENG 314 ADVANCED STUDIES IN AFRICAN AMERICAN LITERATURE

3 Credits

PREREQUISITE: ENG 313

An in depth analysis of a selection of works and topics in the African American literary tradition with focus on the construction of an indigenous genre.

ENG 401 THE AGE OF MILTON

3 Credits

PREREQUISITE: ENG 302

A study of post Shakespearean, seventeenth century literature with special emphasis on the works of John Milton.

ENG 402 THE NOVEL

3 Credits

PREREQUISITE: ENG 255, 302

A study of the development of the novel in England and the United States with emphasis on representative British and American authors.

ENG 406 NINETEENTH-CENTURY ENGLISH POETRY

3 Credits

PREREQUISITE: ENG 302

A study of major figures of the Romantic and Victorian periods, including Blake, Keats, Wordsworth, Shelley, Tennyson, Browning, and Arnold.

ENG 410                      MODERN AMERICAN DRAMA

3 Credits

PREREQUISITE: ENG 255

A study of modern plays by American playwrights.

ENG 411                      CONTEMPORARY LITERATURE

3 Credits

PREREQUISITE: ENG 255, 302

A study of contemporary British and American literature.

ENG 412                      ADVANCED GRAMMAR

3 Credits

PREREQUISITE: ENG 102

An intensified study of traditional English grammar, with an introduction to some of the modern approaches to the study of grammar.

ENG 413                      CREATIVE WRITING

3 Credits

PREREQUISITE: ENG 102

Development of students' skills of written expression in a variety of forms.

ENG 414                      STUDIES IN POPULAR CULTURE

3 Credits

Popular works in written and other media, such as crime and detective films and novels and science fiction, will be studied both as literary and social documents.

ENG 489                      RESEARCH AND BIBLIOGRAPHICAL METHODS

3 Credits

PREREQUISITE: ENG 102

Acquisition of research skills in literature, communications media, and other arts and sciences will lead to preparation for the senior research/critical paper.

ENG 490                      SEMINAR FOR ENGLISH MAJORS/EXIT EXAM

3 Credits

PREREQUISITE: ENG 489

Review for senior comprehensive exams will be combined with the completion of the research/critical paper begun in ENG 489. (Formerly ENG 490; Senior English Seminar.)

ENG. 495                      PRACTICUM

3-6 Credits

PREREQUISITE: ENG 303, 489

Work experience with an outside agency, such as a television station or newspaper that will provide the student with practical experience using research and writing skills.

## ESC 201 / ESC 1000 EARTH SCIENCE

3 Credits

This course acquaints students with the development of science, the integrating principles and theories in the earth sciences, the practice of the scientific method and with a useful knowledge of selected areas of geology, astronomy and meteorology. Presentation involves lectures, demonstrations and films. The course is for General Education and is not designed specifically as an introductory or preparatory course for any of the specific sciences.

## ESL 121 INTRODUCTION TO ESOL

3 Credits

An historical and sociological investigation of ESOL/bicultural education. The investigation will include the identification of cultural variations in the classroom and how these variations influence student behavior and attitudes.

## ESL 122 ESOL CURRICULUM DEVELOPMENT

3 Credits

Course focuses on applications of the theories, principles, and current research related to second language acquisition as well as instructional techniques and materials relevant to development of ESOL curriculum.

## ESL 221 LINGUISTICS FOR ESOL EDUCATION

3 Credits

A practical course for teaching English to speakers of other languages. The syllabus includes an introduction to general linguistics with stress on those aspects of various linguistic schools applicable to language teaching; a discussion of language theory and teaching methodology (including practical exercises in the use of the direct method and audio-lingual techniques); and instruction in the use of comparative techniques in the teaching of sounds, word structure, and sentence structure.

## ESL 222 STRATEGIES OF ESOL EDUCATION

3 Credits

A survey of principles and methods of educational measurement as it relates to English for speakers of other languages with emphasis on evaluation and diagnosis of students in school settings.

## ESL 321 STRATEGIES OF ESOL INSTRUCTION

3 Credits

A general introduction to the field of teaching English as a second language. Students examine current strategies and methods of instruction and theory. Grammar, reading, and writing skills development are examined in detail with the intention of equipping the teacher with the techniques for presenting concepts, conducting exercises from instructional materials and testing. Reference will be made to several schools of grammar and language teaching methods.

## EWC 102 WRITING FOR COLLEGE SUCCESS

1 Credit

EWC 102 is a comprehensive writing intensive course embodying the fundamentals of effective communication within the standards of academics. It is designed to help students develop their critical thinking skills and learn the correct American Psychological Association (APA) and Modern Language

Association (MLA) styles of documentation which are essential skills for collegiate studies. Students will be introduced to academic writing and its associated conventions, styles, and qualities.

#### EWC 103A INTRODUCTION 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. Lab assignments are a requirement for this course.

#### EWC 103 B CARRER 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.

#### EWC 200 APPLIED ACADEMIC WRITING

1 Credit

This course is designed to familiarize students with discourses in their future fields by teaching the skills of critical reading and thinking, analysis of the structure of a text, and the logical development of its standpoint. The ultimate goal is to advance students' capability and understanding of critical reading, thinking, and writing about sources and/or texts that will be covered in upper-division courses.

#### EWC 490 EXPERIENTIAL LEARNING

1-7 Credit

This course gives students the opportunity to apply what they have learned to real world projects for sponsoring organizations or agencies within their academic field of study within a low-risk environment. This course must be approved by the faculty member and the Department Chair who will assign the appropriate credit hours to be earned.

#### EXE 359 SOCIAL & PERSONAL SKILLS

3 Credits

A course designed to study the theory and methods for teaching positive pro-social skills to children with varying exceptionalities. Students will be expected to synthesize content from class sessions and readings, 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.

#### EXE 360 INTRODUCTION TO EXCEPTIONAL CHILDREN

3 Credits

Exceptional Student Education 360 introduces future and practicing teachers to the characteristics of exceptional learners and how these characteristics impact their education. The course emphasizes classroom practices as well as the psychological, sociological and medical aspects of exceptionalities.

**EXE 362            CURRICULUM AND EDUCATIONAL INTERVENTIONS  
FOR HIGH INCIDENCE DISABILITIES**

3 Credits

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 is also include gaining knowledge about the transition process to include development of desired posts school outcomes.

**EXE 364            EDUCATIONAL ASSESSMENT EXCEPTIONAL CHILDREN**

3 Credits

**PREREQUISITE:: EDU 360**

Knowledge of basic testing procedures and terminology as related to the exceptional student. Interpretation and utilization of test data in developing individual educational plans. Introduction to norm-referenced assessment, curriculum-based assessment, and informal or alternative assessment practices.

**EXE 365            LANGUAGE DEVELOPMENT OF EXCEPTIONAL CHILDREN**

3 Credits

An introduction to the language development and speech disabilities of exceptional children. Emphasis is placed on problems in communication resulting from difficulties in listening, seeing, speaking, and writing.

**EXE 440            MANAGEMENT SKILLS FOR REG. AND EXCEPTIONAL CHILDREN**

3 Credits

This course is a survey of the skills of classroom discipline. Designed to equip the pre-service teacher with strategies for managing regular and exceptional learners, the environment, and academic tasks so that all pupils' opportunities for psycho social and cognitive growth are enhanced. Emphasis on individual and large group management skills

**EDU 450            STUDENT TEACHING**

12 Credits

A teaching experience (elementary or secondary) under joint supervision of College and public school personnel. Weekly seminars are held to discuss, analyze, and evaluate intern experiences. Emphasis on competencies and domains of the Florida Performance Measurement System for the beginning teacher program. A general assessment of learning for primary, elementary, and physical Education majors.

**EXE 460            STRATEGIES FOR INDIVIDUALIZING LEARNING**

3 Credits

A seminar designed for the experienced teacher who desires to implement individualized instruction into the classroom curriculum. Students will be expected to design, develop and implement an integrated curriculum package for the individual learner.

**EXE 461            CURRICULUM FOR THE INDIVIDUAL LEARNER**

3 Credits

A comprehensive course providing strategies for constructing curriculum materials and retrieving the applicable content information to support classroom instruction. In addition, general methods of presentation of the totally designed curriculum package for the individual learner will be discussed.

**EXE 480            EDUCATIONAL PROGRAMS FOR EXCEPTIONAL EDUCATION**

**3 Credits**

This course will cover instructional practices in special education to include selection and implementation of instructional practices, and strategies and identification of accommodations and modifications.

**EXE 481            INSTRUCTIONAL STRATEGIES: EMOTIONALLY HANDICAPPED**

**3 Credits**

Strategies for teaching students who are emotionally handicapped including instructional techniques; motivational strategies; development, implementation, and evaluation of individualized educational plans; and data based management.

**EXE 483            EXCEPTIONAL STUDENT EDUCATION CONFERENCE**

**3 Credits            & CONSULTATIVE SKILLS**

This course presents the opportunity for special education students to study to and acquire knowledge and skill working with parents, teachers, and other professionals to optimize the educational and therapeutic experiences of exceptional children and youth. Students plan, implement, and evaluate conferences, staff development, and consultative activities. Requires 5 – 10 hours of field experience.

**EXE 484            NATURE/NEEDS OF EMOTIONALLY HANDICAPPED LEARNERS**

**3 Credits**

A survey of the characteristics, nature & needs of emotionally handicapped learners, focusing upon etiology, intervention models, and utilization of community resources, and prevention.

**EXE 485            REMEDIATION OF READING DISABILITIES**

**3 Credits**

**PREREQUISITE:** EDU 382, 482 or consent of the Instructor Use of miscue analysis to investigate qualitative and quantitative diagnostic information in reading skills. Techniques of instruction and materials used in remedial reading instruction.

**EXE 489            BEHAVIOR MANAGEMENT: EMOTIONALLY HANDICAPPED**

**3 Credits**

A survey of behavior management techniques for emotionally handicapped students. Emphasis on the application of theories, crisis intervention and prevention, legal considerations, and counseling skills.

**FIL 4006            FILM STUDIES**

**3 Credits**

**PREREQUISITE:** JUNIOR OR SENIOR STATUS, COM 2000, ENG 1101

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

PREQUISITE: JUNIOR OR SENIOR STATUS, COM 2000, ENG 1101

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 200        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 250        PRINCIPLES OF FINANCE

3 Credits

PREREQUISITE: ACC 250

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.

FRC 211        FRENCH I

3 Credits

This course offers training in the skills involved in listening, speaking, reading, and writing the French language. Elements of grammar are included.

FRC 212        FRENCH II

3 Credits

PREREQUISITE: French 211 or consent of the instructor

A review and study of more advanced grammar within an extended conversational pattern and the writing of short compositions. Reading of modern French texts with specific emphasis on the historical background and cultural traits of France is included.

FSC 250        INTRODUCTION TO FORENSIC 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.

FSC 320        TOXICOLOGY & THERAPUTIC DRUG MONITORING

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.

**FSC 330            CRIMINAL INVESTIGATION**

3 Credits

An overview of the principles procedures, and concepts of forensic and investigative sciences, students will receive instruction in the definitions, scope, and use of tools, techniques and protocols in forensic applications used to resolve social, regulatory, and legal disputes.

**FSC 333            FORENSIC PHOTOGRAPHY**

3 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.

**FSC 350            FORENSIC PATHOLOGY**

3 Credits

Focuses on determining the cause of death by examining a corpse. The “manner of death”, the circumstances surrounding the cause of death, which in most cases include: homicide, natural, accidental, suicide, and undetermined.

**FSC 401            LATENT PRINTS AND IMPRESSION**

3 Credits

The importance of latent print is its ability to identify an individual. Students will be introduced to identify fingerprint, palm prints which are impressions of the friction ridge skin present on the palm side of the hand soles of the feet.

**FSC 403            MEDICOLEGAL DEATH INVESTIGATION**

3 Credits

Any death which requires formal/official (medical examiner or coroner) investigation /inquest. Students will learn how to investigate unexpected or violent death of an infant or child, unidentified or prominent person.

**FSC 405            INVESTIGATION OF DEATH**

3 Credits

Students will learn the basics of death investigation. A body is found and foul play is suspected – what happens next?

**FSC 410            MOLECULAR DIAGNOSTICS WITH LAB**

3 Credits

Students will be introduced to the technique used to analyze biological makers in the genome and proteome – the individual genetic code and how their cells express their genes as proteins – by applying molecular biology to medical testing.

**FSC 420            DIGITAL FORENSIC ANALYSIS**

3 Credits

Students will be introduced to this branch of forensic science that encompass the recovery and investigation of material found in digital devices, in relation to computer crime.

**FSC 460            INTERNSHIP IN FORENSIC SCIENCE**

**6 Credits**

This course provides students with a supervised practical experience in the field of forensic science, specifically in a forensic lab, at a crime scene, etc. Students are actively involved in analyzing evidence collected and preparing report for submission to the courts.

**HCM 300            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.

**HCM 302            HEALTH 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.

**HCM 315            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.

**HCM 360            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.

**HCM 362            HR MANAGEMENT IN HEALTH CARE SETTING**

**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)

**HCM 445            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.

**HCM 472 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 the populations, etc.

**HIS 111 AFRICAN AMERICAN HISTORY**

3 Credits

A topical survey of the African American experience, including the African beginnings, Peculiar Institution, Harlem Renaissance, Depression, and the Civil Rights Movement. Trends in African American thought are examined in light of the socio-economics of African Americans.

**HIS 211 WORLD HISTORY SURVEY I**

3 Credits A survey course designed to acquaint the student with the main events and developments ranging from the early ancient period to the late Middle Ages. The history of Asia, Africa, and Europe is considered as well as ancient American Indian civilizations.

**HIS 212 WORLD HISTORY SURVEY II**

3 Credits

A survey course designed to study the main events and developments from the age of discovery to the twentieth century: Renaissance, Reformation, Scientific Revolution, the rise of modern industry, the great political revolutions, major war, and cultural changes.

**HIS 220 INTRO TO PUBLIC HISTORY**

3 Credits

PREREQUISITE(S): HIS 211, HIS 212 or permission from instructor

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.

**HIS 250 UNITED STATES HISTORY I**

3 Credits

An in-depth study of the United States, from the Age of Exploration to the Civil War, including political, cultural, social, and economic developments.

**HIS 260 UNITED STATES HISTORY II**

3 Credits An in-depth study of the United States history from the Civil War to the present, including political, cultural, social, and economic developments as well as contemporary developments.

**HIS 302 INTRODUCTION TO AFRICAN DIASPORA I**

3 Credits

PREREQUISITE(S): HIS 211, HIS 212 or permission from instructor

This course surveys the pre-modern era of the African Diaspora from the early Bantu migration to the

modern era or 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.

**HPE 101        HEALTH AND PHYSICAL EDUCATION**

**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.

**HPE 102        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.

**HPE 103        AQUATIC SWIMMING**

**2 Credits**

To develop the basic swimming techniques and strokes. Practice swim strokes and introduce basic life saving techniques

**HPE 203        RHYTHMICS**

**1 Credit**

This orientation course is designed to provide students with the fundamental skills and basic understanding of folk, square, and social dances.

**HPE 204        FIRST AID AND SAFETY**

**3 Credits**

An in-depth study and application of emergency care procedures necessary to maintain basic life support measures, until the victims of an accident or sudden illness are cared for by EMS personnel. First aid and basic life support skills are mastered in accordance with national standards. Knowledge and skill gained will lead to certification in first aid and basic life support.

**HPE 205        ARCHERY/BADMINTON**

**1 Credit**

Basic skills, strategies, teaching methodologies, and selection and care of equipment.

**HPE 206        VOLLEYBALL/BASKETBALL**

**1 Credit**

An introduction to volleyball/basketball. Development of individual skills and team play, offensive and defensive strategies, and rules.

**HPE 207        TENNIS**

**1 Credit**

Basic strokes, stroke analysis, rules, singles and doubles play and strategy

**HPE 210        INTRAMURALS**

**2 Credits**

This course covers the history, philosophy, principles, status and problems of intramural programs. Organizational and administrative patterns, programs of activities, evaluation and other administrative areas are covered. Theoretical and practical experiences are provided.

**HPE 250 INTRODUCTION TO PHYSICAL EDUCATION**

3 Credits

Orientation to the physical education profession in regard to 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. (Formerly HPE 300)

**HPE 302 THEORY AND PRACTICE OF TEACHING INDIVIDUAL SPORTS**

3 Credits

Combined with HPE 304 PREREQUISITE: EDU 390, 400

This course is designed to develop the skills and knowledge necessary to teach the sports of archery, badminton, golf, aquatics and tennis. With these skills the student will be able to orchestrate the learning environment for physical education students.

**HPE 303 RHYTHMICS**

3 Credits

This orientation course is designed to provide students with the fundamental skills and basic understanding of folk, square, and social dances.

**HPE 304 THEORY & METHODS OF TEACHING TEAM & INDIVIDUAL SPORTS**

3 Credits

Combined with HPE 302 PREREQUISITE: EDU 390,400

This course is to prepare prospective physical education teachers to teach a variety of team and individual sports for grades K-12. It involves the application of curricular, instructional, and management methods in the teaching team sports. The course also involves skill development, error analysis and correction, teaching methods, and assessment.

**HPE 307 THEORY OF COACHING**

3 Credits

PREREQUISITE: HPE 101

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, legal aspect of athletics, dealing with college recruiters, awards, officials, values, budget, equipment and staff members.

**HPE 308 COACHING BASKETBALL**

3 Credits The organization, fundamental skills, techniques and strategy of coaching basketball theory and practice.

**HPE 309 COACHING BASEBALL**

3 Credits

The organization, fundamental skills, techniques and strategy of coaching baseball theory and practice.

**HPE 310        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.

**HPE 311        GYMNASTICS**

**3 Credits**

Organization, supervision, skill development and administration techniques needed for teaching and coaching gymnastics. Laboratory experience required.

**HPE 312        EXERCISE PHYSIOLOGY**

**3 Credits**

**PREREQUISITE:** BIO 321 or consent of the instructor and approval of the division chairperson.

A study of the physiological aspects of sports and physical activity. Laboratory experience required.

**HPE 313        ADAPTIVE PHYSICAL EDUCATION**

**3 Credits**

**PREREQUISITE:** EDU 360

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.

**HPE 314        OFFICIATING SPORTS, PRINCIPLES & TECHNIQUES**

**3 Credits**

A course designed to present a basic approach to officiating sports, to develop a set of guiding principles for an official to use in handling a contest, and to judge wisely and efficiently the circumstances of a game.

**HPE 315        RECREATION LEADERSHIP**

**3 Credits**

**PREREQUISITE:** HPE 310

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.

**HPE 316        THERAPEUTIC RECREATION**

**3 Credits**

**PREREQUISITE:** HPE 310

This course prepares students for the utilization of activities for rehabilitative and habilitative purposes. The therapeutic recreation specialist's 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.

**HPE 317        OUTDOOR RECREATION**

**3 Credits**

**PREREQUISITE:** HPE 310

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.

**HPE 320 HEALTH IN THE SECONDARY SCHOOL**

3 Credits

**PREREQUISITE:** EDU 330, 331, 390, 400

This course is designed to explore various methods and techniques of teaching health in the secondary school level (6-12). Principles in organizing and integrating materials and methods, with emphasis on developing new and creative ways of teaching health are included.

**HPE 321 PHYSICAL EDUCATION IN ELEMENTARY & SECONDARY SCHOOLS**

3 Credits

**PREREQUISITE:** EDU 330, 331, 390, 400

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.

**HPE 322 MOTOR LEARNING**

3 Credits

A study of the various factors affecting the acquisition of motor skills.

**HPE 330 KINESIOLOGY**

3 Credits

**PREREQUISITE:** BIO 321

A study of human movement from the perspective of anatomy and biomechanics, with emphasis on the analysis of sport-skill movement.

**HPE 351 HEALTH IN ELEMENTARY Combined with  
HPE 352 PHYSICAL EDUCATION IN ELEMENTARY SCHOOL**

3 Credits

**PREREQUISITE:** EDU 330, 331, 390, 400

This course is designed to help prospective teachers strengthen basic skills and methods for producing materials for effective presentation and instruction in the elementary school (K-8); structured to investigate current trends, methods of instruction, and curriculum designs in teaching health education at the elementary level.

**HPE 352 PHYSICAL EDUCATION IN ELEMENTARY SCHOOL**

3 Credits

**PREREQUISITE:** EDU 330, 331, 390, 400

Instructional activities, methods and materials designed to develop basic loco motor, non-locomotor, and manipulative skill patterns in young children, including rhythms, games of low organization, and self-testing methods.

**HPE 360 SCHOOL HEALTH PROGRAMS**

3 Credits



A study of the total school health program involving health services, healthful school living, and health instruction including an analysis of public health laws relating to schools. Pre-internship or field experience required.

**HPE 400 ORGANIZATION & ADMINISTRATION OF PHYSICAL EDUCATION**

3 Credits

**PREREQUISITE:** EDU 330, 331, 390, 400

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.

**HPE 401 CARE AND PREVENTION OF ATHLETIC INJURIES**

3 Credits

**PREREQUISITE:** HPE 204

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.

**HPE 411 HEALTH: ISSUES, TRENDS, AND PROBLEMS**

3 Credits

A study of health problems and health education, implications of current trends, problems and issues including drug abuse, alcohol, smoking, venereal disease, and other critical problems.

**HPE 412 AREA AND FACILITIES MANAGEMENT**

3 Credits

**PREREQUISITE:** HPE 310

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.

**HPE 450 RECREATION INTERNSHIP**

12 Credits

**PREREQUISITE:** EDU 330, 331, 390, 400

Experience in recreation planning, leadership, supervision, and program evaluation through work in recreation, park, and other leisure-oriented settings. This in-service is supervised and controlled by faculty members and personnel from recreation agencies.

**HPE 458 NUTRITION AND HEALTH**

3 Credits

An introduction to the functions of nutrients and nutrient allowances; model for health diets; the role of nutrition in prevention and treatment of diseases of major public health importance; and basic strategies of nutrition education.

**HSC 101 WELLNESS PRINCIPLES & PRACTICES**

1 Credit

An introduction to wellness practices and principles, including a focus on the components of wellness, lifestyle diseases, behavior modification, individualized wellness programs, and online wellness resources. Additionally, emphasis is placed on a holistic and multi-disciplinary approach towards promoting healthy lifestyles.

#### HSC 104 INTRODUCTION TO HEALTH PROMOTIONS

3 Credits

This course is an introductory course on the principles of health promotion. It is designed to give students an understanding of the strategies used to promote health to individuals, to groups in specific settings such as schools and workplaces, and to whole communities. Special emphasis will be placed on developing and extending students' understanding of public health principles, human behavior theory, determinants of health, and exploring recent advances in the science and art of health promotion.

#### HSC 110 SELF DEFENSE AND PERSONAL SAFETY

1 Credit

This course provides an overview of contemporary and emerging personal self-defense techniques used to protect individuals from assault involving a perpetrator intending bodily harm. Emphasis is also placed on recognizing threatening situations, avoiding unsafe environments, and employing proactive preventative measures to ensure personal safety and avoid potential problems.

#### HSC 120 STRESS MANAGEMENT & RELAXATION TECHNIQUES

1 Credit

Examines the role and function of stress in everyday life from a physiological, psychological, and sociological perspective. Personal, situational, and environmental sources of stress are explored along the continuum from distress to eustress. A broad spectrum of stress management techniques are examined. Analysis of the physical and psychological effects of stressors and individual appraisals will be explored. Emphasis will be on teaching students to learn how to personally identify and manage stress in a healthy manner.

#### HSC 204 FIRST AID AND CPR

3 Credits

An in-depth study and application of emergency care procedures necessary to maintain basic life support measures, until the victims of an accident or sudden illness are cared for by EMS personnel. First aid and basic life support skills are mastered in accordance with national standards. Knowledge and skill gained will lead to certification in first aid and basic life support.

#### HSC 210 PERSONAL HEALTH & WELLNESS

3 Credits

An introduction to individual health principles, issues, and research. Wellness education and promotion is emphasized and lifestyle diseases are studied. Topics of study include stress management and emotional health, chemical dependency, sexual responsibility, nutrition, fitness, heart disease, cancer and the communicable diseases including the STDs and AIDS. Self-assessment inventories are used to involve students in many health issues and provide a means for applying health information in personal decision-making. With the focus on prevention and intervention, students are encouraged to make lifestyle choices conducive to lifelong wellness.

#### HSC 240 FIRST AID AND CPR

3 Credits

An in-depth study and application of emergency care procedures necessary to maintain basic life support measures, until the victims of an accident or sudden illness are cared for by EMS personnel. First aid and basic life support skills are mastered in accordance with national standards. Knowledge and skill gained will lead to certification in first aid and basic life support.

### HSC 250 COMMUNITY HEALTH

3 Credits

Study and analysis of major community health problems, their causes, the roles of individuals, community institutions, and government in effecting solutions. Emphasis is placed upon participation and organization for community health.

### HSC 300 HEALTH AND MEDICAL TERMINOLOGY

3 Credits

Study and in-depth understanding of medical language and individual medical terms. This course is intended to assist those studying in the fields of medicine, health care, and public health fields by learning a word-building system for defining, using, spelling and pronouncing medical words, including the construction of medical terms, medical suffixes, medical term roots and medical prefixes. Additionally, a study of medical terms involving body systems will be emphasized. An exploration of specific online health-related glossaries will be investigated.

### HSC 310 HUMAN SEXUALITY EDUCATION

3 Credits

An in-depth study of the social, cultural, biological, psychological, ethical, and religious aspects of human sexual behavior and interaction.

### HSC 314 DRUG ABUSE EDUCATION AND PREVENTION

3 Credits

Study of legal and illegal use, misuse, and abuse of chemical substances classified as drugs. Governmental and community drug education, treatment, and preventative programs are investigated.

### HSC 320 ENVIRONMENTAL HEALTH

3 Credits

A survey of the environmental factors that are the most important determinants of the health status of the community, including problems associated with contamination of air, water, food, and soil; and such physical hazards as radiation, solid wastes, and pesticides. Additionally, the course covers an introduction to the issues of environmental health policy and management, emphasizing the competing interests of health risk, environmental preservation, and the economic considerations of policies and management practices.

### HSC 350 EPIDEMIOLOGY

3 Credits

Overview of the epidemiological methods used to identify and control the outbreak of human diseases. Emphasis is placed on the analysis of the distribution and determinants of disease, disability, disorders, morbidity and mortality in human populations.

### HSC 355 LIFESTYLE AND COMMUNICABLE DISEASES

3 Credits

Study of the etiology, control, and prevention of communicable and lifestyle-related chronic diseases. Emphasis is placed on the cause, prevention, and treatment of heart disease, diabetes, hypertension, cancer, STDs, and emerging contagious diseases.

**HSC 358        HEALTH PLANNING AND PROGRAM DEVELOPMENT**

**3 Credits**

Principles for planning, developing, implementing, administering, and re-evaluating health education and promotion programs. A consideration of the role of the health educator, promoter, and administrator in effectively working with public and private health industries and agencies, which provide health programs is also explored and analyzed.

**HSC 371        HEALTH ASSESSMENT AND BIOSTATISTICS**

**3 Credits**

This course will review health assessment methods and present basic descriptive, vital statistics, and the concepts of data validity and reliability for measures used in health sciences. The course will also cover definitions of health-related statistical terms, data collection methods, analysis and interpretation of data, calculation of healthcare statistical formulas, and methods of presenting statistical data.

**HSC 372        INSTRUCTIONAL METHODS IN HEALTH EDUCATION**

**3 Credits**

Theory, research and practice of a variety of individual, small group and large group instructional strategies utilized in health education and health behavior change programs in school, community and/or clinical settings.

**HSC 373        OCCUPATIONAL HEALTH AND SAFETY**

**3 Credits**

The study of major environmental and occupational factors that contribute to development of health problems in industrialized and developed countries. Worksite health programs and safety issues are analyzed.

**HSC 413        MENTAL AND EMOTIONAL HEALTH**

**3 Credits**

Study and analysis of the fundamental concepts of mental health, mental illness, and emotional wellness. Emphasis is placed on etiology, symptomology, treatment, and prevention of mental illness. Includes an overview of stress and contemporary methods associated with stress management.

**HSC 452        HEALTH AND AGING**

**3 Credits**

This course focuses upon changes in aspects of health during the middle and later years of life. Emphasis is placed on the demographics of population aging and identification of social, psychological and physical issues and trends associated with human aging. Common causes of morbidity and mortality explored as they relate to the aged. Additional attention is provided to the psychosocial and economic needs of the elderly as well as to those aspects of gerontology, which deal with legislation and community organization.

**HSC 453        WOMEN'S HEALTH**

**3 Credits**

Examines current and historical influences on women's health throughout the life span. Anthropological, epidemiological, sociological, and political factors relating to specific health issues are presented. In addition to gender, the variables of race and class are examined as they affect women's health.

#### HSC 454 MINORITY HEALTH

3 Credits

Examines the causes and effects of the growing disparity in the health status of African Americans, Hispanics, and Native Americans compared with the general population of the United States. Examines the major contributors to this disparity: cancer, cardiovascular disease, chemical dependency, infectious disease (including AIDS), diabetes, homicide, and infant mortality. Discusses disease prevention and health promotion strategies to help reduce morbidity and mortality within minority populations.

#### HSC 455 MATERNAL, INFANT, CHILD, AND ADOLESCENT HEALTH

3 Credits

An overview of current maternal, infant, child, and adolescent health issues that are commonly encountered in a variety of public health practice and policy arenas. Emphasis is placed on the major health concerns throughout the life stages of women, infants, children, and adolescents. Risk factors and prevention strategies are emphasized. National maternal and child health indicators are examined and discussed.

#### HSC 456 WORLD HEALTH PROBLEMS, PROGRAMS, AND RESOURCES

3 Credits

Examines major international health problems of underdeveloped, developed, and emerging nations. This course also explores the roles and types of international health organizations, including financing institutions, implementing institutions, research entities, technical support entities, and coordinating bodies. Organizations such as USAID, World Bank, UNICEF, WHO, and other private and non-governmental voluntary organizations are described and compared. World-related health topics include infant mortality, maternal health, primary healthcare, health economics, essential drugs, gender and development, environmental health, oral re-hydration in primary healthcare, education, HIV/AIDS, and indigenous infectious diseases.

#### HSC 457 URBAN HEALTH

3 Credits

An introduction to public health problems encountered within urban environments. Examines the impact of social and political forces on the health of urban populations and describes roles for public health professionals in promoting health of urban communities.

#### HSC 458 ALTERNATIVE HEALTH PRACTICES & COMPLEMENTARY MEDICINE

3 Credits

This course explores the proliferation, acceptance, and infusion of alternative health practices in society and the emergence of accepted complementary medicine. Cultural health practices and scientific study of these non-traditional healthcare practices will be evaluated.

#### HSC 459 NUTRITION, OBESITY, AND WEIGHT MANAGEMENT

3 Credits

Introduction to principles and concepts of nutrition and how dietary practices affect health and disease. Examines factors in obesity and weight control, emphasizing techniques in behavior modification and life-style change for effective weight management. Additionally, this course examines the principles of normal and clinical human nutrition applied to various stages in life, especially as they relate to disease

prevention, obesity, fitness, and weight control. Factors that influence human nutrition needs and eating patterns are also explored.

#### HSC 460      PHYSICAL ACTIVITY AND HEALTH

3 Credits

An introduction to principles and practices of exercise physiology and the role of a regular physical fitness program. Emphasis is placed on the benefits and promotion of regular physical activity in the prevention of chronic disease. Additionally, students explore developing and managing fitness and wellness programs in the corporate, community, school or commercial setting.

#### HSC 465      HEALTH LAW AND ETHICS

3 Credits

A study and analysis of health law and ethics. An examination of the ethical rules, principles, and theories as they relate to public health practice and the delivery of health services through individual and institutional providers. Issues in health care ethics will be explored, with emphasis on their impact on delivery and administration of health care, and the personal ethical dilemmas they impose upon the health care professional. Issues included are general health care ethics, the right to health care, allocation of scarce resources, control of death, and human experimentation.

#### HSC 466      CONSUMER HEALTH

3 Credits

Examines health products and services, advertising, marketing, quackery and government control, and guidelines for consumer action when deception, misrepresentation, or fraud is encountered. Methods of critical analysis are used to evaluate the credibility of claims made in the marketplace as well as by government. Consumer protection and rights, marketing, science, public agenda setting, and special interest groups are also studied with the objective of developing critical health consumers. Students will become more informed consumers of health products and services.

#### HSC 491      RESEARCH IN HEALTH EDUCATION AND PROMOTION

3 Credits

A study of the organization of health education and health promotion programs. A consideration of the role of the health educator, promoter, and administrator in effectively working with public and private health industries and agencies, which provide health programs. This course will also examine health beliefs of individuals across the life span. Health practices imbedded in diverse cultures will be explored. Barriers to healthy behaviors are addressed through examination of health promotion and health education models.

#### HSC 492      SPECIAL TOPICS IN PUBLIC HEALTH

3 Credits

An in-depth study of a particular health topic, contemporary health issue/concern or new health practice. This course provides students with the opportunity to conduct research and write extensively on a special topic of interest.

#### HSC 493      PRACTIUM IN HEALTH EDUCATION AND PROMOTION

3 Credits

Enables students to apply skills and knowledge in an applied setting through a supervised field training experience in a public health setting that complements the student's interests and career goals.

**HSC 494 GRANT WRITING IN PUBLIC HEALTH**

3 Credits

Designed to make students familiar with the steps of the grant proposal process, explore the various sources of grants available to health professionals and develop skills and competencies to successfully write grant proposals.

**HSC 495 PUBLIC HEALTH PREPAREDNESS & RESPONSE TO TERRORIST ATTACK INVOLVING WMD**

1 Credit

An introduction to terrorism and public health preparedness, defense, planning, training, and future responses to weapons of mass destruction attacks. Emphasis is placed on chemical, biological, & radiological terrorism threat agents/weapons, responding to nuclear attacks, personal protective measures against CBR attacks, decontamination operations and resources, and first aid treatment for CBR contamination. Students will be provided the opportunity to become nationally certified.

**HSC 496 HEALTH AND FITNESS TRAINER**

1 Credit

The study and practice of the fields of health and fitness instructor and advanced personal training. This course will prepare students to become certified personal trainers and health & fitness instructors. Students will be provided the opportunity to become nationally certified.

**HSC 497 MASTER FITNESS TRAINER AND HEALTH EDUCATOR**

1 Credit

A review and in-depth exploration of the skills and knowledge necessary to become a military Master Fitness Trainer/Health Educator and provide fitness and health education instruction. This course prepares students to become a Certified Master Fitness Trainer to serve the military. Students will be provided the opportunity to become nationally certified.

**HSC 498 HEALTH EDUCATION AND PROMOTION INTERNSHIP**

9 Credits

The Health Promotion Internship is a concentrated pre-professional experience that provides an opportunity for health promotion majors to apply the theories, knowledge and experiences gained from their undergraduate coursework to real life situations. The internship is the culminating event of a student's college experience.

**HUM 201 INTRODUCTION TO HUMANITIES**

3 Credits

This course is designed to introduce the student to general fields of interest in art, music, film, theater, dance, literature, painting, sculpture, and architecture. (Formerly HUM 202)

**HUM 203 WORLDVIEW IN LITERATURE I**

3 Credits

**PREREQUISITE:: HUM 201**

A study of major literary masterpieces from antiquity to the end of the Middle Ages.

**HUM 204      WORLDVIEW IN LITERATURE II**

3 Credits

**PREREQUISITE:: HUM 201**

A study of major literary classics from the end of the Middle Ages to the present.

**HUM 215      HONORS SEMINAR IN WORLD LITERATURE**

3 Credits A course, which presents in-depth analysis and classroom discussions on six literary works especially significant for the development of ideas from classical times to the present.

**HWP 200      INTRO 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.

**HWP 352      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

**HWP 354      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.

**HWP 356      SOCIOCULTURAL ASPECTS OF SPORTS MANAGEMENT**

3 Credits

This course explores the relationship between sport and society. The course will have focus on social issues related to the sports industry, how they are identified, and how fans react to them. Issues related to race, gender, individualism and social problems, and youth socialization in relationship to sports will also be examined.

**HWP 357      MANAGING SPORT ENTERPRISE**

3 Credits

This course provides the foundation of the business phase of sport management. This course is designed to prepare students for planning, organizing, directing, and leading the sport enterprise. Topics include economics of sports, and sales management strategies, financing strategies and budgeting. The student will become familiar with interscholastic sports, intercollegiate athletics, and professional sport budgets and finance, sales techniques, and sales management. This course will also cover both a macro and micro perspective regarding management theory and organizational behavior as applied specifically to sport organizations.

**HWP 358      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, violence in sport, race, and gender equity in sport, ethics of coaching, betting and gambling in sports.

#### **HWP 360        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.

#### **HWP 400        SPORTS MANAGEMENT PRACTICUM**

3 Credits

This course is a pre-internship experience in the field of sport management. Programs may include Edward Wards 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.

#### **HWP 410        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

#### **HWP 412        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.

#### **HWP 414        PSYCHOLOGY OF SPORTS**

3 Credits

This course examines the psychological aspects in sports. Topics include motivation, anxiety, mental imagery, skill acquisition goal setting and changing aspects of sports group.

#### **HWP 417        ISSUES, PROBLEMS, & TRENDS IN SPORTS MANAGEMENT**

3 Credits

This course examines the current issues, problems, and trends in sports management. Topics include gambling, violence, performance enhancing drugs, and increasing salaries.

#### **HWP 420        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.

**HWP 424 RESEARCH METHODS IN SPORTS MANAGEMENT**

**3 Credits**

The students will be introduced to research methods used in sport management and sports industry. Specific topics include the basic aspects of reading, evaluating, and writing research. Other important topics include current methods to focus on the rising demands of e-commerce and internet marketing systems

**HWP 450 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.

**INF 300 GLOBAL ECONOMICS**

**3 Credits**

**PREREQUISITE: ECO 210**

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.

**INF 306 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: familiarity with the problems and perspectives of marketing across national boundaries and within foreign countries; an understanding of consumer similarities and differences outside the home country; the analytical ability to make marketing decisions concerning all parts of the marketing mix (product development, branding, promotion, pricing, and distribution); competence in researching trade laws and regulations in other markets; knowledge of global analytical frameworks and tools; and an understanding of the current strategies of major global firms.

**INF 350 MULTINATIONAL BUSINESS FINANCE**

**3 Credits**

**PREREQUISITE: FIN 250, ACC 250**

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.

**INF 400 INTERNATIONAL LAW AND LEGAL ENVIRONMENT**

**3 Credits**

**PREREQUISITE: ADM 315**

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.

**INF 440 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. The 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.

**INF 450 RESEARCH IN GLOBAL FINANCIAL MANAGEMENT (CAPSTONE)**

**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.

**INF 460 INTERNATIONAL TRADE & LOGISTICS PRACTICUM (INTERNSHIP)**

**6 Credits**

**PREREQUISITE: Junior and Senior**

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.

**INR 250 CONTEMPORARY WORLD: PROBLEMS AND IDEOLOGIES**

**3 Credits**

**PREREQUISITE: POS 200**

A survey course of the state of the world, its global issues and problems such as wars, refugees, hunger, disease, and homelessness. The course will also analyze the political and economic differences between the North and South, East and West, in a world of competing political ideologies.

**INR 251 INTERNATIONAL POLITICS**

**3 Credits**

**PREREQUISITE: POS 200**

A survey course of the world of unequal states, powers, and interests, which create tensions that, attract the use of power to solve economic, social and policy matters. Although attention is paid to conflicts like

World War I & II and civil wars, the politics of Eastern and Western Europe and other Super Powers are explored.

**INR 301            INTERNATIONAL RELATIONS**

3 Credits

A study of theoretical and practical methods employed by nation-states in their relations, past and present with other nation-states. The course also explores the power systems with regard to international organizations, politics, law, economics, war, diplomacy, and peace in the contemporary world.

**INR 312            INTERNATIONAL POLITICAL ECONOMY**

3 Credits

**PREREQUISITE:** ECO 210

A survey course, which explores various international political economies through the examination of their theoretical foundations and national policies. Topics also include the role and influence of multinational corporations and other non-governmental organizations, which complicate negotiations and relations with “new nations” in the international political system.

**INR 403            INTERNATIONAL LAW**

3 Credits

A survey course of the role of law in conferring legitimacy on national and civic. The International Court of Justice and International Law Commission will be examined to reflect an understanding of the nature, sources and effect of international law.

**INR 405            INTERNATIONAL AND REGIONAL ORGANIZATIONS**

3 Credits

A study of ideas of visionaries in the quest for peace. The League of Nations and United Nations as representatives of advanced organizations are compared to earlier experiments. Emphases also include governmental or non-government organizations such as OAS, OAU, EEC; the IMF, World Bank, or defense arrangements (NATO & W TO) as examples and experimental plans for peacekeeping, economic cooperation, de-colonization, and human rights.

**INR 433            FOREIGN POLICY ANALYSIS**

3 Credits

The course demonstrates the relationship of domestic policy to foreign policy. The roles of the Chief Executive-President, Head of State or Prime Minister as the case may be--are discussed as well as the part played by the Department of State, public opinion and other foreign policy variables.

**JAP 220            JAPANESE I**

3 Credits

This course offers training in the skills involved in listening, speaking, reading, and writing the Japanese language. Elements of grammar are included.

**JAP 221            JAPANESE II**

3 Credits

**PREREQUISITE::** JAP 220 or consent of the instructor

A review and study of more advanced grammar within an extended conversational pattern and the writing

of short compositions. Reading of modern Japanese texts with specific emphasis on the historical background and cultural traits of Japan is included.

**JOU 3603 PHOTOJOURNALISM**

3 Credits

**PREREQUISITE:** COM 2000

Presentation of photographic techniques used by photojournalists in newspapers, television, advertising, magazines, trade publications, and digital media to include news, feature, 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.

**MAN 300 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. (Formerly ADM 301)

**MAN 306 PERSONNEL ADMINISTRATION**

3 Credits

An examination of the principles and methods of efficient labor management and the maintenance of harmonious relations between management and employees. (Formerly HRM 306) (NOT FOR CLIMB)

**MAN 310 GROUP AND 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. (NOT FOR CLIMB)

**MAN 312 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 340 BUSINESS COMMUNICATION/ REPORT WRITING**

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.

**MAN 360 STRATEGIC MANAGEMENT**

3 Credits

This module introduces adult learners to various management planning models and techniques and applies these to actual business cases. It stresses the concepts of strategic planning and strategic management. (A “CLIMB” component)

**MAN 362      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 366      PERSONNEL ADMINISTRATION**

**3 Credits**

Students examine management control functions, strategic planning, and organizational structure and design. Also examines motivational theory and its application to individual and group functioning in work and home situations. Total quality management, organizational design, work force diversity and successful negotiating strategies receive attention.

**MAN 370      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 400      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 401      FINANCIAL MANAGEMENT**

**3 Credits**

**PREREQUISITE:** At least 18 Credits in Business

A study of corporate organization and control, financial analysis, corporate securities, management of fixed capital and income, reserve surplus and undivided profits, investment banking, and the securities market. (Replaced with FIN 250)

**MAN 405      WORD PROCESSING MANAGEMENT**

**3 Credits**

A business-writing course providing practice in word processing applications using commercial word processing software.

**MAN 420      OFFICE PROCEDURES MANAGEMENT**

**3 Credits**

Practice in a wide range of duties and responsibilities involved in repro-graphics, financial records, and work planning.

**MAN 430      ORGANIZATIONAL AND PROJECT MANAGEMENT**

3 Credits

**PREREQUISITE:** MAN 300

This course provides students with the management skills to plan, schedule, organize and control project activities (including fund raising, programs, meetings, workshops, conferences, etc.) as well as to observe techniques of objective assessment of activities and outcomes and quality control.

**MAN 431      BUSINESS COMMUNICATIONS**

3 Credits

This module investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships is also covered through readings and exercises concerning nonverbal communication, constructive feedback, dealing with anger, and resolving conflict. Learners develop a model for effective relationships. (A “CLIMB” component)

**MAN 450      OPERATIONS MANAGEMENT**

3 Credits

**PREREQUISITE::** Senior year only

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 460      ORGANIZATIONAL BEHAVIOR**

3 Credits

Learners examine the formal and informal functions of organizations and analyze an agency or organization based on a systems model. Learners will also analyze and solve organizational problems using a step-by-step method. This analysis will be applied to learners’ work-related projects. (A “CLIMB” component)

**MAN 462      MANAGEMENT INFORMATION SYSTEMS**

3 Credits

**PREREQUISITE:** CIS 201

The delivery and use of information in organizational decision-making are examined. Topics covered include system theory; system type, for example, strategic, tactical and operational; user considerations including roles and system user-interface; ethical and societal issues; and system evolution.

**MAN 490      ENTREPRENEURSHIP/EXIT EXAM**

3 Credits

Practical experience in utilizing business principles, theories, and practices in designing a business. An assessment of the major course of study.

**MAT 104          COLLEGE ALGEBRA**

3 Credits

**PREREQUISITE:** MAT 100 or satisfactory score on placement test

The real number system, linear equations and inequalities, quadratic equations, polynomials, rational expressions, functions, coordinates in the plane, exponents and radicals are studied.

**MAT 105          FINITE MATHEMATICS**

3 Credits

**PREREQUISITE:** MAT 104 or satisfactory score on placement test

Set theory, Venn diagrams, logic, properties and measurement of geometric figures, probability of specified outcome, measures of central tendency, and dispersion properties of normal curve graphical representation of data and introduction to computers are studied.

**MAT 190          “CLAST” MATHEMATICS**

3 Credits

**PREREQUISITE:** Low CLAST math test score.

A comprehensive course, which includes the most tangible topics in general mathematics, algebra, geometry, statistics and measurement. It is designed to include the classic types of problems found on contemporary and relevant examinations- especially the CLAST test. Designed for students who need to retake the Math portion of CLAST. The 3 credits do not fulfill the requirement for graduation.

**MAT 201          HISTORY OF MATHEMATICS**

3 Credits

**PREREQUISITE:** None

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.

**MAT 240          MODERN GEOMETRY**

3 Credits

**PREREQUISITE:** MAT 105

In this course both Euclidean plane geometry and non-Euclidean geometries are investigated. Also included is a discussion of geometric transformations. This course is intended for mathematics education majors in their second year of study

**MAT 251          TRIGONOMETRY**

3 Credits

**PREREQUISITE:** MAT 104

Theorems about triangles, trigonometric functions, identities and equations, inverse trigonometric functions, and graphs of trigonometric functions are examined.

**MAT 255          PRE-CALCULUS**

3 Credits

Various functions for studying calculus courses; functions, inverse functions, polynomial and rational functions, exponential functions, logarithmic functions, trigonometry functions, graphs of linear, quadratic functions, circles, ellipses, solving equations involving radicals and absolute signs are explored.



**MAT 260      ELEMENTARY STATISTICS**

3 Credits

**PREREQUISITE:** MAT 104

An introduction to frequency distributions, counting techniques, probability, distribution functions, estimation, testing, hypothesis, regression, correlation. (Same course as PSY 260, Statistics for Behavioral Sciences)

**MAT 271      CALCULUS /w ANALYTIC GEOMETRY I**

4 Credits

**PREREQUISITE:** MAT 251, MAT 255

An introduction to analytical geometry, functions, limits, and differentiation of trigonometric functions. (Note: Same course as “Calculus I” in many institutions; not same as “brief ” or business” Calculus.)

**MAT 272      CALCULUS /w ANALYTIC GEOMETRY II**

4 Credits

**PREREQUISITE:** MAT 271

The theory of the integral, applications of integral, exponential, and logarithmic functions and indeterminate forms of improper integrals are explored. (Note: Same course as “Calculus I” in many institutions; not same as “brief ” or “business” Calculus.)

**MAT 273      NUMBER THEORY**

3 Credits

**PREREQUISITE:** MAT 105

An investigation of properties of the integers including the Euclidean and Division Algorithms, Prime Factorization, Diophantine Equations, and Congruencies.

**MAT 290      INTRODUCTION TO SET THEORY/LOGIC**

3 Credits

**PREREQUISITE:** None

Fundamental Theory for Modern Mathematics. Logical Operations, Algebra of Logic, Set Operations, Algebra of Set, Equivalence Relations, Propositions of functions, Quantification, Infinite Sets, Cardinality, Mathematical Induction.

**MAT 302      ELEMENTARY LINEAR ALGEBRA**

3 Credits

**PREREQUISITE:** MAT 104, MAT 290

Linear equations, matrices and determinants, vector spaces, linear transformations, and canonical forms.

**MAT 305      PROBABILITY AND STATISTICS**

4 Credits

**PREREQUISITE:** MAT 260 or PSY 260 or ADM 304

Introduction to probability theory, discrete and continuous random variables, mathematical expectations, distribution theory, sampling distributions and hypothesis testing.

**MAT 310      CALCULUS III**

4 Credits

**PREREQUISITE:** MAT 272

Infinite series, polar coordinates, three-dimensional analytic geometry, multiple, integration, and elementary differential equations are examined.

**MAT 363      NUMERICAL ANALYSIS**

3 Credits

**PREREQUISITE:** MAT 272

Polynomial interpolations, roots of equations, solutions of nonlinear equations, matrices, determinants; numerical integration and differentiation, direct and indirect methods of solution of a system of linear equations, error analysis, numerical calculations of eigenvalues, and eigenvectors, norms and error estimates.

**MAT 401      ABSTRACT ALGEBRA**

3 Credits

**PREREQUISITE:** MAT 302

An introduction to the basic concept of modern algebra. Groups, rings, integral domains, fields, and elementary number theory.

**MAT 402      DIFFERENTIAL EQUATIONS**

3 Credits

**PREREQUISITE:** MAT 310

Linear equations with constant coefficients, first- order and second-order linear equations, numerical techniques, and boundary value problems are examined.

**MAT 403      ADVANCED CALCULUS**

3 Credits

**PREREQUISITE:** MAT 310

Real numbers, functions, sequences, limits, continuity, uniform continuity, differentiation, integration, convergence, and uniform convergence are examined.

**MAT 460      SPECIAL TOPICS IN MATHEMATICS**

3 Credits

**PREREQUISITE:** Consent of instructor and approval of division chairperson.

Topics can be selected from optimization, operations research, number theory, and complex-variables according to the student's needs. Designed for students who want to pursue further study in mathematics in graduate school.

**MAT 470      MATHEMATICS SEMINAR/EXIT EXAM**

3 Credits

**PREREQUISITE:** Senior standing

A presentation and discussion of selected topics from the major areas of mathematics. Oral and written reports required. A general assessment of learning in the major course of study. Additionally, all students must complete an exit examination and interview with the Department Chairperson.

**MCM 200      INTRODUCTION TO MASS COMMUNICATIONS**

3 Credits

**PREREQUISITES:** ENG 101 & ENG 102

Analysis of the communications professions through an understanding of their structure and functions, their development, their performance, and the controls exercised over them by various groups and institutions; includes a survey of newspapers, film, broadcasting, advertising, and public relations.

**MCM 210      JOURNALISM I**

3 Credits

**PREREQUISITE:** MCM 200: Introduction to Mass Communications

Introduction to the Print Media, with emphasis on news writing and reporting, including practical assignments in straight news writing; Development of Newspapers, Magazines, News Associations, and other Print Media; Study of the Social and Business aspects of Journalism.

**MCM 212      PHOTOJOURNALISM**

3 Credits

**PREREQUISITE:** MCM 200: Introduction to Mass Communications

Emphasizes the basic elements of photography for the mass media, including newspapers, advertising, and television. Students learn how to compose, shoot, develop, and lay out 35mm photographs for newspapers and magazines and how to operate portable television cameras used by commercial stations in electronic news gathering. Emphasis on news photography and the relation of the spoken and written word to the visual image.

**MCM 245      BROADCAST JOURNALISM**

3 Credits

**PREREQUISITE:** MCM 210: Journalism I

An introduction to the broadcast media, with emphasis on news gathering, preparation, writing, and delivery techniques, as well as the rules and regulations that apply to broadcast journalism.

**MCM 301      JOURNALISM II**

3 Credits

**PREREQUISITE:** MCM 210: Journalism I

Practice in News Gathering; Development of Sources, Evaluation, and Writing as required in the Print Media. Major attention is given to contemporary issues, events, problems, and ethical considerations.

**MCM 302      PUBLIC RELATIONS AND ADVERTISING I**

3 Credits

**PREREQUISITE:** MCM 200: Introduction to Mass Communications

An overview of the principles and policies, as well as the historical and contemporary practices of public relations and advertising in business, government, associations, and other organizations; analysis of public relations and advertising programs, ethics of public relations and advertising practice, and options of career opportunities.

**MCM 304      HISTORY OF THE BLACK PRESS**

3 Credits

**PREREQUISITE:** ENG 102

A chronological survey of the African-American press in the United States since 1827. Emphasis is on key people and issues during critical eras in the African-American experience.

**MCM 305 EDITORIAL WRITING**

3 Credits

**PREREQUISITE:** MCM 210 – Introduction to Mass Communications

Principles and techniques of editorial writing, including editorials and columns.

**MCM 306 NEWSPAPER PRODUCTION I**

1 Credit

**PREREQUISITE:** MCM 200: Introduction to Mass Communications

Students work with the College newspaper writing articles, headlines, and outlines.

**MCM 306 NEWSPAPER PRODUCTION II**

1 Credit

**PREREQUISITE:** MCM 306-I: Newspaper Production 1

Students continue work with the College newspaper writing articles, typing copy, and doing layouts.

**MCM 306 NEWSPAPER PRODUCTION III**

1 Credit

**PREREQUISITE:** MCM 306-II: Newspaper Production 2

Students continue work with the College newspaper writing articles, typing copy and doing layouts, with emphasis on newspaper design and writing styles.

**MCM 306 NEWSPAPER PRODUCTION IV**

1 Credit

**PREREQUISITE:** MCM 306-III: Newspaper Production 3

Students continue work with the College newspaper writing articles, typing copy and doing layouts, with emphasis on newspaper design, writing styles, and newspaper management.

**MCM 309 RADIO PRODUCTION**

3 Credits

**PREREQUISITE:** MCM 200: Introduction to Mass Communications

The study and practice of basic concepts, skills, and techniques involved in the production of radio programs, with emphasis on persuasive communication techniques used in radio production.

**MCM 313 COPY EDITING**

3 Credits

**PREREQUISITE:** MCM 301: Journalism II

Copy editing with emphasis on journalistic desk work: editing news stories, headline writing, typography, layout functions and relationships.

**MCM 315 MASS MEDIA IN SOCIETY**

3 Credits

**PREREQUISITE:** MCM 200: Introduction to Mass Communications

The course explores how the various mass media in our society cover various issues that affect society and how people (including all different minority groups in our society) perceive and react to the various mass media, with emphasis on media content and/or programming, stereotyping, and media ownership.

**MCM 330 WRITING FOR RADIO AND TELEVISION**

3 Credits

**PREREQUISITE:** MCM 245: Broadcast Journalism

Practice of techniques and formats used in broadcasting; focus on news writing, documentary writing, commercial writing, and writing with specific time restraints.

**MCM 335 HISTORY OF RADIO, TELEVISION, AND FILM**

3 Credits

**PREREQUISITE:** MCM 200: Introduction to Mass Communications

A detailed exploration of the historical development of radio, television and film as mass media, with emphasis on their structure, economics, and programming.

**MCM 338 COMMUNICATION THEORY AND RESEARCH**

3 Credits

**PREREQUISITE:** MCM 200: Introduction to Mass Communications, and Junior Standing

Explains historical and contemporary theories of human communication with emphasis on mass communication theories, as well as examining the role of research methodologies used to generate and test contemporary communication in social environments. Specifically, this course examines current trends in communication research along with various fundamental theories.

**MCM 340 TELEVISION PRODUCTION**

3 Credits

**PREREQUISITE:** MCM 245: Broadcast Journalism

Practical aspects of television production; program planning, operation of cameras, lights, and audio components; control room discipline and simple direction. Knowledge of basic terms, work areas, and crew functions emphasized.

**MCM 342 PUBLIC RELATIONS AND ADVERTISING II**

3 Credits

**PREREQUISITE:** MCM 302: Public Relations and Advertising I

Advanced study of the theory and practice of Public Relations and Advertising. This includes the development of professional writing skills, the mechanics of effective message design for various media to achieve organizational goals, as well as training and practice in media relations.

**MCM 346 ADVANCED RADIO PRODUCTION**

3 Credits

**PREREQUISITE:** MCM 309: Radio Production

A continuation of MCM 309; further study and practical experience in advanced radio production techniques, including programming. Student projects will focus on various types of productions done at both commercial and noncommercial stations.

**MCM 349 ADVANCED TELEVISION PRODUCTION**

3 Credits

**PREREQUISITE:** MCM 345: Television Production

Continuation of MCM 345; study and practical experience in television production, including television programming. Planning and videotaping of students' projects.

**MCM 350 DESKTOP PUBLISHING**

3 Credits

**PREREQUISITE:** MCM 205: Journalism I

The study and practical application of the fundamentals of desktop publishing and graphics layout.

**MCM 408 BROADCAST MANAGEMENT**

3 Credits

**PREREQUISITE:** MCM 309 Radio Production & MCM 340 T V Production, and Senior Standing

Prepares students for future management positions in the broadcast media, through the study of concepts and principles of media management, an examination of how media companies function today, and how students can prepare themselves as future managers.

**MCM 412 MEDIA LAW & ETHICS**

3 Credits

**PREREQUISITE:** MCM 301: Journalism II, and Senior Standing

A study of the legal issues affecting the mass media, with emphasis on libel, defamation, FCC rules and regulations, copyright laws, advertising, and the basic legal philosophy related to all media, as well as the study of the historical development of press freedom & responsibility, and ethics in the mass media professions.

**MCM 449 INTERNSHIP IN PRINT JOURNALISM, PUBLIC RELATIONS, RADIO, OR TELEVISION**

3 Credits

**PREREQUISITES (VARY BY SPECIALIZATION):**

Internship in Print Journalism: MCM 301 Journalism II & MCM 313 Copy Editing

Internship in Public Relations: MCM 342 Public Relations and Advertising II Internship in Radio: MCM 309 Radio Production

Internship in Television: MCM 340 Television Production

Permission of Internship Coordinator, & Letter of Acceptance for Internship. Work experience for one full semester in a newspaper organization, a public relations company or firm, a licensed radio station, or a licensed T V station, with emphasis on the practical application of classroom concepts. Minimum of 120 hours of assigned work under the direction of the Internship Supervisor on site. Regular meetings with the faculty Internship Coordinator and weekly written reports; dates and times of meetings with the faculty Internship Coordinator must be arranged by the students, in advance.

**MCM 490 SPECIAL TOPICS**

3 Credits

**PREREQUISITE:** Senior Standing and Approval by Department Chair

Provides an opportunity for Mass Communications majors to study selected issues/subjects in the fields of Journalism and Mass Communications. Typical topics could be selected from Print, Public Relations, Radio, or Television.

**MCM 499 SENIOR SEMINAR IN MASS COMMUNICATIONS**

3 Credits

**PREREQUISITE:** Senior Standing and Final Semester in Program

A capstone course for Mass Communications majors. Focus is on extensive reading and doing research or project on a selected topic in mass communications, with the objective of doing a research or project that integrates the knowledge gained in various areas of mass communications. The main purpose is to enable the students to gain experience in mass communications research, and do an oral presentation as part of their exit examination, as well as produce a graduation portfolio. Research topics or projects determined through consultations with Academic Advisor and approval by the Instructor.

**MLS 251 ELEMENTARY SPANISH I**

3 Credits

This course offers training in the skills involved in listening, speaking, reading, and writing the Spanish language. Elements of grammar are included.

**MLS 252 ELEMENTARY SPANISH II**

3 Credits

PREREQUISITE: MLS 251 or consent of the instructor.

A review and study of more advanced grammar within an extended conversational pattern and the writing of short compositions. Reading of modern Spanish texts with specific emphasis on the historical background and cultural traits of Spain and Hispanic America is included.

#### MMC 2000 INTRO TO MASS MEDIA

3 Credits

PREREQUISITE: COM 2000

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

PREREQUISITE: COMM 2000, ENC 1101

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

PREREQUISITE: MMC 2100

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

PREREQUISITE: COM 2000

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

PREREQUISITE: COM 2000

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.

**MUC 351      KEYBOARD SKILLS FOR THE CHURCH MUSICIAN**

2 Credits

A practical keyboard class in playing hymns, anthems, and service music for a variety of denominations. Transposition, modulation and techniques for conducting from the keyboard will be covered.

**MUC 360      PRACTICUM IN CHURCH MUSIC**

3 Credits

A seminar in church music. In-depth discussions involve the practices, expressions, and elements used in the worship service. Particular emphasis is given to the director's choice of repertoire, rehearsal preparation, and management skills.

**MUC 420      SURVEY OF SACRED MUSIC HISTORY**

2 Credits

Survey of sacred music styles and genres from the medieval period to the present, including chant, hymns, anthems, spirituals, and traditional and contemporary gospel music.

**MUC 421      CHURCH MUSIC ADMINISTRATION**

2 Credits

This course is designed to equip the church music director with the skills to effectively administer a church music program. Areas of study include organization, planning, and budgeting.

**MUC 435      HYMNOLOGY**

3 Credits

A historical study of chants, psalms and hymns, their use in church, and their influence on the cultural history of our society. Special attention will be given to hymnody utilized in the African American Worship experience.

**MUE 221      STRING METHODS**

1 Credit

Practical and theoretical instruction in stringed instruments. Designed for students majoring in music education. Method for grades K-12 is covered.

**MUE 321      WOODWIND METHODS**

1 Credit

Practical and theoretical instruction in woodwind instruments. Designed for students majoring in music education. Method for grades K-12 is covered.

**MUE 331      BRASS METHODS**

1 Credit

Practical and theoretical instruction in brass instruments. Designed for students majoring in music education. Method for grades K-12 is covered.

**MUE 431      CHORAL METHODS, TECHNIQUES, AND MATERIALS**

3 Credits



Organization, administration, and financing of public school choral groups: teaching methods; study materials and rehearsal techniques; choral literature; recruiting.

**MUG 317        BASIC CONDUCTING**

3 Credits

**PREREQUISITE:** MUS 102 and 103

This course explores the basic principles of conducting, including the study of baton techniques, time signatures, and score reading.

**MUG 318        ADVANCED CONDUCTING**

3 Credits

**PREREQUISITE:** MUS 317

This course explores advanced principles of conducting, include compound time signatures, rehearsal technique, and musical interpretation.

**MUH 251        MUSIC HISTORY I**

3 Credits

**MUH 252        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.

**MUH 323        HISTORY OF AFRICAN AMERICAN MUSIC**

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.

**MUS 100        RECITAL ATTENDANCE**

0 Credits

All students enrolled in applied courses are required to participate in weekly recitals on their principal instrument.

**MUT 102        BASIC THEORY I**

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 103        BASIC THEORY II**

3 Credits

**PREREQUISITE:** M UT 102

This course is a continuation of MUT 102 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 202        ADVANCED THEORY III**

3 Credits

**PREREQUISITE:** MUT 103

Study of harmonic practices of the eighteenth century; practice in the writing and analysis of compositions in these idioms.

**MUT 203          ADVANCED THEORY IV**

3 Credits

**PREREQUISITE:** MUT 202

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 205          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 332          FORM AND ANALYSIS**

2 Credits

**PREREQUISITE:** MUS 203

Includes analysis of melody, harmony, form, tonal structure, color and texture, and of higher-order tonal relationships indicative of Baroque, Classical, Romantic, and Contemporary musical eras.

**MUT 403          ARRANGING**

2 Credits

**PREREQUISITE:** MUS 203

Study of the ranges, colors, and techniques of instruments and voices. Scoring for homogeneous and mixed ensembles, using music notation software. Students are required to purchase music software as designated in the course syllabus.

**MVK 111          CLASSICAL PIANO I**

1 Credit

**MVK 112          CLASSICAL PIANO II**

1 Credit

**PREREQUISITE:** MVK 111

Beginning piano classes for music majors and non-music majors.

**MVV 131          INTRODUCTION TO MUSIC THEORY**

2 Credits

This course is designed for students who do not have sufficient music theory background to begin the music theory course series. It covers basic notation, rhythm, intervals, key signatures, and other basic music elements to prepare the student for MUT 102.

**MVV 213          CLASSICAL 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 231          SURVEY OF DICTION**

2 Credits

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.

Private Instruction (MVB/MVK/MVP/MVS/MVW/MVV/MUS)

All students enrolled in applied courses will be required to perform a jury before final exam week.

APPLIED MUSIC - Private instruction in most instruments and voice.

MVB 101-401		1 Credit
MVK 101-401	APPLIED BRASS APPLIED PIANO	1 Credit
MVP 101-401	APPLIED PERCUSSION	1 Credit
MVS 101-401	APPLIED STRINGS	1 Credit
MVW 101-401	APPLIED WOODWINDS	1 Credit
MVV 101-401	APPLIED VOICE	1 Credit

MVV 105	Class Voice for Non-Music Majors	2 Credits
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THE 402 COURSES ARE TO BE TAKEN IN THE SENIOR YEAR. STUDENTS WILL BE REQUIRED TO PREPARE A SENIOR RECITAL THAT IS APPROVED BY THE INSTRUCTOR AND MUSIC FACULTY.

MVB 101-402	APPLIED BRASS	1 Credit
MVK 101-402	APPLIED PIANO	1 Credit
MVP 101-402	APPLIED PERCUSSION	1 Credit
MVS 101-402	APPLIED STRINGS	1 Credit
MVW 101-402	APPLIED WOODWINDS	1 Credit
MVV 101-402	APPLIED VOICE	1 Credit

ENSEMBLES – 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 140-441	CHAMBER CHOIR	1 Credit
MUS 150-451	JAZZ BAND	1 Credit
MUS 160-462	CONCERT CHOIR	1 Credit
MUS 171-472	COLLEGE BAND	1 Credit

#### ORI 100            ORIENTATION TO COLLEGE

1 Credit

A course designed for transfer students, students who do not attend day classes and/or older nontraditional students. Special attention is given to such areas as the availability of services and resources both on and off campus, student organizations, college policies, requirements for graduation, and college rules and regulations.

#### ORI 300            ORIENTATION

1 Credit

The module provides an orientation to college studies for learners. The focus of the course is to build the essential knowledge and skills that are requisite for college success and continued advancement. Special concentration is given to portfolio preparation, available academic resources, academic writing, and discipline-specific type of writing that are integral to college success.

#### PAD 250            INTRODUCTION TO PUBLIC ADMINISTRATION

3 Credits

An introductory survey of public administration as developed in the United States through the study of significant theories, values, and practices of governance and management in the public sector.

#### PAD 300            ADMINISTRATIVE THEORIES AND MANAGEMENT

3 Credits

PREREQUISITE: PAD 250

An introduction to administrative and organization theories, tracing their development from the Scientific Management theorists through the Human Relations theorists to the present day Behaviorists. Topics include concepts of managing large complex organizations, the concept of bureaucracy, policy making and administration, roles and role conflict, decision making, delegation of authority, motivation, communication and leadership.

**PAD 306 PUBLIC FINANCE AND BUDGETING**

3 Credits

**PREREQUISITE:** PAD 250 or consent of instructor

Introduction to the theory and practice of financial management and budgeting in the public sector with emphasis on their influence on policy and program decision-making.

**PAD 307 PUBLIC PERSONNEL ADMINISTRATION**

3 Credits

**PREREQUISITE:** PAD 250

A survey of public personnel administration, including the growth and development of the civil service and an examination of the principles and methods of efficient labor management and maintenance of harmonious relations between management and employees.

**PAD 308 INTRODUCTION TO PUBLIC POLICY**

3 Credits

**PREREQUISITE:** PAD 250 or consent of instructor

Introduction to public policy with emphasis on decision-making theories and practices in the United States and a review of current public policies.

**PAD 460 PRACTICUM IN PUBLIC ADMINISTRATION**

6 Credits

**PREREQUISITE:** PAD 250 and consent of instructor.

Placement for practical field experience in a public agency, utilizing knowledge of public administration on the job.

**PHI 201 INTRODUCTION TO PHILOSOPHY**

3 Credits

This course emphasizes problems and methods of philosophical inquiry such as metaphysics (theories of reality), epistemology (theories of knowledge), axiology (theories of values), and logic (theories of correct thinking). Some attention will be given to major schools of philosophy, including Naturalism, Idealism, Existentialism, and Pragmatism.

**PHI 260 INTRODUCTION 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 major philosophers and case studies will provide the framework for students to think critically and analytically about their ethical positions.

**PHI 306 HISTORY OF WESTERN PHILOSOPHY II**

3 Credits

**PREREQUISITE:** PHI 305

This course covers modern philosophy from Descartes through pre-Kantians. The course is primarily chronological in approach.

**PHS 201 PHYSICAL SCIENCE WITH LABORATORY**

4 Credits

PREREQUISITE: MAT 104

This course deals with basic fundamentals of physical science including chemistry, physics, astronomy, and geology.

PHY 251      GENERAL PHYSICS I WITH LAB

4 Credits

PREREQUISITE: MAT 105, 251

A study of the fundamental concepts of mechanics, heat, and sound; an introduction to the special theory of relativity. Three hours lecture; two hours lab per week.

PHY 252      GENERAL PHYSICS II WITH LAB

4 Credits

PREREQUISITE:: PHY 251

A study of electricity, magnetism, light, and modern physics. Three credit hours lecture; one credit hours lab per week.

PHY 271      COLLEGE PHYSICS I W/CALCULUS

4 Credits

PREREQUISITE: MAT 272, PHY 252 or consent of instructor

A study of the fundamental laws and theories of physics with an emphasis on mechanics, heat, and sound. Three hours lecture; two hours lab per week.

PHY 272      COLLEGE PHYSICS II W/CALCULUS

4 Credits

PREREQUISITE: PHY 271, MAT 272 or consent of instructor

Advanced study of the fundamental laws and theories of physics with emphasis on electricity, magnetism, light, and modern physics. Calculus used in problem solving. Three hours lecture; two hours lab per week.

PHY 330      MECHANICS OF SOLIDS

3 Credits

PREREQUISITE: PHY 252 and MAT 272

Vectors, force systems, equilibrium, friction, centroid, movement of inertia, introduction to stress and strain. Hooks Law, Geometric compatibility, shear and bending movement diagrams.

PHY 331      MECHANICS AND HEAT

4 Credits

PREREQUISITE: PHY 252, MAT 272

A study of vectors, statics, dynamics, fluid mechanics, and heat. Three hours lecture; two hours lab per week.

PHY 332      ELECTRONICS

4 Credits

PREREQUISITE: PHY 252 or PHY 272

A study of DC and AC circuit analysis, semiconductor devices such as diodes and transistors, transistor analysis, amplifier circuits, operational amplifiers and oscillators. Digital electronics, analog and digital measurements, and microprocessors are also addressed. Three hours lecture and two hours lab per week.

PHY 340      ELECTRICAL CIRCUIT THEORY

3 Credits

PREREQUISITE: PHY 252, MAT 272

Fundamentals of DC-AC circuit laws, including steady state and transient analysis.

PHY 341      ELECTRICITY AND MAGNETISM

4 Credits

PREREQUISITE: PHY 252, MAT 272

A study of electrostatics, magneto statics, electric circuits, electromagnetic waves, and Maxwell equation. Three hours lecture; two hours lab per week.

PHY 435      MODERN PHYSICS

4 Credits

PREREQUISITE: PHY 252, MAT 272

A study of atomic, molecular, solid-state, and nuclear physics; elements of relativity; and quantum theory. (Formerly PHY 431) Three hours lecture; two hours lab per week.

POS 200      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 treats such concepts as power and authority. Nations, states, individuals and constitutions form the base of this course. Such concepts as democracy, types of government, ideologies, political parties, legislators, bureaucracies, as well as legal systems are fully discussed. Public policies, foreign policy and international relations are also introduced.

POS 201      AMERICAN POLITICAL STRUCTURE

3 Credits A study of the structure and systems of the local, state, and national governments in the United States. The course also includes an introduction to the principles of the federal constitution focusing on the problems of the legislative, executive, and judicial powers of government.

POS 250      STATE AND LOCAL GOVERNMENT

3 Credits

A study of the structure, functions, powers, and problems of state and local governments and their role in the federal system.

PSY 210      GENERAL PSYCHOLOGY

3 Credits

This course serves as the prerequisite for all other Psychology courses. An introduction to the study of human and animal behavior. A brief study of learning and behavior modification, sensation and perception, personality, social psychology, psychotherapy, motivation and emotion. Also covers individual differences and psychological testing.

PSY 260      STATISTICS FOR THE BEHAVIORAL SCIENCE

3 Credits

PREREQUISITE: PSY 210, MAT 104

An introduction to frequency distributions, counting techniques, probability, distribution functions, estimation, testing, hypothesis, regression, correlation, index numbers, and time series. (Same course as MAT 260, Elementary Statistics)

PSY 300      BLACK PSYCHOLOGY

3 Credits

PREREQUISITE: PSY 210

This course will utilize a combination of lectures, readings from assigned texts, and articles pertaining to the Black experience in the realm of psychology. 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. Students will be introduced to research, and report writing in APA style, giving them the opportunity to further develop their writing and research skills.

**PSY 310          WRITING FOR PSYCHOLOGY**

3 Credits

**PREREQUISITES:** ENG 102 and PSY 210

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 316          PSYCHO-PHYSIOLOGICAL ASPECTS OF AGING**

3 Credits

**PREREQUISITE:** PSY 210

The course is designed to provide students with an understanding of the psycho-physiological aspects of aging from a life span perspective. A focus will be given to cultural influences and the impact of social changes on attitudes towards human potential in later life.

**PSY 320          EDUCATIONAL PSYCHOLOGY**

3 Credits

**PREREQUISITE:** PSY 210

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.

**PSY 321          THEORIES OF LEARNING**

3 credits

(Formerly PSY 421)

**PREREQUISITE:** PSY 210

This course is designed to examine the major learning theories such as Behavior, Social and Cognitive. Students will apply the terms and concepts to various real life scenarios. In addition, students will briefly explore contemporary theories/approaches to learning (i.e., Mind Brain Education and Biological/Neurological).

**PSY 322          BEHAVIOR MODIFICATION**

3 Credits

(Formerly PSY 315)

**PREREQUISITES:** PSY 210 and PSY 321

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.

**PSY 323          CHILD PSYCHOLOGY**

3 Credits

**PREREQUISITE: PSY 210**

A study of the development and behavior of the child, emphasizing the growth and maturation of body structure, the acquisition of habits and emotions, the development of capacity, formation of interests, mental hygiene, and physiological facets of behavior, which have particular implications for parents, teachers and counselors.

**PSY 324          ADOLESCENT PSYCHOLOGY**

3 Credits

**PREREQUISITE: PSY 210**

A study of the psychological and biological factors contributing to the changes from childhood through adolescence and into adulthood.

**PSY 325          FORENSIC PSYCHOLOGY**

3 Credits

**PREREQUISITE: PSY 2012 OR CJU 250**

This 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 of data. It offers a glimpse into the many areas of the forensic psychology, as well as, the range of careers in the field.

**PSY 4404:        PSYCHOLOGY OF AGING**

3 Credits

**PREREQUISITES: PSY 2012: GENERAL PSYCHOLOGY**

This course is an introduction to adult development and human aging. Students will examine major developmental principles, theories, and current research in the areas of biological, cognitive, social, personality, and emotional development. Formerly PSY 316.

**PSY 326          ADDICTION I**

3 Credits

**PREREQUISITES: PSY 2012: GENERAL PSYCHOLOGY**

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.

**PSY 330          HISTORY AND SYSTEMS**

3 Credits

**PREREQUISITE: PSY 210**

An introduction to major historical schools of psychological thought and their relationship to present day discipline of psychology.

**PSY 345:        ADDICTIONS II**

3 Credits

**PREREQUISITES: PSY 2012: GENERAL PSYCHOLOGY AND PSY 326: ADDITIONS I**



In this course 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 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.

**PSY 350            HUMAN GROWTH AND DEVELOPMENT**

3 Credits

**PREREQUISITE:** PSY 210 (Formerly PSY 212)

A study of the patterns of human growth and development and the relationships between physical growth and psychological functioning.

**PSY 355            SOCIAL PSYCHOLOGY**

3 Credits

**PREREQUISITE::** PSY 210

A study of the interrelationship between 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.

**PSY 360            TESTS AND MEASUREMENTS IN PSYCHOLOGY AND EDUCATION**

3 Credits

**PREREQUISITE:** PSY 210, PSY 260/MAT 260

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 367            THE ADULT JOURNEY**

3 Credits

This module introduces adult learners to both classical and contemporary adult learning theory. As learners analyze adult learning theories, they will reflect on their own life experiences and review their strengths and motivations as adult learners. Adult learners will review the physical, psychological, and mental stages of learning development. Learners will have an opportunity to reflect, think critically, and prepare written responses to readings in the field of adult development.

**PSY 390            BRAIN & BEHAVIOR**

3 credits

**PREREQUISITES:** PSY 210 and BIO 160 or BIO 251

This course introduces students to essential concepts of cognitive neuroscience and psychology. It surveys topics related to the disciplines of cognitive, evolutionary and physiological psychology and 21st century neuroscience. Its history is rooted in science from Decarte to Florens, Luria to Pinker, from Milner to the Nobel Prize winning team of Mosers and O'Keefe. The course explores neuropsychological phenomena in the realm of memory, perception, states of consciousness, social cognition, executive function and decision-making, speech and language, as well behavioral responses to brain trauma, pathogens or pharmacological interventions. It provides a solid foundation in brain anatomy and development, neural synaptic processes and an introduction to current brain mapping technologies.

**PSY 400            ADDICTIONS COUNSELING**

**PREREQUISITES: PSY 2012: GENERAL PSYCHOLOGY (Can take concurrently w/PSY 345)**

**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.

**PSY 409 THEORIES OF PERSONALITY**

**3 Credits**

**PREREQUISITE: PSY 210**

A study of human interpersonal relations, including an in-depth study of the theories of personality and of the development and application of these theories.

**PSY 410 ASSESSMENT AND EVALUATION IN ADDICTIONS**

**3 Credits**

**PREREQUISITES: PSY 2012: GENERAL PSYCHOLOGY AND PSY 326: ADDICTIONS I**

In this course 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.

**PSY 411 ABNORMAL PSYCHOLOGY**

**3 Credits**

**PREREQUISITE: PSY 210**

The study of individuals and groups who demonstrate atypical behavior, including historical definitions of abnormality, psychological dynamics of psychological disorders, neurosis and psychosis, standard psychiatric nosology and etiology. Prevention and treatment of maladaptive behavior will be reviewed.

**PSY 414 EXPERIMENTAL PSYCHOLOGY**

**3 Credits**

**PREREQUISITE: PSY 210**

An introduction to the basic principles and methods of conducting psychological experiments.

**PSY 415 CASE MANAGEMENT**

**3 Credits**

**PREREQUISITES: PSY 2012: GENERAL PSYCHOLOGY AND PSY 410: ASSESSMENT AND EVALUATIONS FOR ADDICTION**

This 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 (CFB) 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.

**PSY 420 SPECIAL TOPICS IN PSYCHOLOGY (CAN BE TAKEN TWICE)**

**3 Credits**

**PREREQUISITES: PSY 210, PSY Majors or PSY Minors and upper division standing, or instructor's permission.** 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 religion, psychology of liberation, psychology of gender, community psychology, crisis intervention, and helping skills in psychology.

**PSY 425            TREATMENT PLANNING AND DOCUMENTION FOR ADDICTIONS**

3 Credits

**PREREQUISITES:** PSY 2012: GENERAL PSYCHOLOGY: PSY 326 ADDICTIONS I; PSY 410 ASSESSMENT AND EVALUATION IN ADDICTION

In this course 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, and employers). This course covers a portion of the content for the Florida Certification Board (FCB) for the Certified Addictions Professional (CAP) exam.

**PSY 440            INDEPENDENT READINGS AND RESEARCH IN PSYCHOLOGY**

3 Credits

**PREREQUISITES:** PSY 210, one 300 level course from your department and permission of instructor. 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. Can be repeated up to 9 credit hours.

**PSY 450            PSYCHOMETRICS**

3 Credits

**PREREQUISITE:** PSY/ MAT 260, MAT 105, PSY 414

A study of psychometric instruments and their validity, reliability, strengths, and weaknesses, emphasizing their use in the decision-making process, the teacher-learning process, and the evaluation and psychotherapeutic process.

**PSY 455            HISTORY AND SYSTEMS IN PSYCHOLOGY**

3 Credits

**PREREQUISITES:** PSY 210 and upper level status (Formerly PSY 330)

This capstone course for seniors surveys the major influences, ideas and intellectual movements that have shaped the field of Psychology. It provides a systematic review of psychology's historical progression from its epistemological roots to the present: from Socratic and Aristotelian philosophy, the early empiricists, Decartes and the Age of Enlightenment, 19th century Wundtian structuralism, American functionalists, the psychoanalytic school and other paradigmatic influences on behavioral science moving forward into postmodernity. The theoretical contributions of African American psychologists are explored as a part of this journey.

**PSY 460            PRACTICUM IN PSYCHOLOGY**

6 Credits

**PREREQUISITE:** Consent of the instructor

Field experience working in a direct service position in a public or private agency, utilizing knowledge of psychology on the job.

**PSY 470            PSYCHOLOGY SEMINAR/ EXIT EXAM**

3 Credits

**PREREQUISITE:** Senior psychology major

An intensive research and seminar investigation of one or more current issues in psychology. A general assessment of learning in the major course of study.

**REA 202 COLLEGE READING**

3 Credits

**PREREQUISITE:** Satisfactory score on Freshman placement test.

This course is designed to enhance interdisciplinary reading skills. Included will be the development of regular and specialized vocabulary, reading comprehension, content area reading, research techniques, speed-reading and peer tutoring. (Formerly REA 200)

**REL 201 INTRODUCTION TO BIBLICAL STUDIES**

3 Credits

An introduction to Judeo-Christian tradition is designed to foster knowledge understanding of the literature of the Judeo-Christian heritage and relate it to life, relationships, and the contemporary world through selected readings from the Bible and contemporary biblical scholarship.

**RTV 3260 MEDIA CONSTRUCTION**

3 Credits

**PREREQUISITE:** COM 2000

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 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

**PREREQUISITE:** COM 2000

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

**PREREQUISITE:** COMM 2000

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.

**RTV 4301      BROADCAST JOURNALISM**

3 Credits

**PREREQUISITE:** COM 2000

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

**PREREQUISITE:** SENIOR STATUS, MMC 2100, MMC 3105

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.

**SOC 250      INTRODUCTION TO SOCIOLOGY**

3 Credits

A study of the nature of society, culture, and human groups, including a survey of the major social institutions, the social aspects of personality, and the basic processes of social interaction.

**SOC 301      SOCIOLOGY OF FAMILY**

3 Credits

In this course, we will examine “family” as a social institution. We will learn that our families are deeply embedded in larger economic, political, and cultural processes. We will focus on the dynamics of contemporary American families, and examine how the fast changing social practices, values, politics, economy and technology are causing stresses and generating problems within the modern families. Specifically, the influence of addictions on the family will be integrated into course. Furthermore, this course covers a portion of the content for the Florida Certification Board (FCB) for the Certified Addictions Professional (CAP) exam.

**SOC 320      CURRENT SOCIAL PROBLEMS**

3 Credits

**PREREQUISITE:** SOC 250

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.

**SOC 329      SOCIAL RESEARCH METHODS**

3 Credits

**PREREQUISITE::** MAT 260 / PSY 260

A study of major techniques and methods of social research, including a critical analysis of various types of design, sampling, techniques, questionnaire construction, and interpretation of research findings.

**SOC 350      URBAN SOCIOLOGY**

3 Credits

**PREREQUISITE::** SOC 250

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.

**SOC 400      CULTURE AND ADDITIONS**

3 Credits

**PREREQUISTIE: SOC 301: SOCIOLOGY OF FAMILY**

This course examines culture and addictions from a sociological perspective. This course covers a portion of the content for the Florida Certification Board (FCB) for the Certified Addictions Professional (CAP) exam.

**SOC 430 CULTURAL ANTHROPOLOGY**

3 Credits

Diversity of human cultures; nature of cultures, social organizations, subsistence patterns, economics, law, religion, language and other facets of culture in cross-cultural perspective.

**SOS 490 INDEPENDENT STUDY**

1-3 Credits

**PREREQUISITE:** Study status and consent of academic advisor and instructor.

An opportunity for a student to undertake advanced study of a particular aspect of a social science discipline, in a manner beneficial to the student's major under the personal supervision of a faculty member.

**SPC 200 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.

## **DUAL ENROLLMENT COURSE DESCRIPTIONS**

**BIO 252/BSC 1011C-General Biology II-** This course offers the continuation 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.

**BIO 290/HSC 2620-African American Health-** 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.

**EWC 101/SLS 1103-Introduction to College-** 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.

**ENG 101/ENC 1101-English Composition I-** 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.

**ENG 102/ENC 1102-English Composition II-** 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 201/ESC 1000-Earth Science-** 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.

**HIS 111/AMH 291-African American History-** This course offers students an overview of African American History from prehistory to the present. In this course, students will learn, discuss, interpret, and analyze the major themes of African American History. Some of the key themes discussed are: European Colonization of the Americas and its impact on Africans, Reconstruction, The Civil Rights Era and the history of slavery.

**HIS 250/AMH 2010-US History I-** This course offers a history of the United States 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.

**HIS 211/WOH 1012-Survey of World History I-** 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 studying are: Classical civilization, such as Greece, Rome, China, India, Indo-European migration, the Renaissance, and the Medieval Era.

**MAT 104/MAC 1105-College Algebra-**This course covers topics in arithmetic readiness, real numbers and algebraic expressions, linear equations and inequalities, lines and functions, systems of linear equations, exponents and polynomials, rational expressions, radicals, and quadratic equations and exponential and logarithmic functions. Lab assignments are a requirement for this course.

**MAT 105/MGF 2106-Finite Math-** 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, combinatorial, 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.

**MAT 251/MAC 1114-Trigonometry-** 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.

**MAT 260/STA 2023-Elementary Statistics-** 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.

**MLS 251/SPN 1120-Elem Spanish I-** This course is designed to offer the student who has not had any 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.

**MLS 252/SPN 1121-Elem Spanish II-** 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.

**PHI 201/PHI 2010-Intro to Philosophy-** This course will introduce student 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 260/PHI 1600-Intro to Ethics-** 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 determining ethical positions will be discussed.

**PHS 201/PSC 1121C-Physical Science-** The major topics included in this course are: Measurement and Units, Motion, force and motions, 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, mineral and rocks, structural geology, surface processes, geologic time.

**POS 201/POS 2041-American Political Structure-** 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.

**PSY 210/PSY 2012-General Psychology-** 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.

**REL 201/REL 2200-Intro to Biblical Studies-** 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.

**SOC 250/SYG 2000-Intro to Sociology-** This course introduces the scientific study of human society, culture, and social interactions. Topics include basic theories of sociology, processes of socialization, research methods, diversity and inequality, cooperation and conflict, social change, major social institutions, and organizations.

**SPC 200/SPC 2017-Fundamentals of Speech –** 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.

# Florida's Statewide Course Numbering System (Section 1007.24, Florida Statutes)

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Courses in this catalog are identified by prefixes and numbers that were assigned by Florida's Statewide Course Numbering System (SCNS). This numbering system is used by all public postsecondary institutions in Florida and by participating nonpublic institutions. The major purpose of this system is to facilitate the transfer of courses between participating institutions. Students and administrators can use the online SCNS to obtain course descriptions and specific information about course transfer between participating Florida institutions. This information is at the SCNS website at <http://scns.fldoe.org>.

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

The course prefix and each digit in the course number have a meaning in the SCNS. The listing of prefixes and associated courses is referred to as the "SCNS taxonomy." Descriptions of the content of courses are referred to as "statewide course profiles."

## Example of Course Identifier

Prefix	Level Code (first digit)	Century Digit (second digit)	Decade Digit (third digit)	Unit Digit (fourth digit)	Lab Code
ENC	1	1	0	1	
English	Lower (Freshman)	Freshman	Freshman	Freshman	No laboratory
Composition	Level at this institution	Composition	Composition Skills	Composition Skills I	component in this course

## General Rule for Course Equivalencies

Equivalent courses at different institutions are identified by the same prefixes and same last three digits of the course number and are guaranteed to be transferable between participating institutions that offer the course, with a few exceptions, as listed below in *Exceptions to the General Rule for Equivalency*.

For example, a freshman composition skills course is offered by 84 different public and nonpublic postsecondary institutions. Each institution uses “ENC\_101” to identify its freshman composition skills course. The level code is the first digit and represents the year in which students normally take the course at a specific institution. In the SCNS taxonomy, “ENC” means “English Composition,” the century digit “1” represents “Freshman Composition,” the decade digit “0” represents “Freshman Composition Skills,” and the unit digit “1” represents “Freshman Composition Skills I.”

In the sciences and certain other areas, a “C” or “L” after the course number is known as a lab indicator. The “C” represents a combined lecture and laboratory course that meets in the same place at the same time. The “L” represents a laboratory course or the laboratory part of a course that has the same prefix and course number but meets at a different time or place.

Transfer of any successfully completed course from one participating institution to another is guaranteed in cases where the course to be transferred is equivalent to one offered by the receiving institution. Equivalencies are established by the same prefix and last three digits and comparable faculty credentials at both institutions. For example, ENC 1101 is offered at a community college. The same course is offered at a state university as ENC 2101. A student who has successfully completed ENC 1101 at a Florida College System institution is guaranteed to receive transfer credit for ENC 2101 at the state university if the student transfers. The student cannot be required to take ENC 2101 again since ENC 1101 is equivalent to ENC 2101. Transfer credit must be awarded for successfully completed equivalent courses and used by the receiving institution to determine satisfaction of requirements by transfer students on the same basis as credit awarded to the native students. It is the prerogative of the receiving institution, however, to offer transfer credit for courses successfully completed that have not been designated as equivalent. **NOTE:** Credit generated at institutions on the quarter-term system may not transfer the equivalent number of credits to institutions on the semester-term system. For example, 4.0 quarter hours often transfers as 2.67 semester hours.

## The Course Prefix

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

## Authority for Acceptance of Equivalent Courses

Section 1007.24(7), Florida Statutes, states:

Any student who transfers among postsecondary institutions that are fully accredited by a regional or national accrediting agency recognized by the United States Department of Education and that participate in the statewide course numbering system shall be awarded credit by the receiving institution for courses satisfactorily completed by the student at the previous institutions. Credit shall be awarded if the courses are judged by the appropriate statewide course numbering system faculty

committees representing school districts, public postsecondary educational institutions, and participating nonpublic postsecondary educational institutions to be academically equivalent to courses offered at the receiving institution, including equivalency of faculty credentials, regardless of the public or nonpublic control of the previous institution. The Department of Education shall ensure that credits to be accepted by a receiving institution are generated in courses for which the faculty possess credentials that are comparable to those required by the accrediting association of the receiving institution. The award of credit may be limited to courses that are entered in the statewide course numbering system. Credits awarded pursuant to this subsection shall satisfy institutional requirements on the same basis as credits awarded to native students.

## **Exceptions to the General Rule for Equivalency**

Since the initial implementation of the SCNS, specific disciplines or types of courses have been excepted from the guarantee of transfer for equivalent courses. These include courses that must be evaluated individually or courses in which the student must be evaluated for mastery of skill and technique. The following courses are exceptions to the general rule for course equivalencies and may not transfer. Transferability is at the discretion of the receiving institution.

- A. Courses not offered by the receiving institution.
- B. For courses at non-regionally accredited institutions, courses offered prior to the established transfer date of the course in question.
- C. Courses in the \_900-999 series are not automatically transferable, and must be evaluated individually. These include such courses as Special Topics, Internships, Apprenticeships, Practica, Study Abroad, Theses, and Dissertations.
- D. Applied academics for adult education courses.
- E. Graduate courses.
- F. Internships, apprenticeships, practica, clinical experiences, and study abroad courses with numbers other than those ranging from 900-999.
- G. Applied courses in the performing arts (Art, Dance, Interior Design, Music, and Theatre) and skills courses in Criminal Justice (academy certificate courses) are not guaranteed as transferable. These courses need evidence of achievement (e.g., portfolio, audition, interview, etc.).

## **Courses at Nonregionally Accredited Institutions**

The SCNS makes available on its home page (<http://scns.fldoe.org>) a report entitled “Courses at Nonregionally Accredited Institutions” that contains a comprehensive listing of all nonpublic institution courses in the SCNS inventory, as well as each course’s transfer level and transfer effective date. This report is updated monthly.

Questions about the SCNS and appeals regarding course credit transfer decisions should be directed to ([Insert the name of the Statewide Course Numbering System Institution Contact at your institution here](#)) in the ([The office where your Institution Contact is located](#)) or to the Florida Department of Education, Office of Articulation, 1401 Turlington Building, Tallahassee, Florida 32399-0400. Reports and technical information may be requested by calling the SCNS office at (850) 245-0427 or at <http://scns.fldoe.org>.

## **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, Facoltà 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  
B.S., Criminal Justice Edward Waters College  
M.B.A. Master of Business Administration, University of Phoenix

Williams, Joel M.  
Writing Program Administrator, Adjunct, General Studies & Mass Communications  
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**

Edwards, Sabrina  
Business Administration  
B.A., Pre-Law/Political Science, Saint Augustine College  
M.A., Human Resource/Training, Webster University  
Ed D. Organizational Management/Leadership, Nova Southeastern University

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

Shakespeare, Esmin  
Business Administration  
B.S., Business Administration, Edward Waters College  
M.A., Accounting, University of North Florida  
Ed.D., Educational Leadership, Argosy University, Sarasota

Tannous, Kareem A.  
Business Administration  
B.B.A., Jacksonville University  
M.B.A., Accounting & Finance, Jacksonville University  
D.B.A., International Business, Walden University

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 MASS 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, 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

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, Chair  
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

Fulmer, Daniel  
Music and Fine Arts  
B.M., Music, Stetson University  
M.M., Music, Florida State University  
D.M.A., Music, University of Miami

Merritt, Paula  
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

Root, Timothy  
Music and Fine Arts  
B.A., Music Education, Eastern Washington University  
B.A., University of Michigan  
Th.M. Dallas Theological Seminary  
DMA, University of Washington

Toomer, Charlie  
Music  
B.S., Music Education, Florida A&M University  
MA, Music Education in Choral Conducting/Performance, Florida State University  
Ph.D., Music Education, Florida State University

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

Conley, Jacqueline  
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

Islam, Noor  
Social and Behavioral Sciences  
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

Parker-Bell, Bernice  
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  
Teacher Education and Urban Studies  
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.  
Teacher Education and Urban Studies  
B.A., Physical Education, Edward Waters College  
M.Ed., Physical Education, Florida A & M University

Grant, Marvin  
Vice-President of Academic Affairs  
B.S., Physical Education, Edward Waters College  
M.Ed. Education Administraion, Supervision, Florida A & M University  
Ed.S., Specialist in Education University of Florida  
Ed.D. Educational Administration & Supervision, Curriculum & Instruction Management University of Florida

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



# PRESERVING HISTORY PROMISING FUTURES

## ACADEMIC CALENDAR (FALL 2017)

### AUGUST 2017

AUGUST 5, 2017	SATURDAY	ACTIVITY STUDENTS ARRIVE
AUGUST 6, 2017	SUNDAY	ACTIVITY STUDENTS PROGRAM
AUGUST 7-8, 2017	MONDAY/TUESDAY	ORIENTATION/REGISTRATION ADVISING/ACTIVITY STUDENTS
AUGUST 10, 2017	THURSDAY	FACULTY RETURNS FACULTY/STAFF INSTITUTE
AUGUST 11, 2017	FRIDAY	FACULTY INSTITUTE
AUGUST 12, 2017	SATURDAY	NEW STUDENTS ARRIVE
AUGUST 14-18, 2017	MONDAY-FRIDAY	NEW STUDENT ORIENTATION/REGISTRATION CAPP TESTING
AUGUST 17-18, 2017	THURSDAY/FRIDAY	RETURNING STUDENTS ARRIVE/REGISTRATION/ ORIENTATION
AUGUST 21, 2017	MONDAY	CLASSES BEGIN/ LATE REGISTRATION/ DROP/ADD BEGIN
AUGUST 25, 2017	FRIDAY	LAST DAY FOR REGISTRATION/DROP/ADD ENDS

### SEPTEMBER 2017

SEPTEMBER 4, 2017	MONDAY	LABOR DAY (COLLEGE CLOSED)
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SEPTEMBER 5, 2017	TUESDAY	CLASSES RESUME
SEPTEMBER 13, 2017	WEDNESDAY	CONVOCATUM EST.
<b>OCTOBER 2017</b>		
OCTOBER 1-7, 2017	SUNDAY-SATURDAY	HOMECOMING WEEK
OCTOBER 9-12, 2017	MONDAY/THURSDAY	MIDTERM EXAMS
OCTOBER 17, 2017	TUESDAY	MIDTERM GRADES DUE
OCTOBER 20, 2017	FRIDAY	LAST DAY TO WITHDRAW (W, WF OR WP)/ REMOVE "I" SPRING 2017 SEMESTER
OCTOBER 23, 2017	MONDAY	LAST DAY TO APPLY FOR SPRING 2017 GRADUATION
		ACADEMIC ADVISING/PRE- REGISTRATION FOR SPRING 2018
<b>NOVEMBER 2017</b>		
NOVEMBER 10, 2017	FRIDAY	VETERANS DAY (COLLEGE CLOSED)
NOVEMBER 17, 2017	FRIDAY	END OF PREREGISTRATION
NOVEMBER 20-24, 2017 NOVEMBER 23-24, 2017	MONDAY- FRIDAY THURSDAY-FRIDAY	FALL BREAK (NO CLASSES) THANKSGIVING (COLLEGE CLOSED)
NOVEMBER 27, 2017	MONDAY	CLASSES RESUME
<b>DECEMBER 2017</b>		
DECEMBER 7, 2017	THURSDAY	CLASSES END
DECEMBER 8, 2017	FRIDAY	READING DAY
DECEMBER 11 – 14, 2017	MONDAY – THURSDAY	FINAL EXAMS
DECEMBER 19, 2017	TUESDAY	GRADES ARE DUE TO REGISTRAR

## ACADEMIC CALENDAR (SPRING 2018)

### JANUARY 2018

JANUARY 1, 2018	MONDAY	NEW YEARS DAY (COLLEGE CLOSED)
JANUARY 2, 2018	TUESDAY	FACULTY/STAFF RETURN FACULTY/STAFF INSTITUTE
JANUARY 3-4, 2018	WEDNESDAY/THURSDAY	NEW STUDENTS ARRIVE ADVISING/REGISTRATION
JANUARY 4-5, 2018	THURSDAY FRIDAY	RETURNING STUDENTS ARRIVE/ADVISING/ REGISTRATION
JANUARY 8, 2018	MONDAY	CLASSES BEGIN LATE REGISTRATION BEGINS ADD/DROP BEGINS
JANUARY 12, 2018	FRIDAY	LAST DAY TO REGISTER/ADD & DROP/BEGIN APPLYING FOR FALL GRADUATION
JANUARY 15, 2018	MONDAY	MARTIN LUTHER KING, JR. DAY <b>COLLEGE CLOSED.</b>

### FEBRUARY 2018

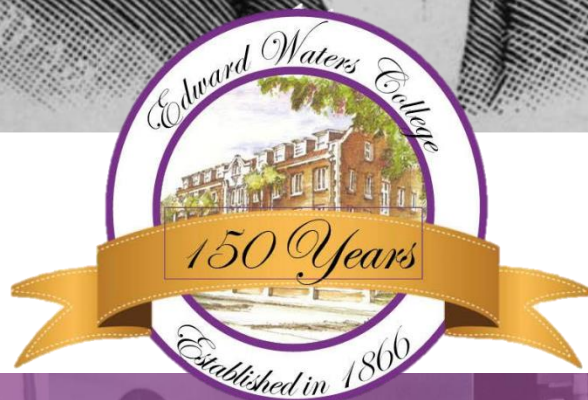
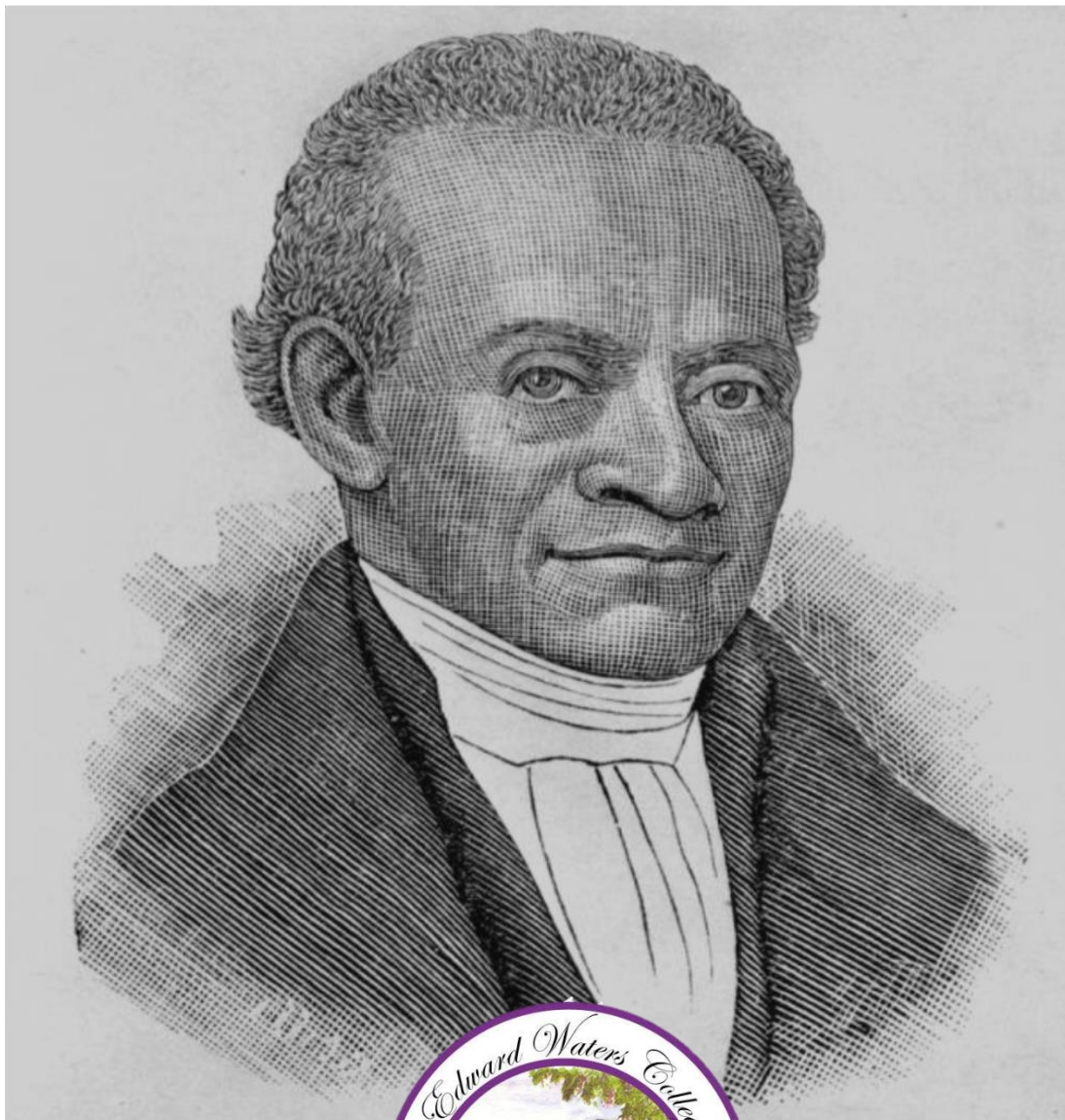
FEBRUARY 26- MARCH 1, 2018	MONDAY-THURSDAY	MIDTERM EXAMINATION
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### MARCH 2018

MARCH 6, 2018	TUESDAY	MID-TERM GRADES DUE TO REGISTRAR
MARCH 9, 2018	FRIDAY	LAST DAY TO REMOVE "I" FALL 2017/LAST DAY TO APPLY FOR FALL GRADUATION
MARCH 12, 2018	MONDAY	SUMMER 2018/FALL 2018 PREREGISTRATION BEGINS
MARCH 21, 2018	WEDNESDAY	HONORS DAY CELEBRATION
MARCH 26-30, 2018	MONDAY-FRIDAY	SPRING BREAK <b>(NO CLASSES)</b>



MARCH 30, 2018	FRIDAY	GOOD FRIDAY ( <b>COLLEGE CLOSED</b> )
<b>APRIL 2018</b>		
APRIL 2, 2018	MONDAY	EASTER MONDAY ( <b>COLLEGE CLOSED</b> )
APRIL 3, 2018	TUESDAY	CLASSES RESUME
APRIL 4, 2018	WEDNESDAY	FOUNDERS DAY CELEBRATION
APRIL 3-6, 2018	TUESDAY – FRIDAY	MAJOR FIELD EXAMS (GRADUATING SENIORS)
APRIL 6, 2018	FRIDAY	LAST DAY TO WITHDRAW W/WP OR WF
APRIL 16-19, 2018	MONDAY-THURSDAY	FINAL EXAMS FOR GRADUATING SENIORS
APRIL 26, 2018	THURSDAY	CLASSES END
APRIL 27, 2018	FRIDAY	LAST DAY FOR SUMMER 2018/FALL 2018 PRE-REGISTRATION
APRIL 27, 2018	FRIDAY	READING DAY
APRIL 30 – MAY 3, 2018	MONDAY- THURSDAY	FINAL EXAMS
<b>MAY -2018</b>		
MAY 4, 2018	FRIDAY	BACCALAUREATE
MAY 5, 2018	SATURDAY	COMMENCEMENT EXERCISE
MAY 8, 2018	TUESDAY	FINAL GRADES DUE TO REGISTRAR



# EDWARD WATERS COLLEGE

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# SESQUICENTENNIAL

*150 Years of Preserving History*

*Promising Futures*