Academic Catalog

2011-2012



LYNN UNIVERSITY

Boca Raton, Florida

Fall Edition

2011-2012

Academic Catalog

Lynn University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lynn University.

Equal Opportunity Policy

Lynn University is committed to and actively supports the spirit and the letter of equal opportunity as defined by federal, state and local laws. It is the policy of Lynn University to ensure equal opportunity in administration of its educational policies, admissions policies and employment policies without discrimination on the basis of race, color, religion, gender, sexual orientation, age, national origin, ancestry, citizenship, disability, veteran or military status, marital status or any other characteristic protected by law.

Lynn University administers all human resource policies and practices, including recruitment, advertising, hiring, selection for training, compensation, promotion, discipline, and termination, without regard to race, color, religion, gender, sexual orientation, age, national origin, ancestry, citizenship, disability, veteran or military status, marital status or any other characteristic protected by law.

Please Be Advised: *The contents of this catalog represent the most current information available at the time of publication. However, during the period of time covered by this catalog, it is reasonable to expect changes to be made with respect to this information without prior notice. The course offerings and requirements of Lynn University are under continual examination and revision. Thus, the provisions of this catalog are not to be regarded as an irrevocable contract between the University (or any of its colleges or schools) and the student.*


WELCOME TO
LYNN
UNIVERSITY
LYNN
UNIVERSITY

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YOUR SERVE

Academic Calendar 2011-2012

FALL 2011

AUGUST

19 Friday
Day Undergraduate — Last day to withdraw from any internship for Summer and receive a grade of "W."
Evening Undergraduate — Last day to withdraw from any class for Summer II term and receive a grade of "W."
Evening Graduate — Last day to withdraw from any class for Summer II term and receive a grade of "W."

22 Monday – 24 Wednesday
Day Undergraduate — Faculty orientation.

23 Tuesday
Day Undergraduate — New International Students Arrive

25 Thursday
Day Undergraduate — New students arrive (8:30 a.m. – 3:30 p.m.)
Check in at the de Hoernle Sports and Cultural Center.
Residence halls open for new students at 8:30 a.m.
Orientation for new students begins

26 Friday
Day Undergraduate — Orientation for new students continues

27 Saturday
Day Undergraduate — Orientation for new students continues
Evening Undergraduate — Last day of classes for Summer II term.
Evening Graduate — Last day of classes for Summer II term.

28 Sunday
Day Undergraduate — Welcome Convocation
Residence halls open for returning students at 9 a.m.

29 Monday
Day Undergraduate — Fall semester (8/29/11 – 12/13/11) classes begin.
Day Graduate — Fall semester (8/29/11 – 12/13/11) classes begin.
Evening Undergraduate — Fall I term (8/29/11 – 10/22/11) classes begin.
Evening Graduate — Fall I term (8/29/11 – 10/22/11) classes begin.

30 Tuesday
Evening Undergraduate — Final grades for Summer II term due from faculty no later than noon.
Evening Graduate — Final grades for Summer II term due from faculty no later than noon.

SEPTEMBER

2 Friday
Day Undergraduate — Last day to change course schedule (add/drop) for Fall semester.
Day Graduate — Last day to change course schedule (add/drop) for Fall semester.

5 Monday
Day Undergraduate — Labor Day – no classes.
Day Graduate — Labor Day – no classes.
Evening Undergraduate — Labor Day – no classes; to be made up Sept. 9.
Evening Graduate — Labor Day – no classes; to be made up Sept. 9.

6 Tuesday
Evening Undergraduate — Last day to change course schedule (add/drop) for Fall I term.
Evening Graduate — Last day to change course schedule (add/drop) for Fall I term.

9 Friday
Evening Undergraduate — Make Up Day for Labor Day, Sept. 5.
Evening Graduate — Make Up Day for Labor Day, Sept. 5.

16 Friday
Day Undergraduate — Last day to submit a Florida Resident Access Grant application to the Office of Student Administrative Services.
Evening Undergraduate — Last day to submit a Florida Resident Access Grant application to the Office of Student Administrative Services.

OCTOBER

14 Friday
Day Undergraduate — Progress report grades due from faculty by 5 p.m.
Evening Undergraduate — Last day to withdraw from any class for Fall I term and receive a grade of "W."
Evening Graduate — Last day to withdraw from any class for Fall I term and receive a grade of "W."

21 Friday – 23 Sunday
Day Undergraduate — Lynn University Parents and Families Weekend

22 Saturday
Evening Undergraduate — Last day of classes for Fall I term.
Evening Graduate — Last day of classes for Fall I term.

24 Monday
Evening Undergraduate — Fall II term (10/24/11 – 12/17/11) classes begin.
Evening Graduate — Fall II term (10/24/11 – 12/17/11) classes begin.

25 Tuesday
Evening Undergraduate — Final grades for Fall I term due by noon.
Evening Graduate — Final grades for Fall I term due by noon.

31 Monday
Evening Undergraduate — Last day to change course schedule (add/drop) for Fall II term.
Evening Graduate — Last day to change course schedule (add/drop) for Fall II term.

NOVEMBER

4 Friday
Day Undergraduate — Advisement and registration for Spring semester begins for students who have earned at least 75 credits

9 Wednesday
Day Undergraduate — Advisement and registration for Spring semester begins for students who have earned at least 45 credits

14 Monday
Day Undergraduate — Advisement and registration for Spring semester begins for students who have earned at least 20 credits

17 Thursday
Day Undergraduate — Advisement and registration for Spring semester begins for students who have earned below 19 credits

21 Monday – 25 Friday
Day Undergraduate — Thanksgiving Break – no classes.
Day Graduate — Thanksgiving Break – no classes.
Evening Undergraduate — Thanksgiving Break – no classes.
Evening Graduate — Thanksgiving Break – no classes.

28 Monday
Day Undergraduate — Classes resume for Fall semester.
Day Graduate — Classes resume for Fall semester.
Evening Undergraduate — Classes resume for Fall II term.
Evening Graduate — Classes resume for Fall II term.

DECEMBER

1 Thursday
Day Undergraduate — Spring 2011 semester charges due.

2 Friday
Day Undergraduate — Last day to withdraw from any class for Fall semester and receive a grade of "W."
Day Graduate — Last day to withdraw from any class for Fall semester and receive a grade of "W."

8 Thursday – 14 Wednesday
Day Undergraduate — Exams.

9 Friday
Evening Undergraduate — Last day to withdraw from any class for Fall II term and receive a grade of "W."
Evening Graduate — Last day to withdraw from any class for Fall II term and receive a grade of "W."

13 Tuesday
Day Undergraduate — Fall semester ends.
Day Graduate — Fall semester ends.

14 Wednesday
Day Undergraduate — Residence halls close at noon.

17 Saturday
Evening Undergraduate — Last day of classes for Fall II term.
Evening Graduate — Last day of classes for Fall II term.

20 Tuesday
Day Undergraduate — Final grades for Fall semester due from faculty no later than noon.
Day Graduate — Final grades for Fall semester due from faculty no later than noon.
Evening Undergraduate — Final grades for Fall II term due from faculty no later than noon.
Evening Graduate — Final grades for Fall II term due from faculty no later than noon.

SPRING/SUMMER 2012

JANUARY

3 Tuesday
Day Undergraduate — All students arrive (8:30 a.m. – 3 p.m.).
Residence halls open at 9 a.m.
Check in at the Green Center.

4 Wednesday
Day Undergraduate — J-Term (1/4/12 – 1/20/12) classes begin.

5 Thursday
Day Undergraduate — Last day to change course schedule for J-Term.

9 Monday
Evening Undergraduate — Spring I term (1/9/12 – 3/3/12) classes begin.
Evening Graduate — Spring I term (1/9/12 – 3/3/12) classes begin.

16 Monday — Martin Luther King Jr. Day – University Closed
Day Undergraduate — No classes.
Evening Undergraduate — No classes; to be made up Friday, Jan. 20.
Evening Graduate — No classes; to be made up Friday, Jan. 20.

17 Tuesday
Evening Undergraduate — Last day to change course schedule (add/drop) for Spring I term.
Evening Graduate — Last day to change course schedule (add/drop) for Spring I term.

18 Wednesday
Day Undergraduate — Last day to withdraw from any class for the J-Term and receive a grade of "W."

20 Friday
Day Undergraduate — J-Term ends.
Last day to submit a Florida Resident Access Grant application to the Office of Student Administrative Services.
Evening Undergraduate — Make up day for Jan. 16.
Evening Graduate — Make up day for Jan. 16.

23 Monday
Day Undergraduate — Spring semester (1/23/12 – 5/8/12) classes begin.
Day Graduate — Spring semester (1/23/12 – 5/8/12) classes begin.

27 Friday
Day Undergraduate — Last day to change course schedule (add/drop) for Spring semester.
Day Graduate — Last day to change course schedule (add/drop) for Spring semester.

31 Tuesday
Day Undergraduate — Final grades for the J-Term due by noon.

FEBRUARY

20 Monday — Presidents' Day – University Closed
Day Undergraduate — No classes.
Day Graduate — No classes.
Evening Undergraduate — No classes; to be made up Friday, Feb. 24.
Graduate — No classes; to be made up Friday, Feb. 24.

24 Friday
Evening Undergraduate — Last day to withdraw from any class for Spring I term and receive a grade of "W."
Make Up Day for Feb. 20.
Evening Graduate — Last day to withdraw from any class for Spring I term and receive a grade of "W."
Make Up Day for Feb. 20.

MARCH

3 Saturday
Evening Undergraduate Last day of classes for Spring I term.
Evening Graduate Last day of classes for Spring I term.

5 Monday – 9 Friday Spring Break
Day Undergraduate No classes.
Day Graduate No classes.
Evening Undergraduate No classes.
Evening Graduate No classes.

6 Tuesday
Evening Undergraduate Final grades for Spring I term due by noon.
Evening Graduate Final grades for Spring I term due by noon.

12 Monday
Day Undergraduate Classes resume for Spring semester.
Day Graduate Classes resume for Spring semester.
Evening Undergraduate Spring II term (3/12/12 – 5/5/12) classes begin.
Evening Graduate Spring II term (3/12/12 – 5/5/12) classes begin.

14 Wednesday – 15 Thursday
All graduating students Senior Salute.

16 Friday
Day Undergraduate Progress report grades due from faculty by 5 p.m.

19 Monday
Evening Undergraduate Last day to change course schedule (add/drop) for Spring II term.
Evening Graduate Last day to change course schedule (add/drop) for Spring II term.

APRIL

5 Thursday
Day Undergraduate Advisement and registration for Fall semester begins for students who have earned at least 75 credits

10 Tuesday
Day Undergraduate Advisement and registration for Fall semester begins for students who have earned at least 45 credits

13 Friday
Day Undergraduate Advisement and registration for Fall semester begins for students who have earned at least 20 credits

18 Wednesday
Day Undergraduate Advisement and registration for Fall semester begins for students who have earned below 19 credits

27 Friday
Day Undergraduate Last day to withdraw from any class for the Spring semester and receive a grade of "W."
Day Graduate Last day to withdraw from any class for the Spring semester and receive a grade of "W."
Evening Undergraduate Last day to withdraw from any class for Spring II term and receive a grade of "W."
Evening Graduate Last day to withdraw from any class for Spring II term and receive a grade of "W."

MAY

3 Thursday – 8 Tuesday
Day Undergraduate Exams.

5 Saturday
Evening Undergraduate Last day of classes for Spring II term.
Evening Graduate Last day of classes for Spring II term.

7 Monday
Evening Undergraduate Summer I term (5/7/12 – 6/30/12) classes begin.
Evening Graduate Summer I term (5/7/12 – 6/30/12) classes begin.

8 Tuesday
Day Undergraduate Spring semester ends.
Day Graduate Spring semester ends.
Evening Undergraduate Final grades for Spring II term due from faculty no later than noon.
Evening Graduate Final grades for Spring II term due from faculty no later than noon.

9 Wednesday
Day Undergraduate Final Spring semester grades for graduating seniors due from faculty no later than noon.
Residence halls close at noon (except for graduating seniors).
Day Graduate Final Spring semester grades due for graduating seniors due from faculty no later than noon.

11 Friday
Day Graduate Commencement.
Evening Undergraduate Commencement.
Evening Graduate Commencement.

12 Saturday
Day Undergraduate Commencement.

13 Sunday
Day Undergraduate Residence halls close at noon for graduating seniors.

14 Monday
Day Undergraduate Summer session (5/14/12 – 6/8/12) begins.
Day Graduate Summer semester (5/14/12 – 8/3/12) begins.
Evening Undergraduate Last day to change course schedule for (add/drop) Summer I term.
Evening Graduate Last day to change course schedule for (add/drop) Summer I term.

15 Tuesday
Day Undergraduate Last day to change course schedule for summer session (add/drop).
Final Spring semester grades due no later than noon.
Day Graduate Final Spring semester grades due no later than noon.

18 Friday
Day Graduate Last day to change course schedule for summer session (add/drop).

28 Monday Memorial Day – University Closed
Day Undergraduate No classes.
Day Graduate No classes.
Evening Undergraduate No classes; to be made up Friday, June 1.
Evening Graduate No classes; to be made up Friday, June 1.

JUNE

1 Friday
Day Undergraduate Last day to withdraw from any class for summer and receive a grade of "W."
Evening Undergraduate Make Up Day for Monday, May 28.
Evening Graduate Make Up Day for Monday, May 28.

8 Friday
Day Undergraduate Summer session ends.

9 Saturday
Day Undergraduate Residence halls close for all students at noon.

12 Tuesday
Day Undergraduate Final grades for Summer session due from faculty.

22 Friday
Evening Undergraduate Last day to withdraw from any class for Summer I term and receive a grade of "W."
Evening Graduate Last day to withdraw from any class for Summer I term and receive a grade of "W."

30 Saturday
Evening Undergraduate Last day of classes for Summer I term.
Evening Graduate Last day of classes for Summer I term.

JULY

2 Monday
Evening Undergraduate Summer II term (7/2/12 – 8/25/12) classes begin.
Evening Graduate Summer II term (7/2/12 – 8/25/12) classes begin.

3 Tuesday
Evening Undergraduate Final grades for Summer I term due from faculty no later than noon.
Evening Graduate Final grades for Summer I term due from faculty no later than noon.

4 Wednesday Independence Day – University Closed

6 Friday
Evening Undergraduate Make up day for Wednesday, July 4
Evening Graduate Make up day for Wednesday, July 4
Day Graduate Make up day for Wednesday, July 4

9 Monday
Evening Undergraduate Last day to change course schedule (add/drop) for Summer II term.
Evening Graduate Last day to change course schedule (add/drop) for Summer II term.

27 Friday
Day Graduate Last day to withdraw from any class for the Summer semester and receive a grade of "W."

AUGUST

3 Friday
Day Graduate Last day of Summer semester.

7 Tuesday
Day Graduate Final Summer grades due from faculty no later than noon.

17 Friday
Evening Undergraduate Last day to withdraw from any class for Summer II term and receive a grade of "W."
Evening Graduate Last day to withdraw from any class for Summer II term and receive a grade of "W."

25 Saturday
Evening Undergraduate Last day of classes for Undergraduate Summer II term.
Evening Graduate Last day of classes for Graduate Summer II term.

28 Tuesday
Evening Undergraduate Final Summer II grades due from faculty no later than noon.
Evening Graduate Final Summer II grades due from faculty no later than noon.



Message from President Ross



Dear Student:

Welcome to the 2011-2012 academic year at Lynn University. We are so glad that you have chosen to advance your education at Lynn, and we look forward to witnessing all that you achieve during your time here.

On our campus you will find a diverse student body and supportive faculty and staff dedicated to your success. We believe in each of our students, and it is our university's long-held mission to provide the education, support and environment that enable individual students to realize their full potential and to prepare for success in the world.

A Lynn education stands apart from all others. From our innovative core curriculum, the Dialogues of Learning, to our newly created Citizenship Project, your time at Lynn will be filled with dynamic courses and unique experiential learning opportunities. Each year we bring to our campus renowned speakers and thought leaders to engage in important conversations, and I encourage you to take advantage of the many opportunities at Lynn for intellectual and personal growth.

With the launch of our strategic plan, Lynn 2020, on February 1, 2006, we clarified our vision to be recognized as one of the most innovative, international and individualized small universities in America. Now one-third of the way through our 15-year strategic plan, our progress has been incredible, and our momentum continues. Our university's master plan was recently approved by the City of Boca Raton, paving the way for the continued growth of our campus.

We have already accomplished so much in our history, even though we are a relatively young institution. 2012 marks our university's 50th anniversary, and we look forward to celebrating that milestone with you and the rest of our campus community.

Whether you are just beginning your undergraduate career or completing studies for an advanced degree, we are happy to have you as a member of the Lynn family. By studying at our university, you are making one of the most important investments in your life – your education, and we are all here for you every step of the way as you pursue your academic goals.

I hope you have a wonderful academic year, and I wish you nothing but success.

Sincerely,



Kevin M. Ross

President



Chapter I.

Overview and Introduction to Lynn University

General Information

Lynn University is an independent, nonprofit, coeducational, residential university chartered by the state of Florida and accredited as a Level V institution by the Southern Association of Colleges and Schools.

Founded in the early 1960s when bean farms, strawberry fields and orchards surrounded the campus, the institution today includes 123 lushly landscaped acres with seven freshwater lakes located in a city of close to 284,000 residents. Originally named Marymount College, later the College of Boca Raton, and then renamed Lynn University in 1991, it was a two-year college from 1962 to 1986. Lynn has been a four-year university for 25 years.

Lynn University's enrollment consists of 1,660 undergraduates and 449 graduate students from 47 states and 77 countries (Fall 2010); offers bachelor's and master's degrees and comprises five colleges, a school of aeronautics and a conservatory of music. Nearly 50 percent of the undergraduate students, including all freshmen, live on campus.

The Lynn University Conservatory of Music attracts some of the world's most acclaimed faculty and most talented young musicians. The Institute for Achievement and Learning offers internationally recognized programs for students with learning differences. Lynn's athletic teams have won an astonishing 19 national championships and 27 conference championships. The library is an architectural gem. The faculty is devoted to teaching and inspiring the students to learn. The honors program is growing in size and concentration. The university has invested more than $1 million in technological enhancements over the past three years in more than 60 percent of Lynn's learning spaces. Wireless coverage exists in 100 percent of all classrooms, labs, residence halls, library and other public places. The newest campus jewel, the Keith C. and Elaine Johnson Wold Performing Arts Center, opened in spring 2010.

Lynn University is located in residential Boca Raton on South Florida's Gold Coast. Geographically, the city and its surroundings are a center of international trade, linking more than 800 multi-national companies that serve the world marketplace. Upscale hotels, clubs, resorts, and spas as well as professional sports teams offer hospitality management students living laboratories only minutes away. The university's location in this hub provides a dynamic medium for educational exchange and learning, including excellent internship opportunities. Boca Raton is located halfway between Palm Beach and Fort Lauderdale and only three miles from the Atlantic Ocean. Easily accessible from major roadways, Boca Raton is within easy travel distance of three major airports.

Kevin M. Ross became Lynn University's president on July 1, 2006. He succeeded Donald E. Ross, who saved Marymount College from dying in 1971, became its president then and retired in June 2006 after 35 years as president.

Mission

The mission of Lynn University is to provide the education, support and environment that enable individual students to realize their full potential and to prepare for success in the world.

Vision

Lynn's vision is to be recognized as one of the most innovative, international and individualized small universities in America.

Lynn University will capitalize on its youth, location and close student and faculty bonds to become a forerunner institution, a different kind of learning center, an independent, innovative 21st-century university that is unusually devoted to preparing young persons for America's and the world's future. To do so, Lynn will:

1. Remain relatively small, with approximately 2,400 undergraduate and 600 graduate students, and 500 or more adults enrolled annually in continuing education courses and institutes. Lynn will also remain a multi-faceted, coeducational, primarily residential university with a small-college atmosphere.

2. Admit a wide array of diverse students, from those with learning differences to the gifted, and those from many countries of the world and states across the nation.

3. Be grounded in the liberal arts but contain a collection of colleges oriented toward emerging professional opportunities, each of which feature superior teaching, applied learning, international focus and experiences.

4. Contain a hallmark student development program that discerns each student's strengths, shortcomings, and special needs and works to develop his or her full capabilities.

(Approved by the Board of Trustees Oct. 12, 2005)

Commitment of the University to Diversity

Lynn University is committed to providing equal access to education and employment opportunities to all, regardless of race, color, gender, religion, national and ethnic origin, disability or age. The university is committed to compliance with federal and state laws, regulations and policies governing equal access and equal opportunity.


PERSEVERANCE
WINNING
TOMS

Chapter II.

Campus Life

Every phase of Lynn University life provides a learning situation wherein the student is guided toward wise decision making. While the university primarily emphasizes formal learning through instruction and study, it clearly recognizes a student's personal and social needs. To serve these needs, the university offers an Office of Student Life.

The Lynn University student has ready access to educational and career guidance. Student organizations covering a wide range of interests offer the opportunity to develop many talents and skills. By participating in these activities, the student is exposed to situations that challenge initiative and leadership. The Office of Student Life includes the vice president for student development, dean of students, associate deans for student life, assistant dean of students, campus recreation and intramurals, Counseling Center, Center for Career Development, Office of Residence Life, Health Center, campus ministry, chief of campus safety and security; and Office of Student Involvement. The Office of the Dean of Students provides assistance in securing advice on university-related concerns. The dean is also responsible for maintaining an open line of communication between staff, students and parents.

Student Involvement

The Office of Student Involvement is committed to providing a variety of activities that complement the university's academic program. Students can choose activities that will contribute to their personal development and enjoyment: student government, service clubs, Greek life and participation in any number of special interest organizations. Social activities include game shows, dances, comedians, live music, cultural events, international festivals, films, pool parties, sports days, award dinners and novelty entertainment.

Campus Recreation and Intramurals

Students are encouraged to participate in a wide range of intramural programs, including basketball, flag football, soccer and others.

Club Sports

The university offers club sports that compete in ice hockey, rugby and soccer. Depending on student interest, other club sports, such as lacrosse and swimming, can be established. Uniforms, coaches and a schedule are provided for the club sports teams, each of which competes in a local club sports league. There is a club sports fee for each student who chooses to participate in a club sport.

Housing and Residence Life

Residence Halls

Lynn University's five residence halls (Lynn, Trinity, de Hoernle, Freiburger and the E. M. Lynn Residence Center) provide living accommodations for more than half of the university's students. All room accessories (bedspreads, lamps, etc.) are provided by the student. Private telephone service, computer Internet access and cable television connections are provided. The Office of Housing and Residence Life assigns new students rooms and roommates. Returning students must choose their rooms and roommates before leaving campus for the summer. Through the cooperative efforts of all, a living environment rich with the joys of friendship and sharing adds a new dimension to the learning experience.

A resident assistant is a para-professional staff member and student whose primary responsibility is to build a community atmosphere among students in each hall. They also have the authority to refer to the Office of Student Conduct any student who is found in violation of campus policies.

Room and Board Schedules

Day Division full-time undergraduate resident students can select from three meal plans: 19, 14 or 10. All residence halls and dining facilities are closed during winter break, and students are expected to vacate their rooms.

Students with less than 48 academic credits and students who are under 21 years of age are required to reside on campus. Exceptions include students who live with their parents within commuting distance and those who are married or have children.

Counseling Center

Counseling at Lynn University aims to further the total development of each student. This accent on the complete individual implies a very definite interest in all phases of the life of the student whose academic, personal and social welfare are of primary concern. Counseling is provided on an individual basis, and records are maintained in strict confidence by the director of counseling. In addition, alcohol and substance abuse literature and referral services are continually available through the Counseling Center.

Health Center

During scheduled hours, the Health Center staff provides limited medical services to members of the Lynn community. If a serious health problem arises, the staff may refer a student to the services of qualified off-campus medical personnel.

Every student attending the university is required to submit a complete immunization record before being allowed to enroll. The university assumes no financial responsibility for medical services performed other than the university nurse's official services, nor does it pay any hospitalization costs, including deductibles.

Students who refuse treatment or hospital admission do so at their own risk. If a student is ill, it is the student's responsibility to report the illness to the Health Center, residence hall staff and/or Student Life.

If a student requires medication on a regular basis, he or she is advised to establish a relationship with a local pharmacy.

Parents or guardians may be contacted by the university in cases involving students who are transported to the hospital.

Insurance

All undergraduate students enrolled in fall or spring semesters are covered by a supplemental accident insurance policy covering medical expenses up to $4,000 per incident. This supplemental policy covers medical expenses incurred only as a result of accidental injury while the student is participating in university-sponsored activities. Students are required to file a written accident report with the University Health Center within 48 hours of the event and to file a report for insurance claim processing. Claims must then be submitted to the student's private insurance carrier. After the student's private insurance claim is processed, costs not covered by a private policy will be covered by the university's supplemental policy up to the policy limits for reasonable and customary medical charges established by the insurance company.

Athletes participating in intercollegiate sports are covered by a special policy that pays for accidental injury while participating in university intercollegiate sports. Athletes are expected to pay the deductible amount in this policy.

All students are required to carry medical insurance or be covered by their parents' policy. Students are required to provide proof of insurance before enrolling at the university or sign up for the university plan. Information about student medical insurance is available from the Health Center.

Medical/Mental Health Emergency Policy

The purpose of this policy is to ensure that all Lynn University students with incipient emotional, mental health or physical needs receive timely assessment and access to services. In the event that a student suffers a mental health/psychological emergency, this policy defines the course of action for the student. A serious medical or psychological problem may include, but not be exclusive to, a suicidal threat with or without a plan, a homicidal threat with or without a plan, substance abuse, eating disorders, or any medical or psychological issue that poses a serious threat to the well-being of a student.

When a student experiences serious medical or psychological problems while enrolled at Lynn University, he or she may request to take a voluntary medical leave of absence. The medical/psychological leave of absence must be presented to, and approved by the dean of students or his or her designee. When approved, the student will leave campus and be granted a grade of W (withdraw) in all enrolled courses, even if the deadline for withdrawal without academic penalty has passed. If the student desires to return to campus after resolution, the student must adhere to the Medical/Mental Health Leave of Absence outlined below.

Similarly, the university reserves the right to require a student to take a medical/psychological leave of absence if, in the judgment of the dean of students or his or her designee, the student: a) poses a threat to the lives or safety of himself or herself or other members of the Lynn University campus; b) has a medical or psychological problem which cannot be properly treated in the university setting; or c) has evidenced a medical condition or behavior that seriously interferes with the educational pursuits of other members of the Lynn University community. The student MUST gain prior permission from the dean of students or his or her designee in order for the student to return to campus as outlined under Medical/Mental Health Leave of Absence below. In making a decision to require a student to take a medical/psychological leave of absence, the university acts out of concern for the student and his or her rights, a concern for the other students and a concern for the university as a whole.

Medical/Mental Health Readmission Requirements

Inherent in the policies outlined here regarding the care and concern of students with medical and/or psychological issues is the encouragement of receiving proper treatment and professional services. For students who are voluntarily or involuntarily required to withdraw from Lynn University for medical and/or psychological reasons, the university's predominant concern is that the students receive the appropriate professional treatment. Lynn University wishes to provide sufficient time away from academic concerns to adequately address the issues that necessitated a leave, six months to a year or longer. Failure to seek ongoing appropriate treatment will seriously infringe upon the readiness to resume student status, and the university will withhold readmission until appropriate treatment has been received and documented.

A student on medical-psychological leave must provide documentation from the attending medical/psychological professional to the dean of students or his or her designee one month prior to the anticipated return date. The documentation MUST include: reasons for treatment, frequency and duration of treatment, full assessment of medical and/or psychological status including history and diagnostic impression, and recommendations/treatment plan for continued recovery. The university also requires that the attending professional assesses whether the student is intellectually, physically and psychologically able to handle academic demands and a return to the university community. If the preceding information is not included, the university reserves the right to delay readmission until proper treatment/documentation has been received.

This information will then be reviewed by the appropriate Lynn University health care professionals and by the dean of students or his or her designee. If the student is permitted to return, the university may at that time set forth special conditions or requirements, such as meetings with the dean of students or other university medical/professional personnel to monitor the student's progress. In addition, the student may be required to establish an ongoing professional relationship with Counseling Center or Health Center staff. The decision to allow a student to return from a medical leave of absence may be reversed if the student fails to be a responsible member of the Lynn University campus.

Substance Abuse

Lynn University maintains a drug-free environment and a strict policy relating to the possession or use of any drug as defined by local, state and/or federal law, including marijuana. Any student found in possession of or involved with any type of drug will be sanctioned by the university's conduct review board. A university representative will communicate with the parents if the student is found responsible for a violation of the university drug policy.

Students of legal age are permitted to have alcohol in the privacy of their rooms. Students who choose to drink alcoholic beverages must do so in a responsible manner. Students are not permitted to have alcoholic beverages in public areas (i.e., hallways, lounges, pool, etc.). Students who violate the alcohol policy will be sanctioned by the university's conduct review system.

Substance Abuse Prevention Program

The university recognizes the problems that exist in today's society with regard to alcohol and substance abuse. As such, alcohol and substance abuse literature, counseling and referral services are available through the Counseling Center. Lynn University is in compliance with the Drug-Free Workplace Act.

General Student Life Regulations and Policies

The university regards its students as responsible young adults and allows them considerable personal freedom. Specific rules, regulations and procedures are found in the Student Handbook, which is available in the assistant dean of student's office and on the university Web site (www.lynn.edu).

Policies are created to help promote a community atmosphere that is conducive to the pursuit of an academic program. Violation of the university code of conduct may lead to disciplinary action.

Upon dismissal or suspension from the university, the student's tuition and fees will not be refunded. Further, in the event that there has been only a partial payment of fees and tuition, the university will consider the balance due. There will be no refund of tuition, fees, charges or any other payments made to the university in the event that the operation of the university is suspended at any time as a result of any act of God, strike, riot, disruption or for any other reason beyond the control of the university. Admission of a Lynn University student for any academic year does not imply that such student will be reenrolled in any succeeding academic year.

All students are subject to the regulations and guidelines in this catalog and in the Student Handbook.

Automobiles

Automobiles are allowed on campus, but must be registered with the Safety and Security Department. Speeding and driving and/or parking on the grass and similar violations will result in fines, towing and/or loss of the privilege of having a car on campus.

Dismissal

The university reserves the right to dismiss any student who fails to meet the required standard of scholarship and to dismiss or suspend any student for violation of university rules or for any other reasonable cause. In view of the foregoing, and since the university must make its financial commitments for the entire academic year, no reduction or refund of fees will be made in instances of student dismissal or suspension.

Property Damage Responsibility

Lynn University does not assume responsibility for loss or damage to students' personal property and effects. Insurance protection for personal effects should be obtained from an independent source in conjunction with parents' insurance or students' insurance. Resident students are responsible for their residence hall rooms. Damage to residence halls rooms and public areas on campus are assessed based on individual, joint or group responsibility. The university attempts to identify individuals responsible for damage or vandalism. When such identification is impossible in a residence hall, all students who reside in the particular area must bear an equal portion of the cost and responsibility. Rental safes are available for each student within the residence hall rooms.

Public Access to the University Campus

Individuals wishing to enter the campus of this private institution for the purpose of meeting or visiting with students or staff must be approved. This includes the news media and anyone who may have business with students or staff members. This policy is intended to safeguard the privacy of the university community and to help ensure a safe and secure campus environment.

After 1 a.m. Monday through Friday and 3 a.m. Saturday and Sunday, only resident students will be allowed to enter or remain on campus. Students, approved visitors and staff members are required to show proper identification at the campus entrances to gain access to campus.

Athletics

Lynn University holds membership in the National Collegiate Association (NCAA) Division II and the Sunshine State Athletic Conference.

Intercollegiate athletic programs are open to all students in accordance with NCAA, Sunshine State Conference and institutional eligibility standards. Currently active intercollegiate teams include men's soccer, basketball, baseball, golf and tennis, and women's golf, soccer, basketball, tennis, volleyball and softball.

The Higher Education Amendments of 1992 necessitated the development of the Equity in Athletics Disclosure Act of 1994. This disclosure of data on participation rates and financing of men's and women's sports in intercollegiate athletic programs at Lynn University is available in the Office of Student Administrative Services.

The Student Right-to-Know Act of 1990 requires disclosure of graduation or completion rates and transfer-out rates for: (1) the general population of full-time degree program undergraduate students and (2) students who receive athletically-related student aid, broken down by race and gender within sports. This information is available in the Student Administrative Services office.

Student-Athlete Substance Abuse Prevention Policy

Lynn University seeks to promote the development of each student-athlete's intellectual, emotional and social capabilities. The university has established a drug education and testing program in compliance with National Collegiate Athletic Association (NCAA) recommendations. This program includes random drug testing by the university and the NCAA.

All student-athletes representing Lynn University are required to sign a form of consent regarding this policy. The university's goal is to better educate its student-athletes on the hazards of substance abuse and the value of prevention programs.





Chapter III.

Lynn University Campus

Lynn University's picturesque 123-acre campus is landscaped with a variety of tropical and semi-tropical plants and trees. Seven lakes reflect the natural beauty of the setting and enhance the harmonious design of the architecture. All buildings have been constructed since 1962 and are completely air-conditioned.

Campus Resources

The **Charles E. and Dorothy F. Schmidt College Center** defines the entrance to the university. It includes the President's Office, Office of Admission, Development and Alumni Affairs, and Marketing and Communication.

The **Ronald and Kathleen Assaf Academic Center**, located at the north end of the campus, provides classrooms, science labs and art studios. The two-story structure provides an academic atmosphere with all rooms opening onto a scenic courtyard and the Sensormatic Wing. Faculty offices are located on both floors of the building.

The **Lynn Student Center** includes Christine's, as well as the cafeteria, chapel, auditorium, faculty lounge, Knights' Court, outdoor terrace for dining, Student Involvement offices and student meeting room. The Perper Plaza, named for Mary and Harold Perper, is a crossroads to all corners of the campus. Located in the courtyard in front of the Lynn Student Center, the plaza serves as a gathering place for students, staff and faculty.

The **Keith C. and Elaine Johnson Wold Performing Arts Center** at Lynn University, designed by noted architect Herbert S. Newman, is a state-of-the-art performance facility and the newest building on the campus, dedicated in March 2010. The 750-seat theatre features superb acoustics and a modern lighting system. The studio provides the traditional "black box" environment for smaller or more avant-garde drama productions or musical performances.

Backstage accommodations include men's and women's dressing rooms, the requisite green room, two star dressing rooms and three administrative offices. Other amenities include the on-site box office, refreshment area and a salon with terrace. Additional facilities house the costume room, theatre prop storage and the scenery shop.

"Through Poppied Fields," by sculptor Seward Johnson, is located on the grounds of the Wold Performing Arts Center.

The **Landgren Chapel** is dedicated to the memory of Harold and Agnes Landgren. Liturgy is celebrated here regularly, and the Chaplain's Office is adjacent. The Chaplain's Office assists students of all faiths.

The **Eugene M. and Christine E. Lynn Library**, completed in 1996, is the most academically significant structure on the campus. The library is the center of Lynn's academic community. Students, faculty and staff converge in the library to take advantage of the many resources and services that support learning at Lynn.

The library's learning resources include a collection of about 90,000 physical items, including books, journals, magazines, CDs and music scores. The library also has a large collection of popular DVDs, known as The Lynn Parents and Families Collection of Great Movies. The library's electronic resources are vast. A carefully selected collection of research databases containing 81,000 e-journal titles, biographies, reference books, statistics, images, and more is accessible through the library Web site. The library also has more than 114,000 e-books that are accessible via the Web.

Lynn students use the library's 86 computer workstations. In addition, wireless access is available throughout the building. The music library has 2 computer workstations equipped with a MIDI ready keyboard to accommodate musical composition activities. The Coleman Electronic Classroom, located at the front of the library, is open 24 hours a day, seven days a week. The Perper Lounge, located adjacent to The Coleman is also available twenty-four hours, seven days per week.

In addition to the library's services and learning resources, the building is home to the offices of the president emeritus, the vice president for academic affairs, the academic dean, Eugene M. and Christine E. Lynn College of International Communication, The Center for Instructional Innovation and the Institute for Distance Learning.

Additional resources are available through Lynn Library's membership in SEFLIN (Southeast Florida Library Information Network), providing students with direct access and borrowing privileges in 20 regional academic libraries. Request a SEFLIN card at the Lynn Library Information Desk.

Louis and Anne Green Center for the Expressive Arts is located west of the Schmidt College Center. This facility includes the Harold and Mary Perper Multimedia Teleconferencing Center, Student Administrative Services, Office of the Registrar, General Counsel, Employee Services, Information Technology, Purchasing and Accounts Payable, and the Office of the Vice President for Finance.

The **Rolland A. and Lullis M. Ritter Academic Center**, located west of the de Hoernle International Center, is a classroom complex housing faculty offices for the College of Business and Management.

The **Eugene M. and Christine E. Lynn Residence Center** is a coed building with an optional 24-hour quiet floor. Rooms are spacious with walk-in closets and private bathrooms. A full-time residence hall director and resident assistants coordinate community development opportunities for the residents. Basic cable television service and computer drops are in each student room. This building consists of all triple occupancy rooms. The building includes Lynn Fitness Center, Intramural Office and television lounge.

The **E. M. Lynn Residence Center** is a five-story coed building which opened in 2002. It is equipped with television lounges, entertainment rooms including pool and table tennis, and computer labs. Rooms are spacious with walk-in closets and private bathrooms. This building consists of triple occupancy accommodations. A full-time residence director and resident assistant coordinate community development opportunities for the residents. It is also the location of the offices of Residence Life and Student Services. The building also houses the offices of the dean of

students, the Health Center, director of security and the Campus Access Office.

Trinity Residence Hall is a three-story, coed residence hall. It is equipped with a television lounge and community-style bathrooms. Basic cable television service and computer drops are in each student room. A full-time residence director and resident assistant coordinate community development opportunities for the residents. This residence hall is also home to the Student Development and Administration executive offices as well as the Hannifan Center for Career Development and Internships.

The **Count and Countess de Hoernle Residence Hall** is a coed building divided into four wings. This residence hall consists of predominately first-year students. It is equipped with community-style bathrooms. A full-time residence hall director and resident assistant coordinate community development opportunities for the residents. Basic cable television service and computer drops are in each student room. It is also the location of the Conservatory of Music.

The **Betsey H. Freiburger Residence Hall** is a coed building divided into four wings. This residence hall consists of predominately first-year students. It is equipped with community-style bathrooms. Basic cable television service and computer drops are in each student room. A full-time residence director and resident assistant coordinate community development opportunities for the residents. The Counseling Center and faculty offices of the College of Liberal Education are located on the first floor.

The **McCusker Sports Complex** includes two outdoor pools for year-round use, recreational tennis courts, basketball courts, soccer, softball and baseball fields; and space for volleyball and similar sports. Golf, polo, horseback riding and bowling are available near the campus.

The **Perper Tennis Complex** contains a total of six courts, covered chair-back stadium seating, an electronic scoreboard and is the first outdoor, lighted athletic facility on the Lynn campus.

The **Count and Countess de Hoernle Sports and Cultural Center** is a 33,000-square-foot multipurpose facility. The building houses a gymnasium, locker rooms, meeting rooms, a conference room and athletic department offices.

The **Count and Countess de Hoernle International Center**, a 35,000-square-foot state-of-the-art building, combines classrooms, administrative and activities facilities for the rapidly growing international student population. The center is also home to the Donald E. and Helen L. Ross College of Education and the Institute for Achievement and Learning. The center comprises two wings, the Doyle Wing and the Gordon and Mary Henke Wing, as well as the Amarnick-Goldstein Concert Hall; the Cohen International House; the Harold, Nathan and Dorothy Wayser Tutoring Center; the Benjamin Olewine III Culinary Institute and John and Barbara Fox Laboratory Kitchen.

St. Joseph Hall includes the Perper Mailroom, a coin-operated laundry facility and the Lynn University Bookstore, which sells textbooks, supplies, clothing, snacks and gifts. The bookstore also provides check-cashing services.

The **Burton D. Morgan School of Aeronautics**, a 2,700-square-foot facility located at the Boca Raton Airport, houses a state-of-the-art Frasca flight training device and is home to the university's fleet of Cessna 172 and Cirrus SR-20 aircrafts.

The **Hannifan Center for Career Development and Internships (HCCDI)**, located in Trinity Hall, provides comprehensive career services to all enrolled students and alumni of Lynn University free of charge. The HCCDI's aim is to: 1) assist students and alumni in making sound career plans based on their beliefs and values, skills and aptitudes, interests, personality traits, and knowledge of the world of work, 2) facilitate career opportunities, 3) provide students and alumni access to state-of-the-art technologies, and 4) promote continuous professional and personal growth opportunities for students and alumni. The HCCDI partners with Lynn University faculty and staff to create career programs that meet the needs of our diverse student population. Students and alumni are encouraged to make a private consultation appointment to discuss their education and career planning by calling the HCCDI directly at 561-237-7286.



Chapter IV.

Admission

General Information

Lynn University welcomes and evaluates applications on a rolling basis. The following is an overview of general admission policies. Further questions concerning enrollment procedures should be directed to the Office of Admission at 561-237-7900 or admission@lynn.edu. Lynn University does not discriminate on the basis of race, color, gender, religion, nationality, ethnic origin, disability and/or age in administration of its educational and admission policies, scholarship and loan programs, athletic and/or other school-administered programs.

Visitors Are Welcome

All prospective students and their parents, guardians, families and friends are encouraged to visit Lynn University. The recommended time for high school students to see the university is during the spring semester of their junior year or during the fall semester of their senior year. Although campus interviews are not required, they are strongly encouraged. It is recommended that visits be scheduled while the university is in session and students are on campus, although visitors are welcome throughout the year. Students are requested to write, e-mail, or call the Office of Admission in advance of their visits. Campus visits can also be scheduled online by visiting www.lynn.edu/admissions/schedule-a-campus-tour.

I. UNDERGRADUATE DAY DIVISION

First-Year Students

Application Procedures

Lynn University encourages high school students to apply during or before the fall semester of their senior year. Applicants must submit all of the following:

- Completed application form including the personal statement and any required supplements (www.lynn.edu/applynow). In addition to the Lynn University application, Common Application and Universal College Application are also accepted.
- Official transcripts indicating all secondary school course work and graduation dates or GED score report.
- Official SAT or ACT scores. Lynn University's school code for the SAT is 5437; the school code for the ACT is 0706.
- Letter of recommendation from a school guidance counselor or teacher. The recommender should comment on the student's determination and motivation in addition to academic performance.
- $45 nonrefundable application fee.

Once all records are received and reviewed, the university will notify applicants of their admission status. The timeline, in most cases, for admission decisions is four to six weeks. Admitted applicants should submit a deposit to reserve a place in the class. This deposit is credited to the student's account and is nonrefundable after May 1 for fall semester applicants. Final acceptance is contingent upon successful graduation from high school. A final transcript with proof of graduation is required.

Transfer Students

Application Procedures

A transfer student is someone who has attended another college or university after graduating from high school. Transfer students are welcome at Lynn University, and every effort is made to make the transfer of credits and completion of the degree requirements as easy as possible. Students with fewer than 12 transferable credits will be considered only if they submit high school records and testing. Applicants must submit all of the following:

- Completed application form including the personal statement and any required supplements (www.lynn.edu/applynow). In addition to the Lynn University application, Common Application and Universal College Application are also accepted.
- Official transcripts from the candidate's current college and from all previous colleges/universities attended.
- Dean of students recommendation form signed by the dean of students at candidate's current or most recent college/university attended.
- $45 nonrefundable application fee.
- High school transcripts and SAT or ACT scores are *not* necessary if 12 or more transferable college credits have been successfully completed with a C average or better.

Once all records are received and reviewed, the university will notify applicants of their admission status. The timeline in most cases for admission decisions is four to six weeks. Upon admission to Lynn University, students will receive an evaluation of transfer credits provided by the Office of the Registrar. Admitted applicants should submit a deposit to reserve a place in the class. This deposit is credited to the student's account and is nonrefundable after May 1 for fall semester applicants.

In general, transfer credits will be granted for all work completed in comparable courses with a grade of D or better at other accredited colleges or universities. Credit will not be given for developmental courses that are intended to prepare a student for college-level work. Transfer students must complete a minimum of 30 credit hours at Lynn University.

International Students

International students are important and vital members of the Lynn community; they comprise a significant portion of the student body and represent more than 80 countries.

International applicants are classified into two categories:

- A citizen of a country other than the United States who holds a passport from that country.
- Any U.S. or non-U.S. citizen whose permanent home address is outside of the United States.

International First-Year Students

Application Procedures

Applicants must submit all of the following:

- Completed application form including the personal statement and any required supplements (www.lynn.edu/applynow). In addition to the Lynn University application, Common Application and Universal College Application are also accepted.
- Official transcripts from each secondary school attended and official report of scores from all national school leaving examinations, if applicable. All educational documents must be accompanied by original English translations, and documents submitted must carry the seal or stamp of the issuing educational institution. Uncertified photocopies are not acceptable.
- Official SAT or ACT scores. Lynn University's school code for the SAT is 5437; the school code for the ACT is 0706.
- Letter of recommendation from a counselor, class tutor or career advisor. The recommender should comment on the student's determination and motivation in addition to academic performance.
- Official TOEFL or IELTS test scores if English is not the applicant's first language. Applicants with TOEFL scores of 525 (paper-based) or 71 (Internet-based) or with IELTS scores of 6.0 will be considered for admission. To register, contact TOEFL (www.teofl.org) or IELTS (www.ielts.org). Lynn University's school code for TOEFL is 5437.
- Completed Certification of Finances form accompanied by a bank statement with the official bank seal or stamp.
- Copy of the biographical page of the applicant's passport. Note: This requirement does not apply to U.S. Citizens or U.S. Permanent Residents who are required to submit a notarized copy of their Permanent Resident Card (green card).
- $45 nonrefundable application fee.

Once all records are received and reviewed, the university will notify applicants of their admission status. The timeline in most cases for admission decisions is four to six weeks. Admitted applicants should submit a deposit to reserve a place in the class. This deposit is credited to the student's account and is nonrefundable after May 1 for fall semester applicants. Final acceptance is contingent upon successful graduation from high school. A final transcript with proof of graduation is required.

International Transfer Students

Application Procedures

A transfer student is someone who has attended another college or university after graduating from high school. Students with fewer than 12 transferable credits will be considered only if they submit high school records and testing. Applicants must submit all of the following:

- Completed application form including the personal statement and any required supplements (www.lynn.edu/applynow). In addition to the Lynn University application, Common Application and Universal College Application are also accepted.
- Official transcripts from each college or university attended. All educational documents must be accompanied by original English translations, an official evaluation, and documents submitted must carry the seal or stamp of the issuing educational institution. Uncertified photocopies are not acceptable.
- Letter of recommendation from the dean of students at the candidate's current or last school attended.
- Official TOEFL or IELTS test scores if English is not the applicant's first language. Applicants with TOEFL scores of 525 (paper-based) or 71 (Internet-based) or with IELTS scores of 6.0 will be considered for admission. To register, contact TOEFL (www.teofl.org) or IELTS (www.ielts.org). Lynn University's school code for TOEFL is 5437.
- Completed Certification of Finances form accompanied by a bank statement with the official bank seal or stamp.
- Copy of the biographical page of the applicant's passport. Note: This requirement does not apply to U.S. Citizens or U.S. Permanent Residents who are required to submit a notarized copy of their Permanent Resident Card (green card).
- Completed Transfer Eligibility Form. All international students who are currently studying in the United States on an F-1 student visa are required to submit this form
- $45 nonrefundable application fee.

Once all records are received and reviewed, the university will notify applicants of their admission status. The timeline in most cases for admission decisions is four to six weeks. Upon admission to Lynn University, students will receive an evaluation of transfer credits provided by the Office of the Registrar. Admitted applicants should submit a deposit to reserve a place in the class. This deposit is credited to the student's account and is nonrefundable after May 1 for fall semester applicants.

In general, transfer credits will be granted for all work completed in comparable courses with a grade of D or better at other accredited colleges or universities. Credit will not be given for developmental courses that are intended to prepare a student for college level work. Transfer students must complete a minimum of 30 credit hours at Lynn University.

The I-20 Form

Accepted international students requiring an F-1 student visa must meet all of the requirements outlined above. Once all of the necessary documents have been received, students will be issued the I-20 Form (Certificate of Eligibility) by the Coordinator of International Student Life. This form, as well as a valid passport and financial certification must be presented at the nearest U.S. Embassy or Consulate in the student's country of residence to obtain the required F-1 student visa for study in the United States.

Priority Deadline

By depositing by March 31, students will be eligible to receive priority status in the following areas: housing assignments, with the submission of the housing agreement; class registration; and an early financial aid estimate, with the completion of the Free Application for Federal Student Aid (FAFSA) using Lynn University's school code of 001505.

Institute for Achievement and Learning

In addition to the general admission application requirements, applicants wishing to enroll in the Institute for Achievement and Learning must also submit:

- Current (within three years) psychoeducational testing (such as WISC/WAIS). (All testing is housed confidentially by the Institute for Achievement and Learning.)

The final decision for acceptance into the Institute for Achievement and Learning is made by the Office of Admission based upon review and recommendation by professional staff of the IAL. The timeline in most cases for admission decisions is four to six weeks after all documents have been filed.

The Institute for Achievement and Learning offers students with learning differences an extraordinary opportunity to excel at the college level. The menu of academic support services provide motivated students with learning differences the additional support they need to achieve and maintain academic success and earn a university degree.

Students enrolled in the Institute are provided with academic mentoring, a separate testing area, extended time for examinations (including other approved accommodations on exams), group and/or individual tutorials in most subject areas and specialized Dialogue courses with a low pupil-to-teacher ratio taught by Faculty Institute Fellows. The courses are taught by professors who have been trained in learning style differences, classroom management techniques and assessment strategies, in addition to having expertise in their academic fields.

All students accepted into the Institute freshmen year are required to successfully complete a Dialogue course entitled *Self as Learner*, a three-credit college level course. This course is diagnostic in nature and focuses on the theories of behavioral psychologists and the relationship between intelligence and learning. The *Self as Learner* course is designed to help students understand and identify their own individual learning style, their cognitive strengths and weaknesses and the sensory modalities that will help them succeed as students at Lynn and as lifelong learners.

For additional information regarding the Institute for Achievement and Learning, please refer to Chapter VII, Academic Support Services.

Conservatory of Music

In addition to the general academic requirements for admission to Lynn University, applicants to the Conservatory of Music require an audition as well as the Lynn Music Supplement (PDF format). For information about auditions, refer to the Conservatory of Music Web site (www.lynn.edu/music) or call the university directly.

Wait List

While final decisions about all students cannot always be made immediately, the university does offer some students the opportunity to be placed on a wait list. These students may be admissible later in the process if space permits or they submit additional documents. Students who are offered a chance for additional review must reply by May 1 to be considered. Final answers will be offered after May 20 for fall semester admission.

Additional Admission Procedures and Contact Information

Admitted applicants should submit a deposit to reserve a place in the class. This deposit is credited to the student's account and is nonrefundable after May 1 for the fall semester. The Office of Admission confirms receipt of the admission deposit in writing. The New Student Enrollment Guide that is sent to admitted applicants contains valuable information and important materials that will need to be reviewed carefully. There are several forms that must be filled out and returned to the dean of students prior to arrival for orientation. If questions arise prior to their arrival on campus, students are encouraged to contact the appropriate offices at any time.

Lynn University	561-237-7000
Office of Admission	561-237-7900
Office of Admission Fax	561-237-7100
Office of Financial Aid	561-237-7185
Office of Academic Affairs	561-237-7948
Disabilities Services/ Institute for Achievement and Learning	561-237-7064
Center for Global Education and Citizenship	561-237-7075
Office of Residence Life	561-237-7236
Office of Student Services	561-237-7230
Office of Intercollegiate Athletics	561-237-7281
Office of the Dean of Students	561-237-7245
Office of the Registrar	561-237-7303

Mailing Address:

Office of Admission
Lynn University
3601 North Military Trail
Boca Raton, FL 33431-5598

Placement and Testing

Advanced Placement (AP)

Lynn University welcomes applicants who have taken College Board Advanced Placement examinations. Students with a score of 3 or higher on an official AP exam will be awarded credit upon receipt of official AP score report from the College Board. Actual course equivalency will be assigned by the appropriate college dean. Other advanced programs may be considered for credit on an individual basis and with proper documentation. AP information is available on the College Board Web site (www.collegeboard.org).

College Level Examination Program (CLEP)

University credit also may be earned by taking the College Level Examination Program (CLEP) tests. Students may earn up to 30 credits from the general examination. CLEP information is available on the College Board Web site (www.collegeboard.org).

Music Placement Exams

Placement exams are given in music theory, solfège, ear training, music history and secondary piano (or keyboard skills for pianists) to determine placement of students in appropriate classes and to award credit for those courses in which students meet the minimum requirements. Placement testing in music history pertains only to transfer students. Students can earn degree credit for successfully passing placement exams. Placement exams are held during fall orientation and at the beginning of the spring semester if needed. Placement exams may be taken only once by each student.

International Baccalaureate (IB)

Lynn University reviews, evaluates and accepts International Baccalaureate (IB) higher level credentials for possible transfer credit on an individual basis in the context of a student's proposed area of study. The credit amount and placement level are subject to approval. Course credit is generally granted for each higher level examination passed with a score of 4 or higher in courses comparable to Lynn University courses and appropriate to the degree program. Credit is awarded only for courses at the higher level; no credit is awarded for IB standard level examinations, regardless of the scores earned. Lynn University recognizes the academic excellence of students participating in the IB program, and students who receive a full IB diploma with a score of 30 or higher may receive 30 credit hours and sophomore standing.

Additional Admission Options

Early Admission

Students who wish to enter Lynn University directly after the 11th grade may apply for Early Admission if their guidance counselor recommends such action and their school permits. Students wishing to pursue this option should consult with the Office of Admission early in the 11th grade.

Dual Enrollment

Lynn University's Dual Enrollment Program offers high school juniors and seniors an opportunity to take undergraduate day courses for college credit. Admission requirements include: high school junior or senior status, a GPA of 3.0 or higher, recommendation by the high school principal or his/her designee and a Dual Enrollment Program application. Students may earn up to seven credit hours per semester and must maintain a minimum GPA of 2.0. Students in the program have access to Lynn University resources, including the library.

Students' grades will be posted to official Lynn University transcripts and be available for transfer to other colleges and universities. Tuition for this program is offered at a reduced rate.

Honors Program

Students who demonstrate a high level of academic and extracurricular achievement during their high school career may be invited to join the honors program as incoming freshmen. Lynn University honors students experience an innovative curriculum encompassing the full breadth of the liberal arts and sciences. The honors curriculum permits in-depth exploration as well as broad intellectual synthesis. Rigorous honors courses that delve into subjects more intensively and interactively are coupled with integrative, interdisciplinary seminars and individualized projects.

II. EVENING UNDERGRADUATE DIVISION

General Information

The Evening Undergraduate program serves adult students who seek higher education for training or degree completion. Evening programs operate on an accelerated schedule of six eight-week terms throughout the year, taught in the evenings and online.

To accommodate working professionals, classes are offered Monday through Thursday from 6 p.m. to 10 p.m. and online. For some programs, Saturday classes are also offered. To validate professional competencies working adults accumulate outside the classroom, these students may earn up to 30 credits for work experience through the portfolio credit process. Students pursuing portfolio credits must register for a portfolio course and develop an appropriate credit plan.

Credit hours are earned through traditional classroom or distance learning instruction and transfer credits. At the bachelor's level, certain military service course credits (DANTES), CLEP (College Level Examination Program), ACE (American Council on Education), FDLE (Florida Department of Law Enforcement), Series 7 License and other professional certifications may qualify for academic credit. Students with transfer credits will receive a credit evaluation prior to enrolling.

Application Procedures

Applicants must submit all of the following:

- Completed Evening Undergraduate application form.
- $45 nonrefundable application fee.
- Official transcripts from all institutions of higher learning (for students who have attended college) or official high school transcripts or GED score report.
- Current résumé.
- One letter of recommendation from an employer or professor.
- Statement of professional goals.

International applicants must also provide:

- Official test results of the TOEFL (Test of English as a Foreign Language) or IELTS if English is not the applicant's first language. Applicants with TOEFL scores of 525 (paper-based) or 71 (Internet-based) or with IELTS score of 6.0 will be considered for admission.
- International Transcript Evaluation and course equivalency report for students who have attended schools outside of the United States.
- Copy of the biographical page of the applicant's passport. Passport must be valid for at least a six-month period prior to the enrollment date.
- Completed Foreign Student Financial Statement, along with a Certificate of Finance letter from a financial institution on official letterhead. Note: This requirement does not apply to U.S. resident aliens, who are required to submit a notarized copy of their green card.
- Transfer Eligibility Form from students currently studying in the United States on an F-1 visa.

III. GRADUATE DIVISION

General Information

The graduate programs at Lynn University focus on career and professional development, application of knowledge bases, clarification and development of professional and personal values, and the enhancement of intellectual and professional skills. As such, the graduate programs reflect increasing levels of complexity, requiring students to analyze, examine, question, synthesize and conduct research; to think creatively and problem solve; to develop appropriate communication and information technology skills; and to engage in active, collaborative and individual learning activities.

The graduate programs are organized within several colleges or are interdisciplinary. Each college is headed by a dean and has a program coordinator. The various graduate units cooperatively seek students whose maturity, academic ability, motivation and discipline qualify them for admission into the graduate programs of Lynn University.

Admission to a graduate program is based on submission of all required documents, including the Graduate School application. Each graduate discipline requires specific skills, documents and testing, depending upon the focus of the program. Undergraduate prerequisites are required for specific programs, including the M.B.A. and the M.Ed. The Office of Admission or the graduate departments will guide applicants in meeting the requirements for individual graduate degrees (www.lynn.edu). Also, students should consult the departmental listings in this catalog.

It is the student's responsibility to ensure that all required application materials are forwarded to the Office of Admission in a timely manner. If required, test scores must be received directly from the testing organization. All graduate applicants must submit undergraduate and graduate transcripts of all academic course work attempted. Transcripts must be official and sent directly from the issuing institution. Letters of recommendation will only be accepted if they are written by a supervisor or professor. Doctoral candidates have additional requirements including a personal interview.

International Graduate Students

Application Procedures

In addition to all of the application requirements for graduate certificate, master's and doctoral degree programs, international graduate applicants must also submit:

- Official International Transcript Evaluation and Course Equivalency Report.
- Official test results of the TOEFL (Test of English as a Foreign Language) or IELTS if English is not the applicant's first language. Applicants with TOEFL scores of 550 (paper-based) or 80 (Internet-based) will be considered (not required for Professional Performance Certificate applicants).
- Copy of the biographical page of the applicant's passport. Passport must be valid for at least a six-month period prior to the enrollment date.
- Completed Foreign Student Financial Statement, along with a Certificate of Finance letter from a financial institution on

official letterhead. Note: This requirement does not apply to U.S. resident aliens, who are required to submit a notarized copy of their green card.
- Transfer Eligibility Form from students currently studying in the United States on an F-1 visa.

The I-20 Form

Accepted international students requiring an F-1 student visa must meet all of the requirements outlined above. Once all of the necessary documents have been received, students will be issued the I-20 Form (Certificate of Eligibility) by the Center for Global Education and Citizenship. This form, a valid passport and financial certification must be presented at the nearest U.S. Embassy or Consulate in the student's country of residence to obtain the required F-1 student visa for study in the United States.

Graduate Financial Aid

- International students are *not* eligible for U.S. federal or state aid.
- U.S. citizens and resident aliens may apply for all U.S. subsidized financial aid programs by visiting www.fafsa.ed.gov. Lynn University's FAFSA Code is 001505. Questions regarding financial aid may be directed to the Student Administrative Services Office at 561-237-7185 or financialaid@lynn.edu.
- A limited number of graduate assistantships are available, and the selection process is very competitive. Interested students should contact the Office of Student Administrative Services (561-237-7185) to apply.

Non-Degree-Seeking Students

Application Procedures

Applicants must submit all of the following:

- Completed graduate application form and $50 nonrefundable application fee.
- Official transcripts with proof of an earned bachelor's degree from an accredited or internationally listed university.
- Additional documents may be required, and the applicant will be notified accordingly.

Note: Non-degree enrollment is limited to a maximum of nine credit hours, with the exception of those individuals seeking an ESOL endorsement.

Graduate Re-enrollment

Please refer to page 52 for information regarding re-enrollment.

IV. ADDITIONAL ADMISSION INFORMATION

As a learning centered institution, Lynn University welcomes students from a variety of academic backgrounds and abilities.

Although Federal Law prohibits the university from requesting information regarding learning disabilities prior to admission, if the applicant chooses, he/she can voluntarily make pre-admission disclosure. Every effort is made to enhance each student's learning experience and chances for success.

If the applicant believes that there is any other information that would assist the admission staff in evaluating his/her academic record, the applicant may provide that information to the Office of Admission. This information will be included in the student's file.

Note: Please see page 43 for specific academic policies regarding ADA policies and procedure.

Reservation Agreements

Students enrolling at Lynn University do so with the understanding that they are in agreement with, and subject to, the following reservations by the university:

- Lynn University reserves the right of final decision in accepting candidates for admission. The student is subject to dismissal for submitting false or misleading information.
- The university reserves the right of final decision regarding course requirements for any degree program offered by the university and the content of individual courses.
- Enrolled students will abide by all Lynn University regulations and comply with all local, state and federal laws. The university reserves the right to suspend or dismiss students for violations of regulations. In such instances, tuition and fees paid to the university will not be refunded.
- Attendance at Lynn is a privilege granted solely by the university. The university reserves the right to withdraw, dismiss or suspend at any time a student whose conduct is deemed inconsistent with the standards, policies, rules and regulations of the university.

Notice: Lynn University makes every effort to assure completeness and accuracy in the catalog. However, due to the inevitable changing nature of listings and policies from year to year, possible errors, misprints or omissions may occur, for which the university shall not be held liable.

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and the university. The university reserves the right to change any provision or requirement, including fees, contained in this catalog at any time with or without notice.



Chapter V.

Financial Information

I. UNDERGRADUATE INFORMATION

All student charges must be paid in full before the student is allowed to register or attend classes. ALL STATEMENTS OF ACCOUNT ARE DUE AND PAYABLE IN FULL ON OR BEFORE THE DATE SHOWN ON THE STATEMENT. Since the university incurs many expenses of a continuing nature, such as salaries and maintenance, it is essential that the annual income from tuition and fees be assured in order to plan and maintain these services over the entire academic year. For this reason, it is understood that students are enrolled for the entire academic year or such portion as remains after the date of entrance. Furthermore, the university will not grant a degree or issue transcripts until all financial obligations have been satisfied. The university reserves the right to change, with or without notice, any of the fees printed in this catalog, and increases should be expected in subsequent years.

2011-2012 Fee Schedule

	Year	Semester
Resident Student		
Tuition	$30,200	$15,100
Room & Board (Double Occupancy)	$10,900	$5,450
Double with bathroom	$11,950	$5,975
Private with community bathroom	$13,500	$6,750
Private with shared bathroom	$13,500	$6,750
Private with private bathroom	$14,100	$7,050
Student Services Fee	$1,000	$500
Technology Fee	$500	$250
Commuter Student		
Tuition	$30,200	$15,100
Student Services Fee	$1,000	$500
Technology Fee	$150	$75
TOTAL	$31,350	$15,275
Mandatory International Student Insurance(Est.)	$1,020 Jan – May	$425
Institute for Achievement		
Institute A (1 year required, or enrolled in 3 Z courses)	$11,750	$5,875
Institute B (returning or enrolled in 2 Z courses)	$8,450	$4,225
Institute C – Evening Term	$1,060 per term	
Metamorphosis B (returning only)	$4,600	$2,300
Metamorphosis C (returning only)	$3,700	$1,850
Summer IAL	$700 per term	
Other Programs		
Daytime, Part-time or Overload	$865 per credit hour	
Undergraduate Evening	$315 per credit hour	
Graduate	$620 per credit hour	
Ed.D. Tuition	$825 per credit hour	

Special Fees for All Programs

Application for Admission for each program	
Day Undergraduate	$35
Evening Undergraduate	$50
Graduate	$50
Registration	
Evening Undergraduate, Ed.D. and Graduate	$50
Laboratory	$30 - $750
Lost ID	$25
Parking Fines	$50
Return Check	$20
Adirondack Experience	$450
Lock Change / Lost key up to	$100
Audit Fee	$650
Study Abroad Trips	$1,100 - $7,500

Deposits 2011-2012

Deposits are applied against tuition and/or room and board costs. Deposits are **NONREFUNDABLE**; however, students may request a refund by submitting a written request to the Office of Student Administrative Services office or Office of Admissions prior to May 1, 2011, before the beginning of the academic year. Deposits paid after May 1 for the Fall 2011 semester or Spring 2012 semester are nonrefundable.

Tuition Deposit for New Students	$200 per semester
Resident Student Deposit	$500 per semester
Comprehensive Support Program Deposit (in addition to one of the above amounts)	$150 per semester

Day Division Undergraduate Early Payment Discount Plan

An early payment discount of $50-$650 is available. Tuition prepayment discounts are allowed for

Single tuition payment for the ENTIRE 2011-2012 academic year if paid by:	
April 1, 2011	$650
May 1,2011	$550
June 1, 2011	$450
July 1, 2011	$350
Single tuition payment for the Fall 2011 semester only if paid by:	
April 1,2011	$325
May 1,2011	$275
June 1,2011	$225
Single tuition payment for the Spring 2012 semester only if paid by:	
Oct. 1,2011	$100
Nov. 1,2011	$50

Note: Tuition discounts earned will be credited to the student's account in the succeeding month.

Room and board should be paid as early as possible to ensure a room assignment. Rooms are assigned on a first-come basis. A waiting list may be generated for special rooms. All tuition, room and board charges, and fees for the Fall 2011semester, as well as all other fees, are due no later than Aug. 1, 2011, and for the Spring 2012 semester by Dec. 1, 2011.

Financial aid from third parties will not arrive before the expiration of prepayment deadlines. Therefore, individuals who would like to receive the tuition discount must pay the full tuition within the specified time frame and wait for a refund that will be generated by the receipt of financial aid. Institutional aid awarded by Lynn University will not be considered prepayment of tuition when computing the tuition discount.

Lynn University Payment Arrangements

Evening Program Discount Plans

Family Discount—Applies to immediate family members who are enrolled in credit-bearing classes during the same term. Two family members—10 percent discount for each. Three family members—15 percent discount for each. The discount is calculated after any institutional aid is applied. It is applied against the balance of payable tuition. This is available for the day and evening programs.

Early Payment Discount—Applies to evening students who have paid in full 30 days before the term commences. Registered for one class—$50 discount. Registered for two classes—$100 discount.

Lynn University Payment Plan (undergraduate evening program only)—One-third tuition at the beginning of the term, one-third tuition in the middle of the term and one-third tuition at the end of the term. Processing fee is $50 and is due at the beginning of each term in which the payment plan is utilized.

Corporate Reimbursement—All students on the corporate reimbursement program will be required to pay 50 percent of the tuition at the beginning of the term. The remainder will be due three weeks after the end of the term. The student must provide proof that he or she is eligible for corporate reimbursement from his or her employer before he or she can be enrolled in this program.

Evening Undergraduate Criminal Justice Grant—Evening degree seeking undergraduate students majoring in Criminal Justice may qualify for a scholarship reduction of $55 per credit hour from the usual tuition of $315 per credit hour. The tuition rate of $260 per credit hour is available if the applicant meets one of the following criteria: is sworn as a law enforcement officer for a municipal, state, or federal agency or is employed in the administration of police or security work at the municipal, state, or federal level or through a private agency engaged in the protection of life or property. For scholarship approval, the student must submit a current employment verification letter to the Office of Student Administrative Services each year.

Statement of Accounts

No paper statements are mailed to the student. Students will receive an e-mail to their Lynn e-mail address when their statement is available for viewing. Students may authorize their parents to receive the e-mail by setting them up with a username and password under the MyLynn Financial tab.

Submitting Payments

Payments are accepted in cash, check, money order, credit card or electronic wire transfers in U.S. dollars only. Credit cards that are accepted: MASTERCARD, AMERICAN EXPRESS and DISCOVER. Please include the student's Lynn University identification number with all payments. Payments may be submitted by:

By Mail:
Cashier
Lynn University
3601 North Military Trail
Boca Raton, FL 33431

By Internet: www.lynn.edu/ebill
By Wire: Bank of America,
Boca Raton, FL
Routing transit #: 0260-0959-3
Lynn University Checking account #: 003446423293
Swift Code: BOFAUS3N

To help ensure that the appropriate student's account is credited on a timely basis, include the student's name and Lynn University student identification number on wiring instructions; fax confirmation to the Office of Student Administrative Services at 561-237-7189.

Credit Card Payments

Payments by credit card are only available online and will incur a 2.75 percent convenience fee. This will appear as a separate charge on your credit card statement.

Wire Payments

Funds received through a wire must be for the amount due on the student account. If payment is received that exceeds the amount due, these funds will be credited to a future semester to cover anticipated tuition and related fees. If a refund is requested by the family, it will be refunded only to the issuing party, using the same wire instructions as the original disbursement.

Monthly Payment Program

Parents who prefer to pay educational costs out of their monthly income may do so through Tuition Pay at 1-800-635-0120 or www.tuitionpayenroll.com.

Note: This is only offered to undergraduate day students and is designed as a full year payment plan to cover the academic costs for the full year.

Tuition Refund Plan

Lynn University has arranged with A.W.G. Dewar, Inc. to offer the Tuition Refund Plan to day students and parents to minimize the financial burden of losses incurred when a student suffers a serious illness or accident and has to leave Lynn before completing the semester. These circumstances usually mean the loss of time invested in studies and the loss of the semester's costs. This insurance program provides full coverage for tuition and room and board charges.

The plan's coverage is designed to extend the university's published refund policy. If a student withdraws because of a medical/physical illness or accident, the plan returns 100 percent of the insured semester tuition as well as room and board. If a student withdraws because of a medical/psychological illness, the plan returns 60 percent of the insured semester tuition as well as room and board provided they are confined in a hospital for two consecutive days during the term and the student has completely withdrawn from all classes for any condition whose diagnosis is found in the DSM-IV Manual.

Note: This plan is only available for day students and must be purchased prior to Aug. 26, 2011.

The cost for the year is a one-time payment of $362 for an on-campus student and $260 for an off-campus student. All students will be billed through the Lynn University Student Accounts office. Special fees, such as Institute Achievement Program fee or mandatory fees such as technology and student services fees are not covered under this plan.

Students who wish to waive out of this plan must complete a waiver form prior to Aug. 26, 2011.

Further information is available at www.collegerefund.com. If you have any questions, contact A.W.G. Dewar directly at 617-774-1555.

Student Course Load

Day Division undergraduate program students enroll each semester in a minimum nine credit hours to a maximum of 16 credit hours. Approval from the student's academic advisor and academic dean is required for a student to enroll in more than 16 credit hours per semester. There is a charge for the additional credit hours (overload) at a tuition rate of $875 per credit hour.

Students requesting a special exception to enroll in the Day Division for less than 12 credit hours must receive written authorization from the Registrar and the SAS Office. A student enrolling in day terms and undergraduate terms simultaneously will be assessed the full-time daytime rate if the combination of credit hours add up to 9-16 undergraduate credit hours for the semester

combined terms Graduate level courses are assessed additional costs and are above the undergraduate costs. Graduate credit hours cannot be combined with the undergraduate hours for billing purposes The full-time tuition rate is $15,100 per semester.

Drop/Add Process/Overload

Students are permitted to drop/add prior to the beginning of the term without any penalty toward the regular daytime tuition charge. Once the term has begun, fees will be assessed. Additional changes will be determined by the end of drop/add process by the following dates:

Day Students: Sept. 2, 2011
Jan. 5, 2012
May 15, 2012

By the above dates, students will be billed for the credits as of this date for the remainder of the semester. Any courses added subsequently will be assessed at the full rate. Drops will not be permitted after these dates for that term, but the student may wish to withdraw from the course. In those instances, there will not be any credit assessed on fees.

Evening Undergraduate Students: On the first day of the term, the tuition is fully charged for all courses enrolled. If the course is subsequently dropped during the drop/add period, the student will be entitled to a 75 percent credit on tuition on the dropped course. After the drop/add period, all tuition remains as assessed. There will not be any credit assessed on fees for course withdrawals.

Technology Fee (Mandatory)

Resident Student: $250 per semester
Day Student (Commuter): $75 per semester

This fee is for e-mail address and Internet access. E-mail addresses may be obtained from the Information Technology Help Desk located in EM Lynn – 3rd Floor.

Student Services Fee (Mandatory)

Resident or Commuter Student: $500 per semester

This fee is assessed to all students. It covers the use of the library, fitness center and pool. It also pays for intramurals, student activities and student government and provides funds for the Student Finance Committee.

Summer Session 2012

The tuition rate is $875 per credit hour. Students may take up to six credit hours. The Summer internship rate is also $875 per credit hour.

Room and Board Fee

The room and board fee covers the room, residence, electricity, water, maintenance of furniture and 19 meals throughout the week. The student will be able to have three meals a day during each of the designated times throughout the week and twice on each weekend day. All resident students are charged a meal plan whether or not they choose to eat. Students have the option to choose a 14 or 10 meal plan if they are eligible. Commuter students wishing to purchase a meal plan may do so at the cashier's office. The ten-meal plan costs $65 for every ten meals. Unused meals are non-refundable. Student cannot purchase more than one month's worth of meals at a time.

Residence Hall Fees

If a student is locked out of his/her room after the initial lockout, a charge will be assessed to the student's account based on the following scale: second lockout: $25, third lockout: $50 and all additional lockouts: $100 per lockout. Any room change without the written approval of the Office of Residence Life will be subject to a fine of $50 for an improper check-out. Students will be charged replacement costs for the items missing or damaged from their rooms. Students may be charged for damages in common areas that occur during the period they are assigned to a room. If damage occurs and the individual responsible will not come forward or cannot be determined, all residents of the affected living unit may share equally in the cost of repairing damages.

Meal Plan Policy and Procedures

1. Lynn University offers three distinct meal plan options:
   - 19 meals per week with 150 Lynn Bucks per semester
   - 14 meals per week with 200 Lynn Bucks per semester
   - 10 meals per week with 250 Lynn Bucks per semester
2. All resident students must participate in one of the above identified plans.
3. Students with 28 credit hours (earned) or less are automatically assigned to the 19 meal plan option.
4. All resident students with 29 or more credit hours (earned) will be afforded an option to select the meal plan of their choice prior to the start of the fall and spring terms (during the room selection process).
5. Students receiving athletic scholarships in excess of $30,200 are required to participate in the 19 meal per week program.
6. Fighting Lynn Bucks are only redeemable in Knights'Court, Christine's and the Dining Hall.
7. One Lynn Buck is equal to one U.S. dollar.
8. The above Lynn Bucks values are per semester.
9. Unused Lynn Bucks do not carry over from one semester to the next.
10. Lynn Bucks are non-transferable.
11. The above plans are offered only in the fall and spring terms.
12. The Lynn Bucks are non-refundable.
13. Meal plan options cannot be downsized during a semester (i.e., larger plan to smaller) but can be upgraded (i.e., smaller plan to larger) up to the end of the posted add/drop period in each semester.
14. Matriculated non-residential students can purchase any of the above meal plan options.
15. Meals from the 19, 14 or 10 meal plans cannot be accumulated or carried over to the following week. They can be used in a one-week period starting on Sunday brunch, ending Saturday dinner.
16. Meal plans can be suspended by Office of Student Administrative Services (SAS) for issues relating to student account balances. Students must contact SAS in regards to suspended meal plans.

Lynn University reserves the right to alter these terms and conditions as it deems appropriate.

International Students

International students are required to obtain injury/sickness insurance, which is provided by Cultural Insurance Services International. The estimated cost is $1,020 per year.

Institute For Achievement Program

This program requires the following special accommodations fees for each program component in addition to Day Division Full-Time Undergraduate Program tuition and fees. Entering freshmen students in the Institute for Achievement are required to be enrolled for the full year in Institute A, which includes their first and second semesters.

	Year	Semester
Institute A	$11,750	$5,875
Institute B	$8,450	$4,225
Institute C	$1,060 per term	

(Undergraduate/Evening/Weekend, 8 weeks)

Non-freshmen students required to be in the program for the full year have until the end of the add/drop period to request to be reviewed to be withdrawn from the program in order to receive a full Institute for Achievement Program refund. After the drop/add period ends, there will not be any refund. Students enrolled in six credits or less will be charged one-half the Institute A or B semester rate, depending on their status.

Miscellaneous Fees

Course Audit Fee

The audit fee per course is $650.

Laboratory Fees

Laboratory fees are charged for the use of computer labs and certain other lab courses and texts as listed in course descriptions and semester/term class schedules. Required field trips also are included. Fees per lab range from $30 to $750.

Transcript Fee

There is no charge for an official transcript. These costs are covered by the Alumni Fund. Lynn University encourages all students to donate to the fund so that this service can be offered to future students. All student accounts must be current before a transcript can be issued. Any loan exit requirements must be met as well as any loan default statuses resolved before a transcript can be released.

Lynn OneCard

Lynn University requires that all students have an identification card. The card also serves as a debit/credit card. The university has contracted with Higher One, Inc.

The Lynn ID card is designed to provide the following services:

- Meal plans.
- Prepaid debit/credit card sales through a MasterCard (on or off campus).
- Self inquiry/identification.
- Library card.
- Housing access, for those rooms equipped for card entrance.
- Access to the campus after hours.

All new students will have a card mailed to their home. It is the student's responsibility to activate it. The student can also choose to open a free checking account with Higher One. All student refunds are also processed through the Lynn OneCard. All students must pick a refund method online. The three options are:

1. Crediting the Higher One checking account electronically.
2. Crediting a different bank account.
3. Receiving a paper check.

All three options have varying time periods. Students should visit the Web site www.lynnonecard.com to update this information.

The Lynn OneCard is only for the student. The student is not to give it to anyone else at any time.

To protect cardholders, university and dining staff will examine ID cards when presented to confirm that the card is being used by the person to whom it was issued.

Student's Responsibility

- Students will be responsible for any activity, service, privilege or sale transaction occurring on their card if it was loaned or given to another person.
- The card must be presented upon request by a university official.
- It is never to be used as collateral.
- Lost or stolen cards need to be reported immediately, either on the Web or by calling Higher One.
- The Lynn OneCard site is www.lynnonecard.com.

Credit Balance Refunds

Any student account that has a credit balance on the account is eligible to have a refund processed. Families may choose to have the credit placed toward a future term or request that it be applied to the student's Lynn OneCard. All refunds will be processed through Higher One (Lynn OneCard) and made payable to the student.

Cards can be applied for through the Campus Card Office located in the Green Center. Refunds normally require one to two weeks for approval and processing, from the time the credit is available on the account.

Students must complete a Refund Request form for each refund. The form is located on the Web at www.lynn.edu/financialaidforms or in the Office of Student Administrative Services located in the Green Center.

Lost Identification Card

An identification card (Lynn OneCard) is required for all students. It must be presented at any office for assistance, at the library, for classroom and dining hall entry, and to security for after-hours campus entry. It is critical that students carry their IDs at all times. A lost or damaged card can be replaced with a $25 fee. Students must go to the cashier to make their payment. If the lost card is found, please return it to the Campus Card office, as it will no longer be valid on campus.

Late Payment Fee for Preregistered Students

All Day Division students who are preregistered for courses must pay their student accounts by Aug. 1, 2011, for the Fall 2011 semester, by Dec. 1, 2011, for the Spring 2012 semester and by April 20, 2012 for the summer 2012 term. If payment is not received by the due date, there will be a late payment fee of $500 assessed to the account for fall or spring semesters or $100 for the summer term.

Finance Charges

A finance charge will be computed at the rate of 10 percent per annum on the unpaid balance of each student's account at the end of the preceding month, less any credits applied and payments received during that preceding month.

Financial Policy

If a student's account shows a past due balance of any nature, the university will not issue a transcript, diploma, certificate or recommendation to that student and will not allow the student to enroll for subsequent terms until the student's account is paid in full or until satisfactory arrangements are made with the Office of Student Administrative Services to resolve the indebtedness. Indebtedness is defined as any money or property owed to the university for any reason (i.e., lab fees, library fines, parking fines, unreturned health supplies or athletic equipment, etc.). Students are responsible for checking with the Office of Student Administrative Services on questions of indebtedness.

The university may utilize the services of a collection agency to collect any amount past due and the student will be charged an additional amount equal to the cost of collection fees including fees and expenses incurred by Lynn University.

If the indebtedness is paid by other methods besides cash, there is a two week waiting period before any official documents are released.

Books

Textbooks may be purchased in the university bookstore with cash, check, credit card or the Lynn OneCard. A large selection of school and personal supplies is also available.

Graphics, Films and Video Supplies

Students matriculating in the College of International Communication and majoring in programs in Graphics and Visual Communications as well as Film and Video, may incur additional incidental expenses for production supplies. Normally, those expenses will not exceed $200 per semester.

Flight Training Expenses

Students who elect the Flight Option will receive their ground school instruction on campus as part of the regular curriculum (i.e., Primary, Instrument and Commercial Flight Theory). Flight training is

conducted at the nearby Boca Raton Airport under Part 141 of the CFRs. New students who elect the Flight Option in September will begin flight training approximately two to three weeks into the fall semester. Expenses are paid directly to Lynn University.

Flight training expenses can differ considerably from student to student because of varying proficiency levels. Therefore, estimated flight training costs are based upon what is considered a reasonable average of instructional hours for the majority of flight students. These costs reflect current flight instruction fees and aircraft rental rates, and are subject to change without notice.

Flying Rates are based on $144 per hour for the C-172, $320 per hour for the DA-42, $50 per hour for the instructor and $80 per hour in the flight training device.

Private Pilot:	Hours	Per Hour	Total
Dual Instruction	50	$194	$9,700
Solo Flight	10	$144	$1,440
Pre/Post Flight Briefing	17	$50	$850
Supplies			$600
Total for Private Certificate:			$12,590

Instrument Rating:	Hours	Per Hour	Total
Dual Instruction	30	$194	$5,820
Flight Training Device	15	$80	$1,200
Pre/Post Flight Briefing	15	$50	$750
Supplies			$700
Total for Instrument Certificate:			$8,470

Commercial – Multi Rating:	Hours	Per Hour	Total
Dual Instruction	40	$194	$7,760
Solo Flight	65	$144	$9,360
Complex Aircraft Twin Star	20	$375	$7,500
Pre/Post Flight Briefing	13	$55	$715
Supplies			$425
Total for Commercial Certificate:			$25,760
Total for all ratings:			$46,820

Federal Aviation Administration Designated Flight Examiners will administer all check rides. The examiner will collect a fee for the ground and air evaluations and all certificate paperwork.

Please visit www.lynn.edu or call for the current fees.

Flight Training Deposit

Students electing to obtain their flight certificates through the Burton D. Morgan School of Aeronautics must place a $2,000 deposit on their flight training account specifically for flight training prior to beginning flight training in each certificate. Students may use this deposit to cover flight training costs. The student does not need to keep the full deposit amount on account. Any portion of the flight training deposit not used for flight training is fully refundable.

The curriculum lists the flight theory and related flight training course work in the first two years.

Students are not bound by this schedule and may complete their ratings at any time prior to graduation. However, students should schedule their flight training courses to coincide with the related ground school courses and should note that not all ground school and flight training courses are available every semester.

A new Flight Option student who already has a pilot's certificate and rating(s) can apply for and receive credit for equivalent courses in the curriculum. However, prior to the award of any credit, the chief flight instructor will administer the standard Part 141 diagnostic evaluation to determine whether any review (ground school or flight) is necessary. The flight school director has final authority over all flight-related credit awards. Students enrolling in Lynn University and pursuing pilot certificates and ratings outside the university's flight program will not receive credit for any equivalent flight courses in the curriculum.

Students are required to obtain personal liability coverage to protect them from liability costs that may occur as a result of operating an aircraft. No student will be allowed to fly until proof of liability coverage is placed in the student's record at Lynn University.

Computer Procedural Training Device (CPT Devices)

Students in the Flight Option who are enrolled in any of the three flight training courses may utilize the CPTs as required by the instructor. A lab fee will apply in accordance with the following scale:

Course Lab Fees

AVM 120 Primary Flight Theory and Training, Solo	$100
AVM 121 Primary Flight Theory and Training, PPL	$100
AVM 220 Instrument Flight Theory and Training, PPL	$100
AVM 221 Instrument Flight Theory and Training, Advanced	$100

Payment of the appropriate lab fee will entitle the flight student to use the CPTs during private pilot training at no additional charge. During instrument training, the student may use the CPTs as required by the syllabus at a discounted rate.

Payment of the appropriate lab fee will entitle the flight student to use the CPTs as required or recommended by the instructor, at no additional charge. If, however, the instructor determines the student needs instruction on the CPT to prepare for the next flight lesson, the appropriate instructor fee will apply. When using an instructor not employed by Lynn University, however, a $30 per hour fee will apply.

Day Division Refund Policy

In cases of withdrawal from the university, a student must file a Request for Withdrawal form that establishes the date to which the university refund schedule applies. It is also the student's responsibility to make a written refund request to the Office of Student Administrative Services before refunds will be made.

REFUNDS ARE CALCULATED ON THE BASIS OF TOTAL SEMESTER CHARGES PAYABLE AFTER DEDUCTIONS FOR NONREFUNDABLE DEPOSITS AND OTHER NONREFUNDABLE FEES SUCH AS LAB FEES, SERVICE AND TECHNOLOGY FEES.

If a student withdraws prior to 60 percent of the term, all Lynn University grants and scholarship funds will be prorated to the university accounts. This policy may result in a financial obligation that is payable to the university at the time of a student's withdrawal.

Return of Title IV Funds Policy

Title IV funds affected by this policy include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Direct Stafford Loan, Federal Direct Unsubsidized Loan, Federal Direct PLUS Loan, TEACH Grant and Federal Perkins Loan. Title IV funds are awarded to a student under the assumption the student will attend school for the entire period for which the assistance is awarded. When a student withdraws or when stops attending all of his or her classes for a three-week period, the student may no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive.

The university is required to calculate a "Return to Title IV Refund Calculation" if the student has stopped attending or withdrawn prior to completion of 60 percent of the term.

If Title IV financial aid has been used to pay for all or any portion of these charges, financial aid program funds will be reimbursed to the appropriate agency in accordance with a formula required by federal regulations. Unearned Title IV funds will be returned to the Title IV Programs based on the number of days not attended. The order of refunds will be: Federal Direct Unsubsidized Stafford Loan, Federal Direct Subsidized Stafford Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal SEOG, Federal TEACH Grant and other Title IV aid programs.

This policy may result in a financial obligation that is payable to the university at the time of a student's withdrawal or when the school determines the student has stopped attending classes.

Example: Student receives a Federal Pell Grant for $2,000 and a Federal Direct Stafford for $1,930 for the semester. Student attends three weeks into the term. This represents only 20 percent attendance of the term. Therefore, a Return to Title IV Calculation must be computed. Student would lose $1,930 for their Federal Direct Stafford Loan and $1,214 of their Federal Pell Grant. The student will owe this amount to the university as charges would not be adjusted after 25 days into the semester.

Leave of Absence (LOA)

The student may request a medical Leave of Absence from study in an undergraduate degree program. The student must receive approval from the dean of students. Each student may request up to one year of leave. If the student is a federal loan recipient and fails to return within 180 days, the University is required to return the funds to the federal government at that time and this will also cause the expiration of the student's loan grace period.

Calculation of Refundable Amounts for Day Program

The table below is based on accounts paid in FULL.

	Fall 2011	Spring 2012
Tuition, Board and the Comprehensive Support Program		
Prior to the first day of classes		
100 %	Aug. 26, 2011	Jan. 04, 2012
Within seven days from the first day of classes		
75 %	Sept. 07, 2011	Jan. 12, 2012
Within 14 days from the first day of classes		
50 %	Sept. 15, 2011	Jan. 24, 2012
Within 25 days from the first day of classes		
25 %	Oct. 13, 2011	Feb. 8, 2012
After 25 days from the first day of classes		
NO REFUND		

J-Term: Students that withdraw from the University at any time during J-Term will be billed an additional $875 per credit plus room & board for the term. Spring semester classes will be dropped and not be billed onto the account.

Room Charges

Prior to Aug. 28, 2011 for Fall 2011	100 %
Prior to Jan. 4, 2012 for Spring 2012	100 %
After the above dates	NO REFUND

Refund

There are no refunds for withdrawals after Oct. 3, 2011, for Fall 2011 and Feb. 8, 2012, for Spring 2012. The refund amount will be reduced by any financial aid that is cancelled due to the withdrawal. Refund checks will be mailed to the billing address on file within four to six weeks of the withdrawal date. Any remaining balance due after the refund adjustment is the obligation of the parent/student.

Calculation of Refundable Amounts for Summer Terms

Tuition and Board

Prior to the first day of classes (Dropping of classes)		
100 %	May 11, 2012	
During the first and second day of classes (Dropping of classes)		
75 %	May 15, 2012	
During the third day of classes (Dropping of classes, last day of drop/add)		
50 %	May 16, 2012	
During the fourth day of classes	(Course withdrawals)	
25 %	May 17, 2012	
After the fifth day of classes (Course withdrawals)		
NO REFUND	May 18, 2012	

Room Charges

Prior to the date publicized as the first day of classes	
100 %	May 11, 2012
After that date	
NO REFUND	May 14, 2002

Undergraduate Evening Refund Policy

Students receive 100 percent of the tuition paid if they drop courses prior to the date publicized as the first day of the term. For courses dropped during the first week of the term (add/drop) period, students receive 75 percent of the tuition. There is no refund after the first week of the term. This is applicable to undergraduate, graduate, graduate Z and Ed.D programs.

Undergraduate Evening Withdrawal

Withdrawals from Evening Division program or classes must be accomplished through the Office of the Registrar and are only permitted through the seventh (7th) week of a term. It is the student's responsibility to submit a Course Withdrawal Form. THERE IS NO REFUND AFTER THE FIRST WEEK OF THE TERM.

When a withdrawing student has been awarded financial aid and the student withdraws prior to completing 60 percent of the term, and if Title IV financial aid has been used to pay all or any portion of the charges, the financial aid program funds will be reimbursed to the appropriate agency in accordance with a formula required by federal regulations. Unearned Title IV funds will be returned to the Title IV programs based on the number of days not attended. The order of refunds will be: Federal Direct Unsubsidized Stafford Loan, Federal Direct Subsidized Stafford Loan, Federal Perkins Loan, Federal Direct PLUS Loan, Federal Pell Grant, Federal SEOG and other Title IV aid programs. Students enrolled in only three credits each in the evening term will have a Title IV calculation computed on two terms.

If a student withdraws prior to 60 percent of the term, all Lynn University grants and scholarship funds will be prorated to the university accounts. This policy may result in a financial obligation that is payable to the university at the time of a student's withdrawal.

Evening Division Enrollment Requirements for Financial Aid

For undergraduate and graduate degrees, a minimum of three credits hours is required in a given term; however, the student must register for two consecutive terms. A student must stay enrolled in at least three credits each consecutive term thereafter to maintain in-school status for the loan programs. Maintaining in-school status refers to not going into repayment. It does not indicate that a student can be enrolled in three-credit courses and be eligible for a loan. For the Florida Programs (Florida Resident Access Grant), credit hour requirements are as follows:

Spring I	(January - March)	eight weeks	6 credits
Spring II	(March - April)	eight weeks	6 credits
Fall I	(August - October)	eight weeks	6 credits
Fall II	(October - December)	eight weeks	6 credits

Scholarships also are available for evening students. Applications are available in the Office of Student Administrative Services.

Full-time Classification for Federal Aid Programs

Day Undergraduate	12 credits per term
Evening Undergraduate	6 credits per term
Graduate Day (Psychology (Music)	9 credits per term
Ed.D.	6 credits per term

Repeat courses after two attempts cannot be counted towards financial aid eligibility.

Attendance Policy

Per federal regulations, the University is required to verify student's attendance for federal grants and loans, including the Federal Pell Grant

and Federal Direct Stafford Loans before they can be disbursed. Delays in receiving your federal funds are possible if the University is unable to confirm attendance information from the Office of the Registrar.

Financial Aid

Lynn University participates in most Title IV financial aid programs. The purpose of these programs is to supplement the resources of applicants and their families. Financial aid awards are made on the basis of need, and applicants must file a financial statement reflecting the family's resources. Since financial aid is limited, applicants are encouraged to apply as early as possible (preferably by March 1 for entrance the following academic year). Tentative awards are made when the student has filed all required forms and the analysis of need has been received from the Federal Processing Center. Aid is generally awarded in a combination of loans, employment and/or grants. Students also are encouraged to apply for state grants or loans open to them and to investigate educational loans from local banks.

Standards of Satisfactory Academic Progress for Financial Aid – Day and Evening Divisions

Financial aid is awarded contingent upon the recipient maintaining satisfactory academic standing and progress (SAP) toward a degree. Students on federal financial aid (Title IV) will be evaluated annually, both qualitatively and quantitatively, at the end of the spring semester for Day Division students and at the end of the Spring II term for Evening Division students. To assess the quality of a student's work, Lynn University uses the Fixed Standard. That is at the end of Spring/Spring II, undergraduate students must have a cumulative grade point average of 2.0, Master's degree students must have a cumulative grade point average of 3.0 and doctoral students must have a cumulative grade point average of 3.25. For the quantitative measure, a student must complete his/her degree within a specific time frame, as shown below:

Students receiving Title IV funding must complete their degrees within a specific time frame as follows:

Bachelor Degree

Full-time: 12 semesters (6 years)
Part-time: 24 semesters (12 years)

Master's Degree
Full-time: 18 terms (3 years)

Part-time: 36 terms (6 years)

Ph.D. and Ed.D.
Full-time: 15 terms (5 years)
Part-time: 30 terms (10 years)

Each Title IV recipient must meet a specific measurement of academic progress within the specified time frame as follows:

Bachelor Degree

Full-time: 20 credits (annually)
Part-time: 10 credits (annually)

Master's Degree
Full-time: 24 credits (annually)
Part-time: 12 credits (annually)

Ph.D. and Ed.D.
Full-time: 12 credits (annually)
Part-time: 4 credits (annually)

A course that receives a grade of "W" for a course withdrawal or a grade of an "I" for an incomplete or a falling grade of a "F" will be evaluated as a non-completed course. These non-completed courses will jeopardize the student to be able to meet the Standard of Satisfactory Academic Progress for Financial Aid.

In summary, all students must meet both criteria; the grade point average requirement and degree time frame completion, in order to continue to receive financial assistance. In essence, at least 67% of the courses attempted must be completed each year with a 2.0 or above grade point average for the undergraduate program, 3.0 or above grade point average for the Master's program and 3.25 or above grade point average for the doctoral program.

If an undergraduate student falls below 2.0 grade point average or completes less than 67% of their attempted courses, he or she will be placed on financial aid probation for the following semester. This requires a student to complete an appeal process and be approved. This will allow the student to be eligible for federal financial aid reinstatement for the probationary semester. A student is removed from probationary status when his or her cumulative grade point average is 2.0 or better and he or she completes at least 67% of the courses they attempted**.**

If a student fails to complete their probationary semester successfully, their federal financial aid will be terminated. The student will be eligible for reinstatement of Title IV aid once all satisfactory academic progress standards (course completion and GPA requirement) are met; their eligibility will be reviewed during the next SAP review period which is at the end of spring/spring II.

Repeat courses may not always be evaluated as any other normal course.

A student may appeal these standards if there has been undue hardship (i.e., medical, death, divorce).

Appeal and Reinstatement

Students that do not meet the Standards of Satisfactory Academic Progress (SAP) by both qualitative and quantitative measures will have an opportunity to appeal their circumstances. An appeal form must be completed by the student, their parent if they are a dependent student, and their academic advisor. It must be submitted to the Financial Aid Committee. The appeal must be provided with supporting documentation within 30 days of receiving the federal financial aid termination letter. Students that do not file an appeal, or who have their appeal denied, will be eligible for reinstatement of Title IV aid once all satisfactory academic progress standards (course completion and GPA requirements) are met; their eligibility will be reviewed during the next SAP review period which is at the end of spring/spring II.

The Standards of Academic progress apply to the following programs:

Federal Pell Grant
Federal Supplemental Educational Opportunity Grant (SEOG)
Federal Perkins Loan
Federal Stafford Loans (Subsidized and Unsubsidized)
Federal Parent Loan for undergraduate Students (PLUS)
Federal Graduate PLUS Loan
Federal Work Study program
Federal TEACH Grant

In addition, specific financial aid programs require the following academic achievements for renewals:

Presidential Scholarship, National Merit Finalist Scholarship and Academic Achievement Scholarship – 3.5 cumulative grade point average at the end of the spring semester.

Dean's Scholarship, Merit Scholarship of $12,000 – 3.25 cumulative grade point average at the end of the spring semester.

Florida Resident Academic Incentive Scholarship, Merit Scholarship of $10,000, Lynn Academic Scholarship, Transfer Scholarship, Academic Grant – 3.0 cumulative grade point average at the end of the spring semester.

Lynn University Grant, Spirit Award, Transfer Grant – 2.75 cumulative grade point average at the end of the spring semester.

Music Scholarship – 2.75 cumulative grade point average, a B or better in Applied Music Instrument lessons, and fulfill requirements set forth in the Conservatory Student Handbook.

Athletic Scholarship – 2.0 cumulative grade point average each semester.

Florida Programs – A renewal student must have a 2.0 cumulative grade point average and have completed 24 credit hours during two semesters (fall and spring). A student is eligible for one probationary year if he or she falls below a 2.0 cumulative grade point average after the end of the end of the spring semester.

Veterans Benefits

Students who fail to achieve the desired level of academic performance after two consecutive semesters of academic probation will be terminated for Veterans Administration pay purposes.

If a student is unable to meet the above requirements, he or she must contact the Office of Student Administrative Services to investigate if other arrangements are possible.

Applying for Financial Aid

1. All applicants for admission are requested to complete a Free Application for Federal Student Aid (FAFSA). This can be done online at www.fafsa.ed.gov.
2. The FAFSA must be returned to the appropriate processing agency. The agency will process this form and send the university a report on what the family can be expected to contribute to the educational costs.
3. Students should make sure that their transcripts and recommendations are on file at the university, because financial aid decisions are not made until students have been accepted to the university.
4. When students have been accepted and the financial analysis has been received from the processing agency, the university determines the financial aid award and notifies the students. If a student wishes to accept the award, he or she must submit a nonrefundable deposit to the admissions office within 15 days. This deposit is credited to the student's account.
5. Before federal financial aid funds can be credited to a student's account, information submitted on the FAFSA is sometimes verified. The university is responsible for coordinating this federal verification process. In order to clarify the family's financial situation, the Office of Student Administrative Services may request a copy of the parents' and student's tax returns and other information. All financial aid is awarded on the condition that the above information is provided when requested.

Upon receipt of the information, it is reviewed and compared with the information noted on the need analysis. If this new information changes data previously submitted, a revised financial aid award may be sent. Timely response to requests will avoid delays in an accurate assessment of need.

FAFSA Policy

Lynn University requires all domestic students who receive state and institutional aid to complete the Free Application for Federal Student Aid (FAFSA). It is also required for the Federal Parent PLUS Loan

Federal & State Eligibility and Drug Policy

A federal or state drug conviction can disqualify a student for Federal Student Financial Aid. The student self-certifies in applying for aid that he/she is eligible for federal funds. The student is not required to provide the documentation of the conviction unless the university has conflicting information in the school records.

Convictions only count if they were for an offense that occurred during a period of enrollment for which the student was receiving Federal Student Financial Aid; they do not count if the offense was not during such a period. Also, a conviction that was reversed, set aside or removed from the student's record does not count. One received when he/she was a juvenile does not count unless he/she was tried as an adult.

The chart below illustrates the period of ineligibility for Federal Student Financial Aid, depending on whether the conviction was for sale or possession and whether the student had previous offenses. (A conviction for sale of drugs includes convictions for conspiring to sell drugs).

Possession of illegal drugs:

First Offense – one year from date of conviction
Second Offense – two years from date of conviction
Third+ Offense – Indefinite period

Sale of illegal drugs:

First Offense – two years from date of conviction
Second Offense – Indefinite period

If the student was convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

A student regains eligibility the day after the period of ineligibility ends or when he/she successfully completes a qualified drug rehabilitation program. Further drug convictions will make him/her ineligible again.

Students denied eligibility for an indefinite period can regain eligibility for federal assistance only after successfully completing a rehabilitation program as described below or if a conviction is reversed, set aside, or removed from the student's record so that fewer than two conviction for sale or three convictions for possession remain on the record. In such cases, the nature and dates of the remaining convictions will determine when the student regains eligibility. It is the student's responsibility to certify to the university that he/she has successfully completed the rehabilitation program; as with the conviction question on the FAFSA, the student is not required to confirm the reported information unless Lynn has conflicting information in the school records.

When a student regains eligibility during the award year, the university may award Pell, ACG, Teach, and Campus-based aid for the current payment period and Direct loans for the period of enrollment.

Standards for a qualified drug rehabilitation program

A qualified drug rehabilitation program must include at least two unannounced drug tests and must satisfy at least one of the following requirements:

- The program must be qualified to receive funds directly or indirectly from a federal, state or local government program, or
- The program must be qualified to receive payment directly or indirectly from a federally or state-licensed insurance company, or
- The program must be administered or recognized by a federal, state, or local government agency or court, or
- The program must be administered or recognized by a federally or state-licensed hospital, health clinic or medical doctor.

A student that undergoes the drug rehabilitation program and is seeking federal aid eligibility must provide a copy of the completed drug rehabilitation program to the financial aid counselor.

Types of Financial Aid

Applicants do not apply for the various types of awards individually. The university determines the types and amounts of awards based on the amount of aid available in the various programs and the family's expected contribution.

Federal Programs

Federal Pell Grant and Federal Supplemental Educational Opportunity Grant (SEOG)

The Pell Grant is a federal aid program for those with substantial need. The grant may be worth up to $5,550 per year depending on the family's resources and the federal funds actually available. The Supplemental Educational Opportunity Grant provides additional assistance to those with severe need who cannot meet college costs with other forms of aid. The average award is $2,000 per year. The Free Application for Federal Student Aid (FAFSA) is used to determine eligibility for these grants. This is not available to students pursuing a second bachelor's degree.

Federal Perkins Loan

The Perkins Loan program provides low-interest loans to students with demonstrated need. Repayment of the loan begins nine months after the student ceases to be at least a half-time student. The university will allocate these loans to those who are most eligible. Average award is $2,000 per year. This is not available to students pursuing a second bachelor's degree.

Federal Work Study Program

Under this program, a student is assigned a job on campus depending on financial need and the availability of funds. Students usually work eight to 12 hours per week. Pay rates start at $8 per hour.

All returning students must have completed the six-hour "Earn While You Learn" workshop to continue to be eligible for this program**.**

Federal Direct Subsidized Stafford Loan

A Direct Subsidized Stafford Loan is available to students who demonstrate financial need. The maximum amounts are: $3,500 for a first year undergraduate student; $4,500 for a second year student; $5,500 for a third-year or fourth-year student, and $8,500 for a graduate student. For Stafford Subsidized Loans first disbursed on or after July 1, 2011, the interest rate is 3.4 percent for undergraduate students and 6.8 percent for graduate students. The Federal government pays the interest on the loan as long as the student is enrolled at least half-time and for up to six months after the student graduates or leaves school for any reason.

Eligibility is based on other sources of financial aid received and a parental contribution factor. Applications for this loan are made through a bank that participates in this federal program. Students must complete the Federal Stafford form and the Master Promissory Note available through the Office of Student Administrative Services, or online at www.lynn.edu/loans.

Federal Direct Unsubsidized Stafford Loan

This loan is not based on financial need. A student who wishes to apply for the Stafford Loan program and is not eligible based on financial need, or is only partially eligible, may apply for the full or balance of his/her eligibility through the unsubsidized loan program. There will be a fixed rate of 6.8 percent. The student is responsible for all in school interest, which can be capitalized at the end or paid through the enrollment periods.

The maximum amounts are: $5,500 for a first-year undergraduate student; $6,500 for a second-year student; $7,500 for a third or fourth-year student, and $12,000 for a graduate student. Independent undergraduate students and dependent undergraduate students whose parents are denied for a PLUS loan are eligible for an additional $4,000 for the first two years and $5,000 for the last two years.

Applications for this loan are made online through www.lynn.edu/loans. Students must complete the Federal Direct Stafford Loan form and the Federal Master Promissory Note at www.lynn.edu/loans.

Federal Direct Parental Loan for Undergraduate Students (PLUS)

This loan is not based on financial need but must be within the cost of attendance determined by the university. The amount a parent can borrow is the difference between the cost of attendance and financial aid eligibility. For PLUS loans there will be a fixed rate of ~~8.5~~ 7.9 percent. Repayment begins within 60 days of the full loan disbursement. Parents can choose to defer payments until six months after the student ceases to be at least a half-time student. Application forms are available in the Office of Student Administrative Services. Parents are encouraged to apply online at: www.lynn.edu/loans.

Florida Programs

Florida Resident Access Grant

The Florida Resident Access Grant is a state entitlement program, which provides funds to Florida residents attending Lynn University regardless of financial need. The program is open to undergraduate students who have lived in Florida on a permanent basis for 12 months prior to the first day of classes for the academic term for which the award is made. Dependent students' parents must fit this definition. For the purpose of residency, an independent applicant must not be eligible to be claimed as a tax exemption by any person other than a spouse, must be self-supporting for twelve (12) months prior to the first day of classes of the academic term for which assistance is requested, and have the intent, for purposes other than education, that Florida be their legal state of residence. These grants are not repaid. The student should complete the FRAG application, along with the FAFSA, and return it directly to the Student Administrative Services office. The amount of the FRAG is approximately $2,149 per academic year. A student must be enrolled in 12 credit hours each semester. The student must maintain 24 credit hours each academic year and obtain a cumulative 2.0 G.P.A. each year in order to renew this grant.

Florida Student Assistance Grant

Florida Student Assistance Grants awards up to $2,413 per year are based on financial need and the same residential and academic requirements as the Florida Resident Access Grant. The student must file the Free Application for Federal Student Aid (FAFSA) prior to May 15 to be considered for aid for the next academic year.

Bright Futures Programs

Academic Scholars Award (Freshmen Only)

The student must be a graduate of a Florida high school, have obtained a cumulative grade point average of 3.5 in the 15 college preparatory courses as identified by the Florida Board of Regents Rule, have an SAT of 1270 or an ACT of 28 or higher and complete 75 hours of community service. National Merit Scholars or graduates of the International Baccalaureate programs are automatically eligible. The award amount is currently $101 per credit. Application is submitted directly to the Florida Department

of Education. Deadline: April 1, 2011. Students may apply online at www.floridastudentfinancialaid.org.

Medallion Scholars Award (Freshmen Only)

The student must be a graduate of a Florida high school, have obtained a cumulative grade point average of 3.0 in the 15 college preparatory courses as identified by the Florida Board of Regents Rule and have an SAT of 970 of an ACT of 20 or higher. National Merit Scholars or graduates of the International Baccalaureate programs are automatically eligible. The award amount is currently $76 per credit. Application is submitted directly to the Florida Department of Education. Deadline: April 1, 2011. Students may apply online at www.floridastudentfinancialaid.org.

Gold Seal vocational Scholars Awards (Freshmen Only)

The student must be a graduate of a Florida high school and have obtained a cumulative grade point average of 3.0 in subjects required for high school graduation and a 3.5 grade point average in required vocational or technology education courses. Students must have 15.5 required courses as identified by the Florida Board of Regents Rule, and have an SAT Verbal of 440 and Math of 440 or ACT Reading 18, English 17 and Math 19. Completion of a minimum of three Vocational Job Preparatory or Technology Education Program credits in one vocational program and a passing score on the Florida College Placement are required. The award amount is currently $76 per credit. Application is submitted directly to the Florida Department of Education. Deadline: April 1, 2011.

For more information on the Florida Bright Futures programs, please contact the student's high school or visit the Florida Bright Futures Web site at: www.floridastudentfinancialaid.org.

Monthly Payment Program

This is only available to day students and is designed as a full year payment plan to cover the academic costs for the full year.

Institutional Programs

Available for undergraduate Day Division programs only.

Presidential Scholarship

To be considered for this scholarship, students must meet the following minimum requirements: rank in the top 10 percent of their high school class, have SATs of 1200 or above or ACT scores of 24 or above, and have a grade point average of 3.75 or higher. The student must meet two of the three criteria listed. An essay may be required, and it is renewable when a 3.5 grade point average is maintained. The award amount is full tuition, and campus room and board.

National Merit Scholarship

A student who is a National Merit Scholar will receive a full tuition scholarship from Lynn University. This award is renewable when a cumulative 3.5 grade point average is maintained. This program is open to international students.

Deans Scholarship

To be considered for this scholarship, students must meet the following minimum requirements: have SATs of 1100 or higher, or ACT scores of 24 or higher; and a GPA of 3.0 or higher. This scholarship is renewable when a 3.25 GPA is maintained**.** The award amount is $12,000 of which 70 percent is for tuition and 30 percent is for campus room and board.

Merit Scholarship

To be considered for this scholarship, students must meet the following minimum requirements: rank in the top 20 percent of their high school class, have SATs of 1100 or above or ACT scores of 24 or above, and have a grade point average of 3.00 or higher. The student must meet two of the three criteria listed. This is renewable when a 3.25 grade point average is maintained. Award amount is $10,000 to $12,000 depending on the entrance year of the student 70 percent is for tuition and 30 percent is for campus room and board.

Academic Grant

To be considered for this scholarship, students must meet the following minimum requirements: have SATs of 950 or above or ACT scores of 20 or above, and have a grade point average of 2.8 or higher. The student must meet two of the three criteria listed. This is renewable when a 3.0 grade point average is maintained. This scholarship amount is $2,000 to $6,000 depending on the entrance year of the student 70 percent is for tuition and 30 percent is for campus room and board.

Transfer Scholarship

To be eligible for this scholarship, students must have a minimum of 12 college transferable credits from an accredited institution. This scholarship is renewable when a 3.0 GPA is maintained. The award amount is following and 100 percent is for tuition.

- GPA 2.8-3.1 $5,000
- GPA 3.2-3.6 $10,000
- GPA 3.7-4.0 $12,000

Lynn University Honors Program Award

Awarded to Lynn University students who participate in the Lynn University Honors Program, this is the only award that may be combined with any of the above programs as long as the two combined do not exceed the cost of tuition. The amount of the award is $1,000, and it is renewable if the student remains in the Honors Program. This program is open to international students. Students will be notified in writing of their invitation to participate in the Honors Program.

Lynn University Loan Program

This loan program is awarded on the basis of financial need as determined by the Office of Student Administrative Services. The funds for this program are limited. The loan represents money borrowed by the students and must be repaid with interest after leaving school. The current interest rate is 5 percent. The student must sign a promissory note for this loan, which must be returned to the Office of Student Administrative Services prior to registration. Perkins recipients are ineligible for this loan unless prior Perkins Loans are paid off.

University Financial Aid Grant

These grants are awarded to students who demonstrate financial need on the Free Application for Student Federal Assistance application. Awards range from $1,000 to $20,000.

Lynn University Grant

Grants are awarded to upperclassmen who are worthy of scholarship consideration and in need of financial assistance. Average award is $1,000 per year. The grant is renewable if the student maintains a 2.75 cumulative grade point average each year.

Family Discount

A discount is provided to immediate family members who are enrolled in credit-bearing classes during the same term. Two family

members receive 10 percent discount each. Three family members receive 15 percent discount each. The discount is applied against the balance of payable tuition. This is available for the day and evening programs.

Alumni Grant

Lynn will offer any alumnus' dependent children a 10 percent discount on the cost of tuition less any other institutional aid. Anyone who attended Lynn University and earned 24 or more credit hours is considered to be an alumnus.

Athletic Scholarships

These scholarships are available in men's soccer, baseball, tennis, basketball and golf, and in women's soccer, tennis, basketball, volleyball, golf and softball. Awards range from $100 to $41,350 per year. A 2.0 grade point average is required to maintain an athletic scholarship.

Music Scholarship

These scholarships are awarded to students primarily on the basis of musical ability and artistic talent as demonstrated in their audition. Students must complete the Free Application for Federal Student Aid, FAFSA, or International Student Financial Review Form for international applicants, in order to be considered. Applicants are encouraged to apply by the priority deadline of Feb. 15 for entrance the following academic year. The scholarship is renewable if the student maintains a 2.75 minimum cumulative grade point average each semester; earns a B or better in their applied major instrument lessons; and attends classes, lessons, rehearsals, master classes, performance forum, outreach performances, juries, mock auditions and other conservatory performances and activities as required. An evaluation of each student will take place at the end of each academic year by the dean of the Conservatory of Music with the recommendation of the major instrument instructor.

Private Scholarships

Scholarships are available from private organizations or individuals for students with academic promise. The selection of recipients and the award amounts are determined by the university.

College of Business and Management

- Lynn University Boice Endowed Scholarship
- Burton D. Morgan Aeronautics Endowed Scholarship
- Alice and Leigh Palmer Endowed Scholarship

College of International Communication

- Runsdorf Endowed Scholarship

The Conservatory of Music

- Boca West Scholarship
- Ellman Family Endowed Scholarship
- Friends of the Conservatory Endowed Scholarship
- Harold and Patricia Toppel Endowed Scholarship

College of Hospitality Management

- Gloria and Bryan Bourgeois Endowed Scholarship
- The Cottrell Family Endowed Scholarship
- Aldo and Sandra Papone Endowed Scholarship

General

- The Stephanie Crispinelli Endowed Memorial Scholarship
- Martha Gudelsky Memorial Endowed Scholarship
- William Randolph Hearst Endowed Scholarship
- Lynn University Global Citizenship Memorial Fund
- Nabit Family Endowed Scholarship
- Wold Endowed Scholarship

Veterans' Benefits (Available for All Credit Programs)

Veteran's Benefits

For benefit certification purposes, any student receiving VA benefits must submit to the Office of Student Administrative Services a copy of their DD 214, Certificate of Eligibility and Application for Benefits (http://vabenefits.vba.va.gov/vonapp/main.asp) showing the type of benefit eligibility. Student must report enrollment status changes to the Office of Student Administrative Services and to their case manager. Students must be aware they may be liable to repay the VA for course load reductions unless they can establish acceptable mitigating circumstances causing the reduction. SAS will evaluate each Veteran/Veteran dependents' credits each semester and report them to the Veterans Administration. If a veteran/veteran dependent withdraws, it will count toward his/her benefits eligibility. If a veteran/veteran dependent drops a course, they will not receive payment. SAS will monitor all VA students' academic records. Please see the VA Web site for further information on policies and procedures.

Yellow Ribbon Program

Lynn University is a participant of the Yellow Ribbon GI Education Enhancement Program (Yellow Ribbon Program), which is a provision of the Post – 9/11 Veterans Educational Assistance Act of 2008. The institution is in agreement with the U.S. Department of Veterans Affairs (VA) to fund tuition expenses that exceed the highest public in-state undergraduate tuition rate. The institution can contribute up to 50 percent of those expenses, and VA will match the same amount as the institution.

Credit for Previous Training

Students who are eligible to receive educational benefits from the U.S. Department of Veterans Affairs with previous post-secondary training/experience must request that official transcript(s) be sent to Lynn University. All transcripts must be received by the end of the first term or the student's educational benefits will be terminated until all transcript(s) are received. Should credits be accepted, the student's training time and total tuition costs will be reduced proportionately. The VA and the student will receive a written notice of allowed credits. This reduction refers to total costs involved in obtaining the degree. Costs are reduced when credits from another institution are applied toward a Lynn University degree. This does not imply a credit reduction allowance for veterans or eligible dependents.

Tax Law (U.S. Citizens and International Students)

Under current Internal Revenue Service regulations, scholarships or grants that exceed tuition, fees, books and supplies must be reported on the student's tax return as taxable income. . For any student who resides in a country that does not have a tax treaty with the United States, the university will bill that student 14 percent of the award in excess of amounts used for tuition, fees, books and supplies.

Any international student from a treaty country will need to provide a social security or ITIN (individual taxpayer identification number) and complete form W-8BEN to claim a tax treaty exemption for scholarships. Students who do not provide the required documents will have their student account charged the 14% tax rate of any scholarship amount that exceeds tuition and fees.

Any international student from a non-treaty country receiving a scholarship will have withholding tax assessed and will be responsible for complying with Internal Revenue Service regulations and deadlines.

The university remits this 14 percent to the IRS and report it as federal income tax withheld. It is the student's responsibility to file his/her taxes by the required due date with the IRS.

International Student Loans

Private loan programs are available for international students. The amount that can be borrowed is up to the cost of attendance at our university. Students will need to obtain an American resident as a cosigner. Students may contact the Office of Student Administrative Services for applications.

International Students Scholarship Policy

International students who receive scholarships for their education at a U.S. university may be liable for paying taxes to the U.S. government if they meet these criteria:

- If the student is from a treaty country, they will usually be exempt for a period not exceeding five years. Once they have provided all required documents.
- The amount of the award that is not exempt has a withholding of 14 percent.

Currently, the countries that do have a reciprocal scholarship tax treaty with the United States are: Bangladesh, China, Commonwealth of Independent States, Cyprus, Czech Republic, Egypt, Estonia, France, Germany, Iceland, Indonesia, Israel, Kazakstan, Korea, Latvia, Lithuania, Morocco, Netherlands, Norway, Pakistan, Philippines, Poland, Portugal, Romania, Russia, Slovak Republic, Slovenia, Spain, Thailand, Trinidad and Tobago, Tunisia, Ukraine and Venezuela. Students from any other country will have 14 percent taxes withheld and billed to their school account. If the student is from a non-treaty country, any scholarships in excess of amounts used for tuition, fees, books and supplies will be taxed at the 14 percent rate. Every international student must apply for an Individual Taxpayer Identification Number (ITIN). Applications are available at the Office of Student Administrative Services. A student must complete a W-7 form, with their passport in the Office of Student Administrative Services and pay the required tax to the Office of Student Administrative Services. Students must pay the taxes to Lynn University within 30 days or they will be penalized by the IRS and have to pay additional interest charges. All international students will be required to file a 1040NR with the IRS and submit a W-7 form to IRS by April 15, 2012. These tax forms are available in the International Student office. Any student who does not comply with the filing of the tax returns will not have his/her scholarships renewed. The student may contact an international student advisor for more information.

All international students receiving a scholarship must submit a copy of their Social Security number or Individual Taxpayer Identification Number to be eligible to receive the scholarship.

Remedial Courses

Students who must take remedial classes may have their financial aid reduced if credit course load toward their degree is less than 12 hours for the semester.

Renewal of Financial Aid

To have financial aid renewed, a new FAFSA must be submitted each year, preferably by March 1. Students must be in good standing at the university, both academically and socially.

II. GRADUATE INFORMATION

Tuition and Payment Policies

Graduate Tuition and Fees

Fees are determined on an annual basis. The university reserves the right to change, with or without notice, any of the fees printed in this catalog. Increases should be expected in subsequent years. All application fees and tuition deposits are nonrefundable. Room deposits are refundable up to May 1 prior to the start of the academic year if received in writing in the SAS office.

All student charges must be paid in full before a student is allowed to register or attend classes. All statements of account are due and payable in full on or before the date shown on the statement. Statements are sent to the address on record for each student.

Limited student housing space is available for graduate students. For information on costs of room and board, contact the Office of Student Administrative Services.

Request for Course Withdrawal from Graduate Programs

Course withdrawals from graduate programs must be processed through the Office of the Registrar. The student is responsible for properly filing a Course Withdrawal Form. Withdrawals are permitted through the end of the seventh week of a term. There is no refund after the first week of the term.

Withdrawal from the University

Withdrawal from the university is a formal procedure that requires submission of a Request for Withdrawal form available in the Office of the Dean of Students. Students not enrolled for four consecutive terms will be withdrawn from the university and must apply for readmission.

Leave of Absence

The student may request a Leave of Absence from study in a graduate degree program. A letter requesting the leave with the reasons for the leave should be given to the program coordinator for approval. Each student may request up to one year of leave. Any financial aid student receiving leave of absence status will be reported as not enrolled at Lynn University.

Financial Aid Withdrawal

When a withdrawing student has been awarded financial aid and has withdrawn prior to the completion of 60 percent of the term, and if Title IV financial aid has been used to pay all or any portion of the charges, the financial aid program funds will be reimbursed to the appropriate agency in accordance with a formula required by federal regulations. Unearned Title IV funds will be returned to the Title IV programs based on the number of calendar days not attended. The order of refunds is: Federal Direct Unsubsidized Stafford Loan and Federal Direct Subsidized Stafford Loan. All students who withdraw must report to the Office of Student Administrative Services for an exit interview.

Refund Policy for Withdrawals

When withdrawal is made prior to the start of the term, the refund is 100 percent. When withdrawal is made through the first week of the term, the refund is 75 percent. No refunds are granted after the first full week of classes. Refer to the Graduate Academic Calendar for exact dates.

Refund Calculation

Refunds are calculated on the basis of the total term charges payable after deductions for nonrefundable deposits and fees. This policy may result in a financial obligation to the university that is payable at the time of a student's withdrawal.

2011-2012 Fee Schedule

Graduate Studies	$620 per credit hour
Ph.D. Tuition	$825 per credit hour
International Student Insurance	$1,020 per year estimates (mandatory)

Other fees are specified in the fees section in the undergraduate portion of the catalog.

Submitting Payments

Payments are accepted in cash, check, money order, credit card or electronic wire transfers in U.S. dollars only. Credit cards that are accepted include MasterCard, American Express and Discover. Please include the student's Lynn University identification number with all payments.

Payments may be submitted by:

By Mail:
Cashier
Lynn University
3601 North Military Trail
Boca Raton, FL 33431

By Internet: www.lynn.edu/ebill
By Wire: Bank of America,
Boca Raton, FL
Routing transit #: 0260-0959-3
Lynn University Checking account #: 003446423293
Swift Code: BOAUS3N

To help ensure that the appropriate student's account is credited in a timely fashion, please include the student's name and Lynn University student identification number on wiring instructions. Confirmation of payments should be faxed to the Office of Student Administrative Services at 561-237-7189. Evening payment options and the university's corporate reimbursement policy are listed in the undergraduate portion of the catalog.

Statement of Accounts

No paper statements are mailed to the student. Students will receive an e-mail to their Lynn e-mail address when their statement is available for viewing. Students may authorize their parent to receive the e-mail by setting them up with a password under MyLynn financial tab.

Financial Aid

For all financial aid programs, the Free Application for Federal Student Aid (FAFSA) form must be completed and submitted to the Federal Processing Center. In approximately two weeks a report will be sent to the student and to Lynn University. The university will then determine the student's eligibility for the loan programs. The student will receive an award letter. All verification items (financial and eligibility status) must be completed before loan applications are submitted to the bank. International students are not eligible for federal financial aid. Information regarding grants and scholarships is available on the Web site for the Office of Student Administrative Services. Graduates should review the financial aid section of this catalog for specific financial aid loans, policies and university regulations. Certificate programs do not qualify for federal funding. Students can apply at www.fasfa.ed.gov.

Federal loans and Veterans Programs are available for Graduate Students. Please see Federal Loans and Veterans' Benefits sections.

Graduate Assistantships

A limited number of graduate assistantships are available each year. Students can view eligible positions on "Knight Surfer." Students must contact the supervisor for an interview and bring with them a résumé and two letters of recommendation. Most positions get posted in March and are usually filled by June. To be eligible, applicants must have completed the application process with all appropriate documentation, be admitted to the university for enrollment in one of the graduate programs, maintain a 3.0 grade point average or higher, and meet specific qualifications.

Assistantships cover the cost of full-time tuition (six credits for each term). Each term a $50 registration fee must be paid at the time of registration. Graduate assistantships require a 3.0 grade point average be achieved at the end of each graduate term. Stipends of $1,000 per term are available for the Graduate Assistant. The Administrative Fellow positions do not have a stipend.

Scholarships

Conservatory of Music

Scholarships are awarded to students primarily on the basis of musical ability and artistic talent as demonstrated in their auditions. To be considered, students must fill out the Free Application for Federal Student Aid (FAFSA) form (or International Student Financial Review form for international applicants) in order to be considered. Applicants are encouraged to apply by the priority deadline of March 1 for entrance the following academic year. The scholarship is renewable if the student maintains the minimum cumulative grade point average each semester; earns a B or better in their Applied Major Instrument lessons; and attends classes, lessons, rehearsals, master classes, performance forum, outreach performances, juries, mock auditions and other conservatory performances and activities as required. An evaluation of each student will take place at the end of each academic year by the dean of the Conservatory of Music with the recommendation of the major instrument instructor.

Ross College of Education Future Leaders Grant

Master's and Ed.D degree seeking students who are active, full-time employees of an educational institution may qualify for an educational grant tuition reduction of $135 and $145 respectively per credit hour. For qualified M.Ed. students, the tuition is $485 per credit hour. For qualified Ed.D. students, the tuition is $680 per credit hour. Development specialists also may be eligible. For grant approval, students must submit a current employment verification letter each year to the Office of Student Administrative Services.

Criminal Justice Administration Grant

Graduate students in the M.S. in Administration with Specialization in Criminal Justice Program may qualify for a scholarship reduction of $125 per credit hour from the usual tuition of $620 per credit hour. Courses with NIA are not eligible. The scholarship rate of $495 per credit hour is available if the applicant in this program meets one of the following criteria: is sworn as a law enforcement officer for a municipal, state or federal agency or is employed in the administration of police or security work at the municipal, state or federal level or through a private agency engaged in the protection of life or property. For scholarship approval, the student must submit a current employment verification letter to the Office of Student Administrative Services each year.

EPA Grant

Graduate Students in the M.S. in Administration with Specialization in Emergency Planning and Administration Program may qualify for a scholarship reduction of $125 per credit hour from the usual tuition of $620 per credit hour. The scholarship rate of $495 per credit hour is available if the student in this program is employed in an organization in which the job responsibility involves emergency and disaster training and planning. For scholarship approval, the student must submit a current employment verification letter to the Office of Student Administrative Services each year.

Veterans' Benefits

Lynn University is approved for veterans' training. Students are required to achieve a specified level of academic performance. Failure to do so will result in termination of benefits.

Standards of Satisfactory Academic Progress for Financial Aid

Financial aid is awarded contingent upon the recipient maintaining satisfactory academic standing and progress toward a degree. Every student on financial aid will have his or her cumulative grade point average evaluated at the end of the Spring II term each academic year. At that point, a GPA below 3.0 places a master's student on financial aid suspension and below 3.25 for a doctoral student. These GPAs are also the GPAs that must be maintained in order to matriculate and graduate from Lynn University.

Students receiving Title IV funding must complete their degrees within a specific time frame as follows:

Master's Degree

Full-time:	18 terms (3 years)
Part-time:	36 terms (6 years)

Ph.D. and Ed.D.

Full-time:	15 terms (5 years)
Part-time:	24 terms (10 years)

Each Title IV recipient must meet a specific measurement of academic progress within the specified time frame as follows:

Master's Degree

Full-time:	24 credits (annually)
Part-time:	12 credits (annually)

Ph.D. and Ed.D.

Full-time:	12 credits (annually)
Part-time:	4 credits (annually)

Course withdrawal(s) or incomplete(s) are evaluated as a non-completed course and will not be counted toward the time frame requirement. A repeated course will be counted as a regular course.

Students who do not meet the above standards will be terminated from receiving federal financial aid assistance for the following academic year.

In instances of undue hardship (i.e., medical, death, divorce), a student may appeal these standards to the Financial Aid Committee. Students must direct appeals to the Office of Student Administrative Services for review. The Office of Student Administrative Services will notify the student within 30 days of the Financial Aid Committee's decision.

The Standards of Academic Progress applies to Federal Direct Stafford Loans (Subsidized and Unsubsidized).

In summary, all students must meet both criteria; the grade point average requirement and degree time frame completion, in order to continue to receive financial assistance. In essence, at least 67% of the courses attempted must be completed each year with a 3.0 or above grade point average for the Master's program and 3.25 or above grade point average for the doctoral program.

International Tax Law

Under current Internal Revenue Service regulations, any scholarships or grants that exceed tuition, fees, books and supplies must be reported as taxable income on the student's tax return. For any student who resides in a country that does not have a tax treaty with the United States, the university will bill that student 14 percent of the award in excess of amounts used for tuition, fees, books and supplies.

Any international student from a treaty country will need to provide a social security or ITIN (individual taxpayer identification number) and complete form W-8BEN to claim a tax treaty exemption for scholarships. Students who do not provide the required documents will have their student account charged the 14% tax rate of any scholarship amount that exceeds tuition and fees.

Any international student from a non-treaty country receiving a scholarship will have withholding tax assessed and will be responsible for complying with Internal Revenue Service regulations and deadlines.

The university remits this 14 percent to the IRS and report it as federal income tax withheld. It is the student's responsibility to file his/her taxes by the required due date with the IRS.

Each year, international students will be required to file a 1040NR with the Federal Internal Revenue Service by April 15. Students also must submit a copy of their Social Security number or International Tax Number to the Office of Student Administrative Services in order to be eligible to keep the scholarship they are granted. Failure to file the 1040NR form will jeopardize future scholarship awards to a student. If a student fails to pay the university within 30 days of the tax bill, they will incur interest penalty charges from the IRS.

Chapter VI.

General Academic Policies and Regulations

Courses, programs and requirements described in this catalog may be suspended, deleted, restricted, supplemented or changed in any manner at any time at the sole discretion of the university.

Academic Accommodations

As a learning-centered community, Lynn University recognizes that all students should be afforded the opportunity to achieve their academic and individual potential. The university recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act and the American with Disabilities Act (ADA). In accordance with our mission and federal and applicable state laws, the university is committed to making reasonable accommodations for qualified applicants for admission and enrolled students with disabilities. It is the policy of the university not to discriminate on the basis of disability in any of its educational services, programs or activities. A disability is a physical or mental impairment that substantially limits one or more of the major life activities of an individual, a record of having such impairment or being regarded as having such an impairment. The university has designated Marsha Glines, Ph.D., as the ADA coordinator. Students seeking more information regarding reasonable accommodations or any other related issues should contact Dr. Glines for further information regarding specific policies and procedures.

Note: Issues regarding employment are handled through the Office of Human Resources.

Academic Grievance Policy

The following Academic Grievance Policy was designed by Lynn University to afford students an opportunity to formally grieve academic related complaints. A student who wishes to file a grievance of a non-academic nature should follow the Grievance Policy outlined in Volume VI, Section 6.8. Lynn University Policy Manual: Volume V – Page 58.

Grade Review Grievances

A student who has reason to believe that a grading error has occurred in any class shall promptly submit the grievance in accordance with the procedures outlined in the University's Grade Review Process.

The procedures outlined in the Grade Review Process should also be followed if the student believes that a grade was determined by standards improperly different from those applied to other students in the course. Student should be aware, however, that evaluation of student performance is the prerogative and responsibility of the course instructor. In questions relating to the quality of that performance, the professional judgment of the faculty member is commonly accepted as authoritative. An appeal is most likely to result in a change of grade for a course or assignment only if it includes documented evidence that there was an error in computing the grade, a posting/clerical error, or that the grade was determined by standards improperly different from those applied to other students in the course.

Grade Review Process

A student's request for review of a final course grade may be submitted during the first three weeks of the following term only on the basis of computational error. The process is as follows:

(1) The student is to request a meeting with the instructor who determined the grade and present the evidence of the error. The instructor may change the grade if deemed appropriate or reaffirm the original grade.
(2) If the student wishes to pursue an additional review, a written request with all supporting documents may be submitted to the college dean. If an agreement cannot be reached, the student and/or the instructor may appeal to the Office of Academic Affairs, where a final decision will be rendered.

For a disputed grade, other than the final grade, the student is to first meet with his/her instructor. Then should the student want to continue in the appeal process, he/she is to meet with the college dean by submitting a written statement within seven working days from the date of the student's notification of the grade.

Note: If a student feels unfairly treated or with bias by an instructor, the student should report the matter to the college dean immediately.

Classroom Procedures and Other Academic Grievances

These procedures should be used to appeal or resolve disputes concerning other academic related decisions considered by a student to be arbitrary or contrary to University policy, including but not limited to, classroom issues (i.e., attendance, failure to adhere to the Course Syllabus, etc.) or issues pertaining to academic freedom rights. Appeals pertaining to academic dishonesty and satisfactory academic progress follow separate procedures as outlined in the Lynn University's Academic Honesty and Minimum Academic Requirements, respectively.

Students wishing to pursue an appeals or resolve disputed grades under this section should first arrange a conference to discuss the appeal or grievance with the faculty member(s) whose action is believed to have violated University policy. It is expected that all of the parties involved at each step of the appeals/grievance process will make a good faith effort to resolve the issues.

In the event that a student feels he/she has not received adequate satisfaction from the discussion with the faculty member involved, the student may submit a written request with all supporting documents to the college dean.

If an agreement satisfactory to the student and/or instructor cannot be reached as a result of the appeal to the college dean, the student and/or the instructor may appeal the matter in writing to the Office of Academic Affairs, where a final decision will be rendered.

Academic Honesty Policy

Integrity and honesty are essential to Lynn University's mission and community standards. As an academic community, honor, integrity and truthfulness are essential to the pursuit of knowledge and to establishment of mutual respect and trust among faculty, staff and students. Personal and professional integrity are also essential to our mission to educate students to become responsible and ethical citizens within a global community. Violations of the academic honesty policy undermine the fundamental values and standards of our community, and therefore, faculty, staff and students must accept their responsibility to uphold and abide by the highest standards of integrity and honesty.

Definitions

Violations of the Academic Honesty Policy include, but are not limited to, the following:

1. Cheating: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Infringing on the academic rights of others, such as defacement or theft of library material.
2. Fabrication: The intentional and unauthorized invention or falsification of any information or citation in an academic exercise.
3. Plagiarism: Intentionally or unintentionally representing the words or ideas of another as one's own in any academic exercise.
4. Facilitation: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty, including unauthorized collaboration on academic assignments.
5. Falsification of Injury
6. Misrepresentation of External Performances/Commitments

Procedures

Faculty members who have evidence of a possible violation of the academic honesty policy must formally report the incident to the Office of Academic Affairs. Under no circumstances is the faculty member permitted to resolve the alleged incident on a unilateral basis. The Office of Academic Affairs will review the faculty member's report, and if sufficient evidence exists, notify the student(s) of the alleged infraction(s). The allegation can be adjudicated by either the informal or formal process. The formal process must be used if a finding of guilt might result in the suspension of the student, including all cases of second violations.

Informal Resolutions

The Office of Academic Affairs will send the student a formal written notification of the allegations and the possible sanctions. The student will then have ten (10) days to respond in one of the following ways:

- Sign the form and request a meeting with the academic dean to discuss the allegations and or proposed sanctions.
- Sign and return the form to the academic dean accepting responsibility for the violation and agreeing to the recommended sanction(s).

If the student fails to respond within thirty (30) days, a hold will be placed on the student's account and the right to participate in the resolution of the allegation will be forfeited.

Formal Resolutions

If the alleged violation could result in the suspension or dismissal from the university, or if the student or faculty member requests a formal resolution, the Office of Academic Affairs will notify the faculty member and the student(s) that a formal hearing of the Academic Dishonesty Committee will be convened. The committee will be comprised of seven (7) full time faculty members to be appointed by the vice-president for Academic Affairs on an annual basis. The Office of Academic Affairs will serve as chair and will not have voting privileges. The vice-president for student development will serve as an ex officio member of the committee.

The Office of Academic Affairs will schedule a hearing in a timely manner and all parties will be notified of time and location. If the accused student(s) requests, the Office of Academic Affairs will assist the student in securing a member of the university community to advise and assist the student in preparing for the hearing.

All parties will have the opportunity to present his/her evidence to the committee. The documents, testimony and record of the hearings will be confidential. Upon completion of the testimony, the committee will meet in closed chambers and vote on the disposition of the student's status at the university.

Penalties

Depending upon the intent and severity of the violation, a student found responsible for any act of academic dishonesty will be subject to one or more of the following penalties:

1. The student is placed on academic honor probation until graduation. For any student on academic honor probation, a second violation will result in a minimum sanction of one semester of suspension from the university.
2. In addition to academic honor probation, a student might also receive a grade of "F" on the assignment or test; an "F" in the course; or be suspended or dismissed from the university. No provision will be made for the student to receive a "W" regardless of whether the professor or student initiate said request.
3. If the student receives a grade of "F" for the course or is suspended or dismissed from the university, the transcript will indicate the grade with "HF" and/or the notation "Academic Honor Suspension (Dismissal)."
4. All students found guilty of academic honor violations shall have a written letter detailing the violation and sanction placed in their permanent record. Copies of this letter will also be sent to the faculty member of the course, appropriate college dean, and to the vice president for student development.

Appeals

A student may submit a written appeal of a guilty finding to the vice-president for Academic Affairs within ten days of receipt of the original decision. Appeals must be based on new evidence, additional information or procedural errors or misconduct. The vice president's decision is final.

A student can petition to have the grade of "HF" removed during their last semester as long as there are no further incidents of dishonesty.

Academic Integrity

All members of the university community—faculty, administrators, staff and students—are obliged to adhere strictly to the highest standards of academic integrity in study, research, instruction and evaluation. To protect the integrity of the grading system and to affirm the importance of honesty and accountability in the academic community, the university imposes strict penalties for academic dishonesty.

Note: Please see the Policies section for Academic Honesty Policy.

Academic Standards

Minimum Academic Requirements

Minimum standard for undergraduate students is a career/cumulative GPA of 2.0

Minimum standard for graduate students is a career/cumulative GPA of 3.0

Minimum standard for Ed.D. students is a career/cumulative GPA of 3.25

A student who achieves a cumulative GPA below the minimum standard for two consecutive semesters may be academically

dismissed from the university. After two semesters the student may request to be re-enrolled. If approved, the student must achieve a semester/term GPA above the minimum standard in order to continue at Lynn University. The student will also be required to meet weekly with an academic advisor. If the student fails to meet any of these or additional requirements set forth by the Office of Academic Affairs, he or she will be academically dismissed at the conclusion of the semester/term.

Note: Undergraduate day students and graduate day students are enrolled in a semester.

For undergraduate evening and graduate evening students: two evening terms are equivalent to one semester.

Minimum Academic Requirements for Undergraduate Conservatory of Music Students

A minimum semester GPA (grade point average) of 2.75 is necessary in order for a student to remain "in good standing." Caveat: a student who earns below a B for two consecutive semesters in Applied Music—Major Instrument may be subject to dismissal pending review by the dean of the Conservatory of Music and the major teacher.

Appeal Process

A student has a right to appeal a decision of academic dismissal and must do so by writing to the vice president for academic affairs.

The vice president for academic affairs will hear the appeal or refer to the committee. If the decision is to hear the appeal, the vice president for academic affairs and/or the committee will review the circumstances and facts of the appeal. The vice president for academic affairs notifies the student in writing of the result of the appeal **by the end of the drop/add deadline of the following semester/term.** Extraordinary circumstances beyond the control of the student or significant academic progress are the only reasons for considering an appeal.

Add/Drop Period

Course additions or section changes must be made during the official add/drop period as noted on the academic calendar. A student who drops a course during this period will not receive a grade, and the course will not appear on the permanent university record.

Evening students will not receive a full refund if dropping a course after the first day of the term, but an additional course may be added in its place at no charge.

Admission to Classes

Registered students are permitted to enter class only after obtaining financial clearance from Student Administrative Services and completing the formal registration process. If a student is withdrawn, this may result in an additional financial obligation to the university.

Advising

The role of a faculty advisor is crucial to the university's educational mission.

As an educational community, the primary relationship for students should and must be with faculty in their roles as teachers and advisors. Faculty design curriculum and therefore are the best sources for guidance and counsel in academic matters. In this context, academic advising is teaching; an ongoing exchange between faculty and students in which faculty explain how and why courses, programs and other educational experiences are related to the needs and aspirations of students. Effective advising involves probing and exploring with students their understanding of themselves as learners and individuals and helping to foster their involvement within our community. Within the academic advising process, faculty educate students on an individual basis about academic programs, policies and strategies for success while also encouraging students to be active, responsible and informed participants in the advising process. Incoming students are assigned a faculty member based upon their academic and/or career interests. The faculty advising program requires that every student meet with his or her advisor on a regular and ongoing basis. The director of academic advising, who is also a member of the faculty, oversees the advising program and provides assistance to faculty and students and serves as a liaison between faculty, students and staff.

Academic advising goes well beyond assisting students with their semester schedule of classes. The role of the academic advisor includes, but is not limited to:

1. helping the student define his or her academic, intellectual, personal and career goals.
2. identifying courses and experiential learning opportunities that will help the student to achieve personal and professional goals.
3. being available and accessible to advisees and working with faculty to monitor students' academic status.
4. referring students to appropriate campus resources, including personal counseling when appropriate.
5. encouraging awareness of and involvement in cultural and social opportunities on campus for students.
6. learning the policies and requirements for graduation and clearly communicating them to advisees so that they will not be deficient in any university, college or departmental requirements.

Evening Division students are advised by a designated faculty advisor in the college of their major. After an initial interview and registration, students may register online for the following terms.

Audit

Students who wish to audit a class must receive permission from their faculty advisor and the instructor of the course and, if in excess of a 15 credit-hour load, permission from the appropriate college dean. A student who officially audits a course, although not required to take examinations, is expected to attend class regularly and to participate in a manner that is agreeable to the instructor. An AU will be recorded on the permanent record of courses officially audited. A full-time student will not be charged for auditing a course. Students not enrolled on a full-time basis will be charged an audit fee (see the Tuition and Fees section for current fee).

Cancellation of Courses

The university reserves the right to cancel any course for which an insufficient number of students has enrolled or for other reasons deemed necessary. No charge is made to a student for a registration change necessitated by such course cancellation. Notification of a cancelled class will be sent to students at their Lynn e-mail address.

Change of Degree Information

To change degree information such as major, minor, advisor or catalog year students must complete a Change of Degree Information Form. The form must be signed by the advisor. If an undergraduate day student is changing advisors, the form must also be signed by the director of academic advising. The form must be brought to the Office of the Registrar to be processed.

Change of Personal Information

To change personal information such as address or phone number, a student must complete a Change of Personal Information Form which can be found in the Office of the Registrar.

Classification of Students

Matriculated students are those who have met all admission requirements and have declared their intention to obtain a degree.

Non-matriculated students are those who have not been admitted to a degree program but are eligible to enroll as full- or part-time students. Non-matriculated students include those who enroll in courses for self-enrichment and are not following any specific degree program requirements.

Non-matriculated students seeking to matriculate into a degree program must declare their intent with the Office of Admissions.

Classification of Undergraduate Students

Matriculated students are classified according to the following number of semester hours of credit completed toward their degree:

Classification	Credit Hours
First Year	0 to 30
Sophomore	31 to 60
Junior	61 to 90
Senior	At least 91

Closed Class Permission

To register for a closed course that is at its student capacity, a student must submit a Closed Class Permission Form signed by the course instructor and advisor to the Office of the Registrar. Requests will not be approved if the classroom cannot physically accommodate additional students.

Code of Computing Practice

All Lynn University students and staff are expected to practice responsible and ethical behavior in their computing activities. While most computer users act responsibly, those who do not, either through ignorance or intent, can potentially disrupt others or even steal or damage their work.

To a reasonable and economically feasible degree, the university is responsible for securing its computing systems against unauthorized access and/or abuse while making them accessible for authorized and legitimate uses. This responsibility includes informing users of the expected standards of conduct and the punitive measures for not adhering to them. For specific information on information technology policies, see www.lynn.edu/student.

Course Load

For evening students the Fall Semester = both the Fall I and Fall II Terms, the Spring Semester=both the Spring I and Spring II Terms.

The academic year consists of the Fall and Spring Semesters. Summer enrollment is optional.

Undergraduate Day Semester

- Full time enrollment = 12 credits per semester
- It is suggested that students register for 15-16 credits per semester in order to complete 120 credits in 4 years.
- Tuition is charged as a flat rate for 9-16 credits. An overload fee will be charged if students register for more than 16 credits.
- If a student wishes to register for more than 18 credits a semester, the Academic Dean must approve.

Undergraduate Evening Semester

- Full time enrollment = 12 credits per semester.
- It is suggested that students register for 15-16 credits per semester in order to complete 120 credits in 4 years.
- Tuition is charged per credit.
- If a student wishes to register for more than 18 credits a semester, the Academic Dean must approve.

Graduate Day Semester

- Full time enrollment=9 credits per semester for the Psychology and Music programs.
- Full time enrollment=6 credits per semester for the Ed.D program.
- Tuition is charged per credit.

Graduate Evening Semester

- Full time enrollment=9 credits per semester.
- Tuition is charged per credit.

A course passed more than twice cannot count towards financial aid eligibility. However, variable content courses may be taken multiple times towards degree completion. Lists of these courses are outlined in Chapter 8 Sections 1, 2 and 3.

Course Withdrawals

After the add/drop period, students may withdraw from a course by completing the withdrawal form from the Office of the Registrar. The completed form should be submitted to the Office of the Registrar within the designated time frame. Refer to the academic calendar for deadlines.

Students who withdraw from a course will receive a W on their permanent university record. A student can have no more than eight course withdrawals during his or her undergraduate enrollment in the university or three course withdrawals during each graduate enrollment in the university without the approval of the Office of Academic Affairs.

Credit Hour Definition

Undergraduate Day Semester & Graduate Day Semester

1 credit hour is equal to one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 14 weeks for one semester.

Undergraduate Evening Term & Graduate Evening Term

Courses offered in our accelerated and online programs "mirror" the requirements of traditional courses in outcomes and assessment of learning.

Note: For the purpose of defining credit hours, one hour of classroom or direct faculty instruction is defined as a 50 minute class period.

Dean's List

In order to qualify for Dean's List, a student must have completed a minimum of 12 credits in the term with a GPA of 3.5 or higher. The eligible student must have no grades below C.

For evening undergraduate students a term will include Fall I and II, Spring I and II or Summer I and II.

The Dean's List acknowledgement will be posted on the student's transcript.

Definition of a Dual Major

In addition to satisfying all admission, progression and graduation requirements of the program offering a first major in a baccalaureate degree program, students may enroll in a second major. To do so, the student must:

- earn a minimum of 30 credit hours at Lynn University beyond those required for the first baccalaureate degree or a minimum of at least 150 credit hours.
- satisfy the admission, progression and graduation requirements of the program or college offering the second major.

Students may be enrolled in two major programs simultaneously. For double majors, the academic transcript lists both majors; however, only one diploma will be issued.

Directed Study and Independent Study

Directed Study (regular courses taken by special arrangement) involves a one-on-one relationship between the student and the instructor (i.e., frequent conferences regarding the study are needed in order to complete a regularly offered course). Appropriate request forms for Directed Study are available in the Office of the Registrar.

Independent Study involves scholastic or research endeavors apart from regular courses offered at Lynn University. Students should pursue Independent Study with direction from their supervising professor with the approval of the appropriate college dean and the Office of Academic Affairs.

Signatures denoting approval by the instructor, appropriate college dean and the Office of Academic Affairs must be obtained before a student can register for either course of study.

Enrollment Verification Letters

Enrollment verification letters may only be requested by the student, unless their parents are listed on the Buckley Form. Enrollment Verification Forms are available in the Office of the Registrar and take approximately three working days to process.

Falsification of Academic Records

A student who has falsified academic records will be subject to dismissal from the university.

Federal Educational Rights and Privacy Act (FERPA)-Combined With Directory Info

The Family Rights and Privacy Act of 1974 (commonly called the Buckley Amendment) is designed to, with certain exceptions, protect the privacy of education records, establish the rights of students to inspect and review their records, and provide a means of correcting inaccurate and misleading data. Lynn University makes every effort to comply with this legislation.

Certain information is considered public and is released at the University's discretion. Unless a student files written notification to withhold disclosure, the University will release directory information (see list below). This includes announcements of graduation, honors and awards, and verification of the dates of attendance and conferring of degrees. Names, addresses, phone numbers, and other directory information will be released for use within the University community. Only transcripts of academic records and statement of academic status pertaining to Lynn University course work are released to third parties and then only with the written authorization of the student. Parents of a dependent student have the right of access to educational records.

A student or eligible parent has the right to challenge any content of the student's education record which is considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such challenge may be directed to the University Registrar in writing and clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. Please note, however, that Lynn University is not required to consider requests for amendment under FERPA that seek to change a grade, disciplinary decision, or the opinions or reflections of a school official or other person reflected in an education record.

1. If the University decides not to amend the record as requested by the student or eligible parent, the Registrar will notify the student or eligible parent of the decision and advise the student or parent of the right to a hearing regarding the request for amendment.

2. The request shall be in writing and presented to the Vice President for Academic Affairs. A hearing officer appointed by the Vice President for Academic Affairs will conduct the hearing. The hearing will be conducted within a reasonable time frame after the request for the hearing has been received. The hearing officer will notify the student or eligible parent, reasonably in advance, of the date, place, and time of the hearing.

3. The student or eligible parent will be afforded a full and fair opportunity to present evidence relevant to the issue raised. One or more other persons may accompany the student or parent. Such individuals, however, are not permitted to address the hearing officer. The hearing officer will make a decision in writing based upon the evidence presented at the hearing within a reasonable time. The decision will include a summary of the evidence presented and the reasons for the decision.

4. If the hearing officer supports the challenge request, the education record will be amended accordingly and the student or eligible parent will be so informed. If the hearing officer decides not to amend the education record, the student has the right to place in the education record a statement commenting on the challenged information and/or stating the reasons for disagreement with the decision. This statement will be maintained as part of the education record as long as the contested portion of the record is maintained, and whenever a copy of the education record is sent to any party, the student's statement will be included.

A student's permanent record consists of the transcript, application for admittance, and semester grade reports. These are maintained in the Office of the Registrar. All documentation used in the admission and placement processes, while considered nonpermanent, also is maintained in the Office of the Registrar during the period of the student's enrollment.

Directory Information

Directory information, including the following data, may be released without the student's written or notification.

1. College or school of enrollment;
2. Student's full name;
3. Class;
4. Full/part-time status;
5. Date of graduation;
6. Degrees and/or honors awarded;
7. Majors;
8. E-mail;
9. Merit scholarship;
10. Dates of attendance.

In order to withhold the release of the above information, the student must present a letter to the Registrar's office within two weeks of the registration period. This information will be withheld until the student releases it.

Students' Access to Educational Records

All students and former students have access to their educational records upon written request to the Office of the Registrar. Educational records include academic records, applications, high school transcript, letters of recommendation, and judicial files. With respect to former students, the term education records excludes records that are created or received after an individual is no longer a student in attendance at Lynn University and are not directly related to the individuals attendance as a student. An example of a record excluded from the definition would be alumni services. Any student who requests access to any educational record is expected to present valid identification.

There are some records to which the student has no right of access. These are:

1. Professional mental health treatment records to the extent necessary, in the judgment of the attending physician or professional counselor, to avoid detrimental effects to the mental health of the student or of others. These records may, however, be reviewed by a physician or other appropriate professional of the student's choice.

2. Financial information furnished by the student's parents in support of an application for financial aid.

3. Confidential letters of recommendation that were placed in the student's file prior to January 1, 1975.

4. Confidential letters of recommendation concerning admission, employment, or honorary recognition, for which the student has waived access. (Lynn University may not require a student to sign a waiver in order to obtain services, but a person writing a recommendation may insist on a waiver as a condition for writing it).

5. Personal notes made by a faculty member or counselor that are accessible only to that person and are not shared with others.

6. Materials in any admissions files, until the student has been admitted to, and has attended Lynn University.

Release of Confidential Records

The University will not release any confidential records concerning any student or former student unless a written statement authorizing such a release is supplied by the student or former student. Exceptions to this policy are:

1. Faculty and staff members with legitimate educational interests in the record: One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests.

a. A school official is a person employed by Lynn University in an administrative, supervisory, academic or research, or staff position (including Campus Safety and Security personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing official tasks.

b. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the official's professional responsibility.

c. Additionally, education records may be released to contractors, consultants, volunteers, and other outside service providers used by the University to perform institutional services and functions, that it would otherwise use employees of the University to perform. The University must use "reasonable methods" to ensure that the school official obtain access to only those education records-paper or electronic-in which they have legitimate educational interests and the burden falls to the institution to justify access if questioned.

2. Authorized federal and state officials in the process of administering educational programs: The regulations clarify that educational agencies and institutions may provide personally identifiable information within education records to federal or state auditors without prior consent without violating FERPA.

3. Administration requirements of the financial aid program.

4. Accrediting organizations carrying out their accrediting functions;

5. Parents of a dependent student: The regulations clarify that the University may disclose educational records to the student's parents without student consent if the student is a dependent for Federal Income Tax purposes.

6. Organizations conducting studies on educational programs, providing that the identity of the student is not revealed;

7. Emergency situations involving the health or safety of students or other persons: In making a determination under the health and safety exception, which allows educational institutions to disclose education records in the case of a health or safety emergency, institutions are now allowed to exercise judgment as follows:

a. The University may take into account the "totality of the circumstances" pertaining to a threat to the safety or health of a student or other individuals.

b. If the University determines there is an "articulable and significant threat" to the health or safety of a student or others, it may disclose information from education records to third parties, whose knowledge of the information is necessary to protect them, including the health and safety of the student or others.

c. If, based on the information available at the time, there is a rational basis for that determination at the time the decision is made.

d. In addition, the University is permitted to allow disclosure of personally identifiable information from an education record to "appropriate parties," including parents of a student, if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

e. The Department of Education will require that the University involved in a disclosure under these circumstances to record the nature of the threat and the parties to whom it disclosed information under the "health and safety" emergency section.

f. FERPA also allows disclosure to parents if the student has violated any Federal, State, or local law, or any rule or policy of the institution, governing the use or possession of

alcohol or a controlled substance, if the institution determines that the student has committed a disciplinary violation regarding the use or possession and the student is under twenty-one at the time of the disclosure.

8. Disclosure made in compliance with judicial order or lawfully issued subpoena;

9. Disclosure made pursuant to federal and state law, including **complying with the Campus Sex Crimes Prevention Act**. To conform to the requirements of the Campus Sex Crimes Prevention Act, University officials are permitted to release information they received from a state community notification program about a student registered as a sex offender in the State.

10. Information designated by the University as directory information.

11. Disclosure to Other Colleges, Universities and/or schools to which a student is transferring: The authority to disclose or transfer education records to a student's new school does not cease automatically the moment a student has enrolled in the new school and continues to be enrolled at any future point in time so long as the disclosure is for purposes related to the student's enrollment or transfer. This means that the University may disclose any records or information, including health and disciplinary records, that the University could have disclosed when the student was seeking or intending to enroll in the new school.

Academic Files

Students' permanent academic files, including all official transcripts, are maintained in the Office of the Registrar. Students needing access to their files must contact the Office of the Registrar.

Right to File a Complaint

In addition to the above rights, the act also affords students the right to file a complaint with the U.S. Department of Education concerning alleged failures by Lynn University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, D.C., 20202-5920.

For a complete description of FERPA regulations, please visit: http://www.ed.gov/policy/gen/guid/fpco/index.html, which is a link to Family Policy Compliance Office in the Department of Education.

Five-Year Bachelor's/Master's Program

Qualified undergraduate students who wish to pursue a master's degree will be allowed to take courses in the Master's program while finishing their undergraduate degree, provided they have completed 90 undergraduate credits, maintain a minimum 3.25 GPA in the last 15 undergraduate credits at Lynn and maintain a 3.0 or higher GPA in their graduate courses.

Forgiveness Policy

The forgiveness policy allows a student who has changed his or her major, specialization or minor to discount up to two courses in the abandoned program. The transcript will reflect the student's complete record with an added notation of "Academic Forgiveness Declared" by the selected course(s); however, the grade(s) will not be calculated in the cumulative GPA. Neither the grades nor the credits will be counted toward graduation requirements. A forgiveness policy form is available in the registrar's office and will need the signature of the dean of the school of the newly chosen program, as well as registrar approval. The forgiveness policy may only be used once in a student's college career.

Grade Notification

At the midterm point each semester, all undergraduate day students will be issued a midterm grade viewable on the Web at www.lynn.edu/mylynn.

At the conclusion of each semester/term, all students will be issued a final grade viewable on the Web at www.lynn.edu/mylynn.

All first-year students will have both their midterm and final grade report mailed to their legal home and local addresses.

Grade of Incomplete

A. For a student to be eligible to receive an incomplete for a course:

1. The student must provide to the dean of students documentation of the extenuating circumstance(s) that prevent him/her from satisfying the course requirements and learning outcomes of that particular course.

2. The student, at the time of applying for an incomplete, must have completed two-thirds of the term and have a passing grade.

B. The application process:

1. The student will have the option of applying for an incomplete in one or more courses.

2. The student will obtain and complete the incomplete application form and bring it to the dean of students with appropriate documentation. The dean of students will verify that the student's application satisfies the eligibility criteria. If the application satisfies the eligibility criteria then the dean of students will return the approved form to the student who will then take the form to the professor of the course. The professor and student will draw out a contract, which includes but is not limited to: all course work to be completed and the deadline for this material to be submitted. After the student agrees to the terms of the contract and signs the form, the professor will take the contract to the dean of his/her college. The dean will then review the contract and sign the form upon approval. The "I" is now official and the contract is binding. The dean of the college will distribute copies of the contract to the professor, the student, the dean of students and the Registrar. Each recipient will place the copied contract in the appropriate file. The professor will keep one copy and the original will be placed in the student's file in the college of his/her major.

C. The form:

1. Will be available online.

2. Will contain current grade, what specific assignments are to be completed due date for all material (not to exceed one year beyond the original term final grade due date), and state that the final course grade will be a "W" if the student does not complete the requirements.

Note: As of fall 2006 students are limited to eight undergraduate and three graduate course withdrawals.

Grade Point Average

At the end of each semester, a scholarship index (GPA—Grade Point Average) is computed for each student.

A = 4.00 points for each credit	C = 2.00 points for each credit
A- = 3.67 points for each credit	C- = 1.67 points for each credit
B+ = 3.33 points for each credit	D+ = 1.33 points for each credit
B = 3.00 points for each credit	D = 1.00 point for each credit
B- = 2.67 points for each credit	F = 0.00 points
C+ = 2.33 points for each credit	

Thus, a grade of A in a three-credit course would be assigned 12 points.

The GPA is determined by dividing the total number of earned quality points by the number of attempted credits. Grades of AU, I and W are excluded from the calculations. Other symbols in use (not included in computation of average):

W	Officially Withdrawn from the Course
AU	Audit
I	Incomplete
P	Pass
NP	Not Passed

Grade Scale

A =93-100	C = 73-76
A– = 90-92	C– = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 60-66
B– = 80-82	F = 0-59
C+ = 77-79	

Note: The student's final grade average is rounded to the nearest percent before grades are determined.

GRADUATION

General Information

Students may choose to graduate under the catalog in effect at the time of their first enrollment or any subsequent catalog provided that the student graduates within eight years from the date of the first enrollment. If students do not graduate within this eight-year period, they may be subject to fulfilling any new program requirements in effect.

There is one graduation ceremony a year which is held in May; however, degrees are conferred at the end of each term. Students are not eligible to participate in the ceremony if they do not meet the following requirements:

- Undergraduate students must have no more than 3 courses left to complete in the summer
- Graduate students must have no more than 12 credits left to complete in the summer

Student Right-to-Know graduation rates are available in the Institutional Research Office and on the Lynn University Web site.

Overall Requirements for the Baccalaureate Degree

- complete a minimum of 120 semester hours.
- attain a minimum cumulative grade point average of 2.0.
- earn at least a minimum of the last 30 credits at Lynn University.
- satisfy all Lynn University undergraduate curriculum requirements for the baccalaureate degree, including core curriculum requirements.
- complete a minimum of 45 credits that are upper division (300+level).
- sign and return a graduation application to the Office of the Registrar.

Commencement Honors

At commencement, baccalaureate degree students attaining the standards designated below will graduate with honors.

Cum Laude	3.50 to 3.64
Magna cum Laude	3.65 to 3.79
Summa cum Laude	3.80 to 4.00

Commencement honors are awarded on the basis of at least 60 credit hours earned at Lynn University. Students who have fewer than 60 credit hours may apply for commencement honors by requesting a petition for commencement honors from the Office of the Registrar. Provided that the overall GPA earned at previous institutions and at Lynn University meets designated standards, commencement honors will be awarded.

Overall Requirements for Master's Degree

A candidate for a master's degree must:

- complete a minimum of 30 semester hours.
- attain a minimum cumulative grade point average of 3.0.
- satisfy all Lynn University graduate curriculum requirements for the master's degree, including thesis requirements.
- satisfy the requirements for a major that includes at least 30 unique credits.
- sign and return a graduation application to the Office of the Registrar.

Commencement Honors

- Master's students are not eligible for honors distinctions as they are expected to maintain high levels of academic excellence.

Overall Requirements for Ed.D. Degree

A candidate for an Ed.D.degree must:

- complete a minimum of 51 semester hours.
- attain a minimum cumulative grade point average of 3.25.
- satisfy all Lynn University graduate curriculum requirements for the Ed.D. degree, including thesis requirements.
- sign and return a graduation application to the Office of the Registrar.

Commencement Honors

- Ed.D. students are not eligible for honors distinctions as they are expected to maintain high levels of academic excellence.

Commencement Awards

The Bradley Middlebrook II Student Service Award is presented to the student who has exhibited outstanding service to fellow students, Lynn University and the community at large.

The College of Education Outstanding Graduate Student Award is given to the person who displays outstanding potential for scholarship and leadership in the field of education.

The Count and Countess de Hoernle Humanitarian Award is given at graduation to the student who has exhibited outstanding loyalty to the university.

The Dean's Award for Excellence in Undergraduate Education is given to the person who displays outstanding potential for scholarship and leadership.

The Gordon and Mary Henke Excellence in Communication Award recognizes the student who has excelled in the communication program and has the potential for an outstanding career in the field of communication.

The James J. Oussani Award is presented to the student deemed most innovative and motivated in completing a degree program.

The M. Elizabeth MaddyCumpton Endowed Memorial Award is presented to the outstanding conservatory student of strings.

The Medina McMenimen Bickel Fashion Award is presented to the graduating senior who exhibits outstanding leadership and the potential for a successful career in fashion marketing.

The President's Award is presented to the student exhibiting extraordinary service and commitment to the university.

The Professional and Continuing Education Award is presented to the candidate who has maintained the highest grade point average in the undergraduate continuing education program and has demonstrated community service and dedication to lifelong learning. Students having transfer hours from other institutions are eligible for the award as long as they have obtained at least 90 credits from Lynn University.

The Bachelor's Degree Award and Master's Degree Awards are presented to the undergraduate degree candidates and master's degree candidates who have attained the highest cumulative grade point average for their entire degree course work. Students having transfer hours from other institutions are eligible for the Bachelor's Degree Award as long as they have obtained at least 90 credits from Lynn University. Students having transfer hours from other institutions are ineligible for the Master's Degree Awards. Students will also be evaluated on other factors that may include community involvement at Lynn University and within the local community.

Honor's Convocation

Honor Society

Students whose names appear on the Dean's List for four consecutive semesters and whose aggregate grade point average is at least 3.5 are eligible for membership in the Honor Society.

President's Honor Society

Students whose names appear on the Dean's List honors for six consecutive semesters and whose aggregate grade point average is at least 3.75 are eligible for membership in the President's Honor Society.

During the spring semester of each year all members of the Honor Society and the President's Honor Society will receive a certificate in recognition of their accomplishments.

The Institutional Review Board

All human subject research and research-related activities involving human subjects conducted within or under the auspices of Lynn University by any faculty, employees or students, is subject to the Institutional Review Board for the Protection of Human Subjects in Research (IRB) review, recommendations if warranted, and final approval.

The purpose of the IRB is to safeguard the safety, privacy, health and welfare of the human subjects involved in research and research-related activities. The IRB reviews three categories of research: new projects periodic review on a continuing project and procedural revision to a previously approved project. IRB members are selected for their experience, expertise, diversity and breadth in backgrounds and represent individuals with primary concerns in both scientific and non-scientific areas. Under no conditions can proposed research begin prior to IRB review and written approval.

Investigators have many obligations, including designing the study so that the incidence of risk and stress are minimized to the greatest degree possible and that these risks are accurately described in the protocol. Moreover, the investigator bears responsibility for terminating the study when hazards or risks to the subjects become apparent or may be incompatible with the study's benefits; further, investigators must report any adverse reactions associated with the study to the IRB.

Information regarding the IRB Policies is available in the appropriate college and the IRB Web site (contact the IRB for the URL to this site). These procedures are briefly summarized as follows:

- The investigator and the advisor of the project must take and complete the National Institutes of Health "Human Participants [Subjects] Protection Education for Research Teams" **On-Line Course.** The course can be found at http://phrp.nihtraining.com/users/login.php. Certificates of completion must be provided to the IRB prior to in the initiation of data collection.
- Prior to submission to the IRB, a research proposal must be approved by an advisor in the case of student research or by the supervisory vice president in the case of a university employee.
- Completed IRB application including the research protocol, certifications and signatures, and curriculum vitae of principal investigator is submitted to the IRB. Reviews may be by convened full board review, expedited review, or request for exempt status.
- Submission of material is done electronically and is rolling. Information regarding submission can be found at the IRB blackboard site. If the IRB has any special concerns or questions, the researcher may be asked to attend the meeting.
- The IRB notifies the investigator and the institution in writing of its decision to approve or disapprove the proposed research activity, or of modifications required to secure IRB approval of the research activity. If the IRB decides to disapprove a research activity, it shall include in its written notification a statement of the reasons for its decision and provide the investigator an opportunity to respond in person or in writing. Institutional notification for employees is sent to the investigator's supervisory vice president and to the research advisor in the case of students. For students, once approved, a copy of the approval letter is sent to the Office of the Registrar for the student's permanent file.
- Currently approved protocols must be reviewed annually.

Leave of Absence

If a student wants to request a Leave of Absence (LOA) they must see either the Office of Academic Affairs (academic reasons) or the dean of students (all other reasons) to fill out the LOA form.

A LOA form is not required in order for a student to withdraw from all of their classes; however, a student must indicate on the LOA form if they want to withdraw from all of their current courses and be dropped from all of their future courses, or just be dropped from all of their future courses.

The Office of Academic Affairs or dean of students will place any conditions of return on the LOA form and forward the form to the Office of the Registrar, the Office of Academic Affairs, the Office of Student Administrative Services and the dean of students, and then place the form in the student's file.

Once the form is received in the Office of the Registrar, the following will be done:

- Student will be issued grades of W for each course in the current semester (if applicable).
- Student will be dropped from all future courses.

Once the student is ready to return they must meet with either the academic dean or the dean of students. Once they have determined that the student has met all of their conditions of return

the Office of the Registrar and Student Administrative Services will be notified.

Observance of Religious Holidays

Lynn University respects the rights of all individuals to observe customarily recognized religious holidays throughout the academic year. If a student intends to be absent from classes as a result of any such observance, the student should notify his/her professors in writing prior to the specific holiday.

Pre-requisite Overrides

To register for a course which has a prerequisite that has not yet been taken, a student must submit a registration form to the Office of the Registrar signed by the instructor and advisor with a note allowing the course to be taken without the required prerequisite.

Re-enrollment

If a student left the university and wants to return, first he or she must contact the Office of the Registrar.

If the student left because of academic suspension, he or she must contact the academic dean to receive permission to return.

If the student left because of behavioral or social suspension, he or she must contact the dean of students to receive permission to return.

Once a student is approved or denied, the academic dean or the dean of students will notify the Office of the Registrar and the Office of the Registrar will send written notification to the student.

Registration

Course registrations for undergraduate day students are processed by their academic advisor while course registrations for undergraduate evening and graduate students can be processed online or in the Office of the Registrar with a registration form signed by their advisor.

Repeat Courses

When a student repeats a course both the original and the subsequent grades are recorded on the official university transcript; however, only the highest grade is included in the grade point average calculation. A course taken at another institution cannot forgive a failing Lynn grade.

Residency Requirement

Undergraduate Students

In addition to specific courses and scholastic requirements, each bachelor's degree candidate must spend the last year two semesters or the equivalent earning not less than 30 credit hours in academic residence at the university. These academic residence credit hours must be uninterrupted by any work at another institution and are required in order to be eligible for a degree from Lynn University.

Second Bachelor's Degree

Students who wish to complete a second Bachelor's degree must meet the following criteria:

- hold a Bachelor's degree from Lynn University or a regionally accredited institution. This policy does not authorize the awarding of two baccalaureate degrees simultaneously since Lynn students have the option of pursuing a double major.
- seek a second degree that is significantly different from the degree held.
- complete all major course requirements for the Lynn University degree.
- complete a minimum of 30 credits at Lynn University beyond the credits previously earned as part of the first bachelor's degree.
- receive approval from the Office of Academic Affairs.

Second Master's Degree

Students who wish to pursue a second master's degree must meet the following criteria:

- The second degree must include a minimum of 24 unique credits
- Complete all degree requirements for the Lynn University degree.
- Receive approval from the Office of Academic Affairs.

Special Student Status

Graduate students who wish to take courses for the purposes of continuing education, teacher certification or transfer of credits to another institution may register as Special Students. Special Students are classified as non-degree seeking students and must show evidence of graduation from an accredited college or university in order to be eligible for this classification and take graduate courses at Lynn University. Special Students must complete a Special Student form available in the Office of Admissions and may be limited to six credit hours, except under the following circumstances:

- Educators seeking ESOL certification or taking courses for certification or recertification purposes are limited to 15 credit hours (five three-credit courses).

Those interested in enrolling as non-degree seeking students should contact the Office of Admissions for a Special Student form and registration materials. Term schedules of classes are available on the university's Web site.

Financial aid is not available to Special Students. Because of immigration regulations, a foreign student with either an F-1 or J-1 Visa may not register as a Special Student and must be degree seeking. Students who would like to change their status to degree seeking must complete a graduate application, provide all necessary documentation, including entrance testing if appropriate, and meet all admission requirements. Enrollment as a Special Student in no way implies a right for future admission to the university or a graduate program.

Credit earned as a Special Student does not automatically count as fulfilling graduate degree requirements unless approved by the program coordinator or dean of the appropriate college. All such proposed courses must have a grade of B or better and meet specific course requirements for the degree. This determination is made after the applicant has been accepted to the university or by the end of his or her first term as a matriculating student.

Student Responsibility

Lynn University encourages its students to take the primary responsibility for their own academic activities and to accept the resulting consequences. No student should behave in a manner that can harm the educational environment or diminish the learning experience of any other member of the academic community. Each student is responsible for a knowledge of and adherence to regulations regarding registration, withdrawal, degree plan, deadlines, curriculum, graduation requirements and payments of tuition and fees.

Lynn University does not grant certification or licensure for the practice of any profession. Regulations governing certification and/or licensure are under the sole control of the appropriate boards in each state authorized to oversee these processes.

It is the student's responsibility to:

- contact the appropriate professional boards in the state(s) in which they intend to practice.
- determine all requirements related to certification and/or licensure.
- determine whether or not the degree program in which they are enrolled at Lynn University meets all program requirements for certification and/or licensure for the state(s) in which they intend to practice.

Transcripts

Transcripts must be requested in writing by the student or alumnus. There is a $5 fee per copy for Official Transcripts, which bear the signature of the registrar and the Official University Seal. The $5 fee for each transcript is graciously paid for by the Alumni Association. Transcripts are typically processed within five working days after receipt of the request. During busy times in the office, requests may take up to two weeks to be processed. Lengthier processing periods typically occur at the beginning and end of a semester. Request forms are available in the Office of the Registrar or at www.lynn.edu/transcripts. Please note: Transcripts cannot be faxed. The following information **is required to request a transcript**:

- name while attending the university.
- current name, if different.
- Lynn University ID number or Social Security number.
- approximate dates of attendance.
- degrees received, if applicable.
- address where the transcript(s) must be sent.
- current address and phone number.
- student or alumnus signature.

TRANSFER CREDITS

Transfer Credit Evaluations

Transfer credit is awarded for courses successfully completed at a regionally accredited institution or an institution whose accrediting organization is recognized by the Council for Higher Education Accreditation (CHEA).

Official transcripts from each institution attended must be submitted in order for the Office of the Registrar to complete a formal transfer evaluation. Courses completed outside of the United States require students to submit an official foreign credential evaluation and translation along with their official transcripts. Each transfer evaluation is reviewed by the Office for Academic Affairs and/or appropriate college faculty.

A course evaluated as equivalent to a Lynn course is accepted as that course. A course evaluated as not equivalent is accepted as an elective. If a preliminary evaluation is completed for a student based on an unofficial transcript, that evaluation will not be considered final until official documentation is received and reviewed for accuracy.

Although credits transfer in from other institutions, grades do not. Transfer courses are listed on the transcript with a grade of "T." A student's Lynn grade point average is based solely on courses completed at Lynn University.

Undergraduate Student Transfer Policy

Any course that was successfully completed at another institution may be accepted. All undergraduate students must complete a total of 30 credits at Lynn in order to receive their degree.

Lynn University also accepts credit for AP, CLEP, International Baccalaureate and University of Cambridge Exam credits. Please submit official transcripts for review.

Graduate Student Transfer Policy

No more than six transfer credits will be accepted and they must meet the following criteria:

- The course(s) must be at the graduate level;
- The course(s) must have a grade of B or better and be taken no more than four years prior to admission to Lynn University.

Transfer of Credit Procedure

Requests for transfer of credits should be directed in writing to the faculty advisor or degree program coordinator during the first term of master's or doctoral study. Appropriate documentation should accompany the request and include an official transcript and one or more of the following: a course description, a catalog, a syllabus for the course or completed written assignments for the course.

Permission to Study at Other Institutions

Students who desire to attend another collegiate institution while enrolled at Lynn University and want to ensure that those credits will apply to their Lynn University degree program must complete the form and obtain the appropriate signatures. Only credit hours transfer, not grades. The last 30 credits must be taken at Lynn University.

University Withdrawals

Students who withdraw from Lynn University are required to obtain proper clearance. The appropriate representative(s) of the following offices must sign clearance forms, available in the dean of students office in the E.M. Lynn Residence Hall:

- Vice President for Academic Affairs
- Director of Academic Advising
- Director of Counseling
- Dean of Students
- Director of Residence Life
- Registrar

A student who officially withdraws from the university prior to the deadline for withdrawal without academic penalty will receive a grade of W on his or her transcript for each of the courses enrolled. Extenuating circumstances (medical/family emergencies) will be reviewed by the Office of Academic Affairs. If those documented circumstances warrant, the grades will be changed to Ws for that term. A student who has withdrawn from the university and wishes to return as an enrolled student must undergo the process for re-enrollment with the Office of the Registrar.



Chapter VII.

Academic Support Services

Institute for Achievement and Learning

The mission of the Institute for Achievement and Learning is to provide an innovative strategic menu of services that creatively links all aspects of Lynn University student life and academic achievement. To ensure positive opportunities to embrace, engage and empower students, the Institute offers diagnostic information; personal profiles and assessments; and a menu of comprehensive, creative and diverse support services that are available for students. The Institute also provides professional development and training, with opportunities for educational research that extend from faculty workshops to seminars designed to include the greater community. The Institute has been created as the vehicle to promote the idea of label-free learning, encouraging academic excellence both in and out of the classroom and celebrating the uniqueness of every mind and potential of every student. The Institute is the coordinating body for existing and new campus academic support services and the primary source for student support outside of direct classroom instruction. All students have access to the Institute, which includes the following resources and programs:

- The Diagnostic Center: The Institute's diagnostic branch and the beginning of the Lynn University educational journey starts with the administration of Alpha Profiles to identify and support students' strengths and affinities. The Center offers diagnostic testing and recommendations for students struggling academically. Services are free and open to all Lynn University students.
- Lynn University Wayser Tutoring Program: The program is designed to assist all Lynn University students with course work by offering individual and group content-area and process tutoring.
- The Institute programs are designed to offer coaching, priming labs, specialized classes, a large staff and professional tutors for students with learning challenges.
- ADA Office: Available to students who need special accommodations for learning and testing.

Alpha Profiles

The purpose of the Alpha Profile, which is administered within the Institute's Diagnostic Center, is to provide each student with his/her personalized profile by administering inventories and interpreting each student's potential for success. The Alpha Profile helps students develop an understanding and knowledge about themselves to empower them to become lifelong learners. The Alpha Profile is the first step toward this lifelong learning goal. The results of the Alpha Profile help students explore, discover and learn about themselves so that they may excel in the culture of the Lynn University campus.

To complete the Alpha Profile each student answers a series of questions designed to inventory learning styles, personality traits, multiple intelligence clusters and lifestyle choices. After this initial process, the Institute provides each student and his/her advisor with a profile that reflects individual interests and values and suggests learning environments and study methods that may be most effective.

The Institute's services offer students an extraordinary opportunity to excel at the college level. Programs provide motivated students with learning challenges the additional support they need to achieve and maintain academic success and earn a university degree.

Students enrolled in the Institute are provided with academic mentoring, a separate testing area, extended time for examinations (including other approved accommodations on exams), specialized Dialogue courses with a low pupil-to-teacher ratio taught by Faculty Institute Fellows and tutorials in most subject areas. The classes are taught by professors who have been trained in learning style differences, classroom management techniques and assessment strategies, in addition to having expertise in their academic field. These Institute-trained professors, Institute Fellows, use the same syllabi and teach the same content that is taught in similar courses offered to all students at Lynn University.

All students accepted into the Institute freshman year are required to successfully complete a Dialogue course titled Self as Learner, a three-credit college level course. This course is diagnostic in nature and focuses on the theories of behavioral psychologists and the relationship between intelligence and learning. The Self as Learner course is designed to help students understand and identify their own individual learning style, their cognitive strengths and weaknesses, and the sensory modalities that will help them succeed as students at Lynn and as lifelong learners.

All tutors hold advanced degrees, including many who have terminal degrees in their respective fields.

The Wayser Family Tutoring Center is located in the Count and Countess de Hoernle International Center. Tutoring sessions are scheduled through the Tutoring Center coordinator. The center offers individual and group tutoring. Students can attend on a walk-in basis or make an appointment by signing up at the Wayser Tutoring Center. In the event that a student cannot attend a scheduled appointment, he or she must notify the Lynn tutoring staff within 24 hours or be charged the normal fee. The meetings between the center staff and students are face-to-face, and tutoring is provided for most Lynn University courses. The Institute supports writing across the curriculum, serving both day and evening students. The Tutoring Center is open seven days a week.

The Testing Center is located on the third floor of the Count and Countess de Hoernle International Center. Testing Center hours are Monday through Friday, 8 a.m. to 6 p.m.

The Institute uses a diagnostic coaching model to address behavioral issues specific to college students with ADHD such as organizational skills, prioritizing of assignments and daily activities, strategies for procrastination issues, time management skills, coping with impulsivity, strategies to aid with focus and attention in and out of the classroom, and study skills.

The optional experiential learning "component" immerses students in bodily-kinesthetic and naturalist activities based upon Howard Gardner's Theory of Multiples Intelligences. The "lessons" learned through this intrapersonal reflective process (utilizing the "Go Green" campaign and student initiated butterfly garden) provide students with valuable insights about the way they learn best— and

about themselves. Students gain an understanding of their cognitive strengths and how to utilize their potential.

The Diagnostic Center is located on the second floor of the de Hoernle International Building. The center offers intelligence and achievement assessments for enrolled students who may be struggling academically. Students receive psychoeducational testing, face-to-face meetings to discuss academic strengths and weaknesses, recommendations for increasing academic skills, and follow up meetings to ensure an understanding of the assessments and recommendations. A full-time licensed psychologist is on staff to administer these assessments.

There is no fee for diagnostic testing services offered to full-time Lynn University students. Hours are Monday through Friday, 9 a.m. to 5 p.m..

American Disabilities Act (ADA) Accommodations

The ADA Office reviews each student's documentation to determine if he or she is eligible to receive ADA services and reasonable accommodations provided at the college level. Accommodations provided by the Testing Center may include, but are not limited to: extended time testing in an alternative testing environment, reader, scribe, computer access for recording answers to test questions, and alternative test formats. It is important to note that no tests are altered in either format or content by the Testing Center staff and that readers are only permitted to read the questions exactly as they are written. Testing Center staff members proctor all exams.

Each professor provides individually written instructions to the Testing Center on how to administer each test. While taking the tests, students must follow established rules and procedures outlined by the Testing Center. They are as follows:

- Students must disclose to their professor evidence of their eligibility for testing accommodations by submitting to the professor an accommodation sheet signed by the ADA Office.
- For each test, students must notify their professor prior to test day that they will take their test in the Testing Center.
- The test must be taken during the student's regularly scheduled class time for the test being administered, unless stated otherwise by the professor.
- Students must sign in at the Testing Center before they may begin the test.
- No books or notes are allowed at the student's desk unless stated otherwise in the professor's instructions to the Testing Center.
- If a student is caught comprising answers, his or her test will end immediately, and the Testing Center will notify the professor.
- Upon completion of a test, students are required to sign out of the Testing Center. Each test is then sealed in an envelope for security and returned to the appropriate professor as per his or her written instructions.

Hannifan Center for Career Services

The Hannifan Center for Career Services is a one-stop career center, serving all students and alumni of Lynn University. The center is located on the first floor of Trinity Hall. Its overall purpose is to provide students and alumni access to state-of-the-art technologies to ensure a competitive edge in job markets; to help students and alumni make the most of their educational experience by helping them develop, evaluate, initiate and implement their career plans; to offer programs and services for students and alumni to gain greater understanding of their beliefs and values, skills and aptitudes, personality characteristics, and knowledge of the work world; and to promote a greater awareness within the university community of the needs for, and nature of, career development and life planning as a lifelong, self-directed process.

The staff of the Hannifan Center for Career Services assists students with their career selection and job search in group sessions and/or by private appointment. Workshops on a variety of topics are provided: résumé development, interview skills, how to dress for success, and launching a job search. An annual Career Fair provides students with access to a large number of recruiters from a variety of employers. A variety of services are provided to students by appointment: career counseling, career and personality assessments, informational interview referrals, internship site resources, mentor relationships, résumé review, interviewing practice, and on-campus interview dates. It is recommended that students who are "undeclared" majors contact the center to begin examining career alternatives, thus enabling them to make appropriate course selections.

The Hannifan Center for Career Services is also a valuable career information and resource center. A library in the center provides information about a broad cross-section of employers, careers, internship opportunities, corporate training programs and local job opportunities. Through the Lynn Web site, the center provides information on career options for each major, jobs held by successful alumni, information about the annual Career Fair and opportunities for employers to connect with students. There is an online job/internship search system to help students research and connect with employers who are actively looking for candidates.

Center for Instructional Innovation

The Center for Instructional Innovation (CII) fosters the use of educational technology to enhance teaching and learning. The CII features a technology-rich model classroom and a faculty conference room on the second floor of Lynn's Library where faculty can collaborate and connect via video conference equipment. The CII also partners with the academic deans and the Institute for Distance Learning on various projects. CII services include: assisting faculty, staff and students in gaining technology literacy skills; coaching faculty in the creative use of educational technology; and offering pedagogically-informed support in multiple formats, including workshops, showcases, online tutorials and printed materials. The CII explores emerging technologies and encourages discussion of new ideas and opportunities.

Center for Global Education and Citizenship

The Center for Global Education and Citizenship supports the university's 20/20 Vision "to be recognized as one of the most innovative, international and individualized small universities in America" by continuing to further the internationalization of the Lynn University student experience. The Center is grounded in its commitment to fostering global engagement and learning by promoting international experience abroad, furthering the internationalization of the curriculum and encouraging experiential learning as well as service.

The Center for Global Education and Citizenship supports the university's mission through its dedication to the creation of quality international programs and services, working closely with faculty and administrators. The Center focuses on Study Abroad through short and long-term education programs abroad, in the Dialogues of Innovation January Term and international internships. Detailed information regarding all of the Center's programs and services can be obtained by contacting the division directly or on the Web site www.lynn.edu/CGEC.

Study Abroad Programs

Study abroad programs offer Lynn University students opportunities to critically analyze the complexities of a country's cultural, social and historical contexts. Students may select a semester, summer or full-year program abroad. Credit may be earned toward a Lynn University degree through study abroad

programs approved by the student's advisor and the Center for Global Education and Citizenship. Service learning is also within study abroad. All programs are open to Lynn University students. Information on study abroad and service learning is available in the Study Abroad Resource Library located on the second floor of the Count and Countess de Hoernle International Center.

Irish American University was established in 1993 as American College Dublin (ACD) and is affiliated with Lynn University. Located in the heart of Dublin, on Merrion Square, part of the university campus consists of the Square's distinguished Georgian houses including the childhood home of Oscar Wilde.

IAU offers degrees in several disciplines. The university has candidate accreditation with the Middle States Commission on Higher Education and its programs in Ireland are designated by the Higher Education Training and Awards Council (HETAC), the state body responsible for third level educational and training institutions in Ireland. The institution offers the following accredited degree programs:

Bachelor of Arts in Liberal Arts (specializations: Irish Studies, American Studies, English, History)

Bachelor of Arts in International Business
Bachelor of Arts in Accounting and Finance
Bachelor of Science in Hospitality Management

Master of Business in International Business
Master of Business Administration in International Business

IAU maintains a tremendous array of course offerings within the fields of liberal arts, business, accounting and finance and hospitality management. There is a wide range of general education courses which students can take during their study abroad semester to help fulfill their Lynn requirements. Terms of study include a fall and spring semester, and summer programs. Semester programs are designed to carry 12 to 15 credit hours, while summer programs carry 6 to 12 credit hours. Optional IAU short-term programs in Ireland and Italy are offered during all terms of study.

Lynn University Shanghai Program

The university jointly administers a spring semester program in Shanghai with CET Academic Programs (CET). Since its founding in 1979, CET has been providing various cultural and language immersion programs in China.

Lynn's Shanghai program focuses on globalization in China, and while living in Shanghai, students will have the unique opportunity to learn firsthand about the challenges and successes China has faced. Shanghai symbolizes this transformation, not only in a visual sense with its modern cityscape, but also as the largest city in China in population and as a global trade center. By participating in the Shanghai Program, Lynn students will gain an appreciation of China's role in globalization and further their global understanding.

Lynn students will be completely immersed in the Shanghai experience while abroad. While living on the campus of Donghua University, students will have a local roommate. This provides students with a unique perspective on local culture and university life. And, as Lynn students attending the program will take courses in Mandarin, these roommates can help them gain language proficiency as well. In addition to Mandarin, students will take courses centered on globalization and a course developed and taught by a Lynn University faculty member. Equally exciting, students will participate in an internship while studying in Shanghai. Students will work with CET to identify and select their internship site which could be a local business, consulate or non-governmental organization.

Faculty-Led Academic Programs Abroad

Lynn University faculty members provide international educational enrichment opportunities. Colleges of the university host short-term programs, during the Dialogues of Innovation January Term and other times in the academic year, that introduce students to the host country and provide opportunities for service learning.

During this Dialogues of Innovation January Term, Lynn students have the opportunity to participate in a rich variety of academic programs abroad. Students can venture with faculty members to locations such as Brazil, Costa Rica or Indonesia. The following are just a sample of the experiential learning opportunities available this year. These include newly proposed courses such as *The Bali Service Project or The Hedgehog vs. the Fox: Brazilian Style.* And, several courses that were in high demand last year are being offered again, such as the Winter X-Games.

Certificate in International Perspectives and Citizenship

During the 2011-2012 academic year, Lynn students will have the opportunity to earn the *Certificate in International Perspectives and Global Citizenship* recognizing student attainment in global learning. In order to earn the certificate, students must:

1) complete four courses with a global focus within the Dialogues of Learning, Lynn's core curriculum;
2) complete three courses with a global focus within their major;
3) complete an individualized academic program that will include study abroad, an internship with an international focus or a service learning project with an international focus.

The Center for Global Education and Citizenship, in conjunction with the Office of the Registrar, will monitor certification requirements for students who apply for the certification. Please note that the Certificate does not require any new courses or credit hours beyond the current degree requirements.

The Citizenship Project

During the Dialogues of Innovation, also known as the January Term or J-Term, the two-and-a-half week academic program that takes place Jan. 4-20, 2012, all first year students will take a course in our inaugural program, The Citizenship Project. Courses in The Citizenship Project focus on a civic issue, problem or topic and will engage in experiential learning opportunities and community service work with local, community-based partners. Thematic areas for the courses include homelessness, environmental sustainability and urban renewal. The Center for Global Education and Citizenship works in conjunction with several offices on campus to administer this university-wide program The Citizenship Project.

Counseling Center

The Counseling Center, located in the south end of the Freiberger Residence Hall, offers a variety of mental health services, including individual and group counseling for students dealing with emotional, psychological, behavioral and social issues. These services are strictly confidential and free of charge to all registered Lynn University students. Psychiatric evaluations for medication may be arranged on campus or be directed to qualified, off-campus, private practitioners. The Center is open Monday through Thursday from 8 a.m. to 7 p.m. and on Fridays from 9 a.m. to 5 p.m.

Honors Programs

University Honors Program

The goal of the Honors Program is to create a dynamic academic environment that may serve to awaken intellectual curiosity, promote free and active inquiry, and stimulate creative discovery. The innovative curriculum encompasses the full breadth of liberal arts and sciences while promoting both an in-depth exploration and a

wide intellectual synthesis of the ideas and concepts that have created the dilemmas and choices of the past, present and future.

This particular emphasis is seen as the groundwork for developing the intellectual skills necessary to confront the global transformation currently taking place. By design, the Honors Program provides a process through which selected student scholars engage in and experience the entire learning cycle of concrete experience, reflective observation, abstract conceptualization and active experimentation, which then can be applied to any area of interest.

The outcome of the process is the development of a broadened liberal arts and sciences perspective along with a greater appreciation and grasp of the complex variables, phenomena and issues that continuously dominate the dynamics of global change. It is intended that all qualified students, regardless of major or area of concentration, have the opportunity to participate in the Honors Program and thereby gain these enormous advantages.

Eligibility for the Honors Program

Eligible and/or promising students will be identified by the Admissions department, based on SAT/ACT scores, GPA and class standing. The admissions files of those students will be reviewed by the Honors Committee, and students selected by the committee will be invited by letter to join the Honors Program. These students will not need to apply, but simply accept the invitation if they choose to participate in the program.

Incoming Honors students will be asked to come to campus one day early during orientation, in order to participate in an Honors Orientation reception. During this meeting, new freshman Honors students will be matched with juniors in the Honors Program, who will act as their student mentors for their first year in the program. In addition, during the orientation week, upperclassmen in the Honors Program will lead the freshmen discussion sections for the summer reading program.

Transfer Students

Transfer students who wish to enter the Honors Program, and who have not completed more than 30 credits, must have a minimum GPA of 3.5. They may apply to the Honors Program by mail and they will be notified of their application's status prior to fall registration. In addition, all transfer students are required to interview with the Honors Committee and will be considered for eligibility on a case-by-case basis.

Currently Enrolled Lynn Students

Students not invited to join the program, who perform particularly well during their first semester and have a minimum GPA of 3.5 on all college work completed, may apply to join the Honors Program at the end of their first semester at Lynn. Each student also must provide recommendations from two Lynn University faculty members in support of his or her candidacy. Applicants must also provide a written statement in which they describe their interest in the program.

Non-Honors Program Students

Undergraduate degree students may participate in the Honors Program. Non-Honors Program students may take honors courses, so long as they have a minimum GPA of 3.5 and there are openings in the course they wish to take. The student must receive permission from both the instructor in charge of the course and a designated Honors Committee member and may take up to nine credits (three courses).

Application Procedure

Students apply for admission to the Honors Program during the spring semester. An application consists of the following:

- a completed application form, available from the office of the secretary of the College of Liberal Education.
- two letters from faculty supporting the applicant's admission to the Honors Program.
- a written statement of the applicant's interest in the Honors Program and his or her self-assessed creativity and imagination.
- an interview with the Honors Committee.

Honors Curriculum

Honors students pursue a rigorous and exciting course of study. Honors classes focus upon specific themes that are investigated from different perspectives. Guided by distinguished faculty members, students are encouraged to design their own programs of study. Honors students receive an individualized education and are expected to demonstrate leadership abilities.

Honors students must take all of their 100 and 200 level Dialogues of Learning courses, including DSL and DQR, in Honors sections. In the junior year they are required to participate in an Honors community service project. And in the senior year they are required to take the year-long Honors Capstone course (in place of their major college's capstone), leading to an Honors Thesis.

Graduation for Honors Program Students

Graduates of the Lynn University Honors Program having earned a GPA of 3.5 for the required 36 honors credits and in addition to having attained a GPA of at least 3.25 shall receive an *Artium Baccalaureus Honoris, Scientiae Baccalaureus Honoris* or *HonorisGeneralis* depending upon their major.

Lynn Degree 3.0

The Lynn 3.0 programs allows student to complete their degree in three rather than four years. If selected, Lynn 3.0 scholars will be required to participate in a one month special summer term from May to June and to enroll in 18 hours of credit for their final two years of enrollment. As a special benefit, Lynn 3.0 scholars are not charged any additional tuition or fees for these overload hours.

Academic Structure and Requirements

	Fall	J-Term	Spring	Summer	TOTAL
First Year	15 credits	2 credits	15 credits	9 credits	41 credits
2nd Year	18 credits	4 credits	18 credits		40 credits
3rd Year	18 credits	4 credits	18 credits		40 credits

- Total 121 credits
- Eligibility based upon work at LYNN not High school
- Program available in all majors except Education & Music
- Summer school required only in first year
- Summer term "Dialogues Institute" focus is 200 level DOL: allows students to stay on track with Core while focusing major field and upper level course work in 2nd and 3rd years

Benefits

- Save an estimated $45,600 (tuition and fees, room and board, books, transportation, and personal expenses) over the cost of a 4-year degree.
- Priority course registration, ensuring you'll get the courses you need
- Ability to design your own course of study, with strict guidance from the dean
- No additional charges for required summer courses and accelerated course loads
- Accelerated entry into graduate school or the job market

Eligibility and Application Procedure

1. Students apply after the fall semester of the first year. Program limited to 20 students per year. Minimum GPA is a 3.00 based upon 15 credit hours. If openings are available within the cohort, students may apply for admission in the spring semester with final approval pending receipt of spring semester grades.
2. Students accepted into the program must formally re-commit each semester and must maintain satisfactory progress towards their degree.
3. The Vice President for Academic Affairs, in consultation with the Deans of each college, and the Dean of the Institute for Achievement and Learning will make all academic decisions regarding admission and participation in the three year program.

Information Technology

The Information Technology (IT) Department aims to fulfill the university's mission "to create and constantly improve educational experiences in a living-learning environment with state-of-the-art information and communication technologies that provide access to worldwide networks." IT coordinates faculty development sessions in order to facilitate the technological sophistication of the university community by ensuring that electronic education and information technology education are integrated into the teaching and learning experience at Lynn University. This team's approach to technological excellence equips students and faculty for the emerging application of technology in the classroom and affords an opportunity to develop distance learning modalities parallel to traditional instruction. IT provides resources for satisfying the computing needs of students and faculty. In so doing, IT professionals assist with the use of hardware and software available to faculty, students and staff, while improving administrative effectiveness and efficiency through the innovative use of sophisticated approaches to institutional management.

The Information Technology Department is comprised of several divisions, which include: Network and Support Services, Telecommunications, Information Services, Institute of Distance Learning, Center for Instructional Innovation and Campus Card Office.

Computer Laboratories

Computer laboratories are available in the Rolland A. and Lullis M. Ritter Academic Center, the de Hoernle International Center, library, the Green Center Video Conference Lab and the Assaf Academic Center. The library also has a bibliographic research system designed for literature searches. Computer stations are available with Windows and the latest versions of Microsoft Office Suite. Internet is available throughout campus using a redundant Smart Ring DS-3 90 Mbps connection. The campus also has a significant wireless network, which is available in 90 percent of the buildings. If not scheduled for a class, computer laboratories are available in the Ritter Academic Center, the de Hoernle International Center and the Coleman Electronic Classroom (library). An additional 100-plus computers are available within the Lynn Library during regular library hours for access to research databases, the Internet and selected Windows applications. Four library carrels with network drops are provided in the library's periodical area (main floor) for Internet access using the university's high-speed Ethernet connection.

Institute for Distance Learning

The Institute for Distance Learning (IDL) facilitates the delivery of Distance and Distributed Learning at Lynn University. IDL provides training workshops in course design, course content and Blackboard software. Course delivery is primarily Internet-based, asynchronous, interactive and collaborative. In addition, IDL provides student tutorials and instruction for first-time participants in Internet–based learning. In conjunction with the respective colleges, IDL supports the deployment of targeted programs selected for delivery online. IDL works closely with faculty in their course development to ensure high-quality programs that meet the needs of learners seeking alternate course delivery.

Internship Program

Lynn University's overall educational purpose is to produce graduates who possess the knowledge, confidence, competencies, and ethical consciousness to assume positions of responsibility and leadership as productive, global citizens prepared for lifelong learning. The internship programs offered through each college help students achieve these goals by enabling them to gain real world work experience whereby they take on temporary roles as workers in an organization and reflect on these experiences in an academic setting. Student reflections are made in written and online assignments. Written employer evaluations enable students to identify their professional competencies and personal characteristics, and measure their development in these areas throughout the internship experience.

Internship requirements vary by college or major within the university. In general, however, students who wish to register for an internship must:

- be a full-time day, evening or graduate student at Lynn University.
- have a minimum GPA of 2.5 in their major.
- receive approval from their college internship liaison
- meet with the director of internships before the internship begins and receive an application form for registration.
- attend regular class meetings or work online and successfully complete the required academic course.
- attend an internship orientation session.
- if an F-1 international student, see the Designated School Official (DSO) at the Center for Global Education and Citizenship for authorization of Curricular Practical Training (CPT). The F-1 student may not begin the internship until the student sees the DSO and receives the DSO's CPT approval.

Eugene M. and Christine E. Lynn Library

The Eugene M. and Christine E. Lynn Library supports the university's academic programs by providing learning resources and services that meet the information needs of students and faculty. The library serves as the academic nexus of the campus, by providing a vibrant one-stop place for students and faculty to study, read, write, watch, listen, meet, research, learn, and socialize.

The library fulfills an essential role in the university by selecting and organizing a collection of materials that is continually evaluated and augmented to ensure its relevance to the curriculum.

The library promotes the use of these materials by:

- making them easily accessible.
- providing effective instruction and orientation.
- delivering efficient and courteous service.

The library's learning resources include a collection of approximately 90,000 physical items, including books, journals, magazines, CDs, music scores and DVDs. The library's large collection of popular DVDs, known as The Lynn Parents and Families Collection of Great Movies can be checked out for personal viewing. The library's electronic resources are vast. A carefully selected collection of research databases containing 81,000 e-journal titles, biographies, reference books, statistics, images, and more is accessible through the library Web site. The library also has more than 114,000 e-books that are accessible via the Web.

Lynn students use the library's 86 computer workstations. In addition, wireless access is available throughout the building. The music library has 2 computer workstations equipped with a MIDI ready keyboard to accommodate musical composition activities. The Coleman

Electronic Classroom, located at the front of the library, is open 24 hours a day, seven days a week. The Perper Lounge, located adjacent to The Coleman is also available twenty-four hours, seven days per week.

In addition to the library's services and learning resources, the building is home to the offices of the president emeritus, the vice president for academic affairs, the academic dean, Eugene and Christine E. Lynn College of International Communication, Center for Instructional Innovation and the Institute for Distance Learning.

Additional resources are available through Lynn Library's membership in SEFLIN (Southeast Florida Library Information Network), providing students with direct access and borrowing privileges in 20 regional academic libraries. Request a SEFLIN card at the Lynn Library Information Desk.

Library Hours

Aug. 28-Sept. 5
Library is open Labor Day

Monday	8am	10pm
Tuesday	8am	10pm
Wednesday	8am	10pm
Thursday	8am	10pm
Friday	8am	8pm
Saturday	Noon	8pm
Sunday	1pm	8pm

Sept.6-Nov. 26

Monday	8am	12am
Tuesday	8am	12am
Wednesday	8am	12am
Thursday	8am	12am
Friday	8am	8pm
Saturday	Noon	8pm
Sunday	1pm	12am

Extended Hours
Nov. 27- Dec.12

Monday	8am	2am
Tuesday	8am	2am
Wednesday	8am	2am
Thursday	8am	2am
Friday	8am	8pm
Saturday	Noon	8pm
Sunday	1pm	2am

Library hours are subject to change. Please check the Library website (www.lynn.edu/library) for the current hours.

Eugene M. and Christine E. Lynn Library Circulation Policy

Borrowing Privileges

Only Lynn University faculty, staff, students and alumni may borrow materials from the Eugene M. and Christine E. Lynn Library. A Lynn University ID card or alumni card serves as your library card. A university identification card grants you access to over 65,000 print volumes, 114,000 e-books, over 40 academic research databases, computer and network access, course reserves, over 5000 DVDs, and interlibrary loan privileges.

Students and Alumni Loans

- The student loan period for books and music scores is 4 weeks.
- Unlimited check-out limit for books.
- The student loan period for DVDs is 3 days.
- The student loan period for CDs is 7 days.
- Overdue fine for DVDs is $1.00 per day.
- Maximum 3 DVDs per check-out period.
- Maximum of 5 CDs per check-out period.

Faculty and Staff Loans

- The faculty loan period for books is one semester.
- Unlimited check-out limit for books, DVDs and CDs.
- The faculty loan period for DVDs is 3 days.
- The faculty loan period for CDs is 7 days.

Overdues

Lynn Library sends overdue notices to the email account on file. For students, it is their Lynn email account. Students and Non-Lynn patrons are expected to return any materials within a week of receiving the notice. If materials are not returned, they are considered lost. Lost or damaged book charges are $50. The charge for lost CDs or DVDs is $25. The library notifies the business office with charges. Course grades and transcripts may be withheld until all fees are paid.

Renewals

Eugene M. and Christine E. Lynn Library materials may be renewed in person, by phone or by email. A Lynn University ID number is required. Eugene M. and Christine E. Lynn Library Information Desk phone: 561.237.7254.

Interlibrary Loan Items

Materials requested through interlibrary loan have varying loan periods. These loan periods are set by the lending library. To renew an item or for more information, contact Judith Alsdorf at 561.237.7055 or email at jalsdorf@lynn.edu.

Course Reserves

Course reserve books and materials may be placed on limited loan/reserve at the request of the faculty. You may find out what materials are on reserve by contacting the circulation desk at the library. All reserve materials are located at the circulation desk and may be checked out for use only within the library. A Lynn University ID card is required to borrow reserve materials. All reserve materials may be used for 3 hours and then must be returned. Audio/Visual materials may be viewed within the library in the Library Alumni Room.

Library Visitors

Students from other institutions and libraries and the general public are welcome to visit the library. Visiting students may only borrow materials from Eugene M. and Christine E. Lynn by presenting a SEFLIN card (Southeast Florida Library & Information Network.) Visitors do not have access to the computers, the network, or digital materials.

Chapter VIII.

Educational Programs

Definitions of Majors, Minors and Specializations

Definition of a Major

A major consists of a minimum of 30 credits within a well-defined discipline or group of disciplines. The major allows students to develop a significant degree of expertise in an area of study. The exact courses, credit requirements, prerequisites and electives for each major will vary. An outline of these requirements is included in the departmental program areas in the university catalog. In some majors, the opportunity for a concentration in the discipline is accommodated via a specialization (see below).

Definition of a Dual Major

In addition to satisfying all admission, progression and graduation requirements of the program offering a first major in a baccalaureate degree program, students may enroll in a second major. To do so, the student must:

- earn a minimum of 30 credit hours at Lynn University beyond those required for the first baccalaureate degree or a minimum of at least 150 credit hours.
- satisfy the admission, progression and graduation requirements of the program or college offering the second major.

Students may be enrolled in two major programs simultaneously. For double majors, the academic transcript lists both majors; however, only one diploma will be issued.

Definition of a Minor

A minor consists of a minimum of 15 credit hours outside of the major. The minor enables a student to develop a secondary degree of expertise in an area of study in addition to his or her major academic program of study. While a minor program is intended to enable students to develop some degree of expertise in one area of study, it may be interdisciplinary. The completion of a minor is optional. The minor may be chosen to support the major, to offer greater job opportunities to the student on graduation or to provide recognition of study in a second academic area.

To receive a minor, a student must also complete the requirements of a major of a baccalaureate degree concurrently from the university. Course work must include a minimum of nine upper divisional level (300+) credits and students must complete courses as indicated in the catalog. The student's transcript shall indicate the minor.

Definition of a Specialization

Some majors may include an area of specialization. A specialization consists of a sequence of a minimum of 15 credit hours of course work within the major. Course work must include a minimum of nine upper divisional level (300+) credits and students must complete courses as indicated in the catalog. Where appropriate, the transcript shall indicate the major and the specialization (i.e., Major: business administration and specialization in international business).

Degrees

The following degrees are offered by Lynn University upon completion of degree requirements:

Bachelor's Degrees

Bachelor of Arts (B.A.) in American Studies; English; Human Services; International Relations; Liberal Arts; Advertising and Public Relations; Communication, Media and Politics; Drama; Film; Multimedia Journalism; Radio, Television and Internet Media.

Bachelor of Science (B.S.) in Biology, Criminal Justice, Psychology, Business Administration, Educational Studies, Elementary Education, Hospitality Management, Sports Management, Graphic Design, Illustration/Computer Animation, Photography.

Bachelor of Music (B.M.) in Music Performance and Composition.

Bachelor of Professional Studies (B.P.S.) in Hospitality Management.

Graduate Degrees

Master of Business (M.B.A.) in Business Administration.

Master of Education (M.Ed.) in Educational Leadership and Exceptional Student Education.

Master of Science (M.S.) in Administration, Applied Psychology, Communication and Media.

Master of Music (M.M.) in Performance, Instrumental Collaborative Piano and Composition.

Doctoral Degrees

Doctorate of Education (Ed.D.) Educational Leadership.

Academic Organization

Below are the academic units administered through the Office of Academic Affairs.
These units (disciplines) are responsible for the associated course, program and degree offerings.

COLLEGE OF LIBERAL EDUCATION

>> Undergraduate Degree	>> Major	>>Specialization Options
B.A.	American Studies English International Relations Human Services	
B.A.	Liberal Arts	
B.S.	Biology Psychology Criminal Justice	

>> Graduate Degree	>> Major	>>Specialization Options
M.S.	Administration	Criminal Justice Administration Emergency Planning and Administration
M.S.	Applied Psychology	Counseling

COLLEGE OF BUSINESS AND MANAGEMENT

>> Undergraduate Degree	>> Major	>>Specialization Options
B.S.	Business Administration	Aviation Management Fashion Management General Management International Business Marketing

>> Graduate Degree	>> Major	>>Specialization Options
M.B.A.	Business Administration	Aviation Management Financial Valuation and Investment Management Hospitality Management International Business Marketing Mass Communication and Media Management Sports and Athletics Administration

DONALD E. AND HELEN L. ROSS COLLEGE OF EDUCATION

>> Undergraduate Degree	>> Major	>>Specialization Options
B.S.	Elementary Education Grades K-6	Pre-K/Primary (Age 3-Grade 3) Exceptional Student Education
B.S.	Educational Studies	

DONALD E. AND HELEN L. ROSS COLLEGE OF EDUCATION

>> Graduate Degree	>> Major	>>Specialization Options
M.Ed.	Exceptional Student Education	Applied Behavioral Analysis Specific Learning Disabilities Autism Spectrum Disorder
	Educational Leadership	School Administration K-12 Autism Spectrum Disorder
Ed.D.	Educational Leadership	Educational Leadership K-12 Teacher Preparation/ Higher Education

THE EUGENE M. AND CHRISTINE E. LYNN COLLEGE OF INTERNATIONAL COMMUNICATION

>> Undergraduate Degree	>> Major	
B.A.	Advertising and Public Relations Communication, Media and Politics Drama	Film Multimedia Journalism Radio, Television and Internet Media
B.S.	Graphic Design Illustration/Computer Animation	Photography

>> Graduate Degree	>> Major	>>Specialization Options
M.S.	Communication and Media	Media Studies and Practice Digital Animation

COLLEGE OF HOSPITALITY MANAGEMENT

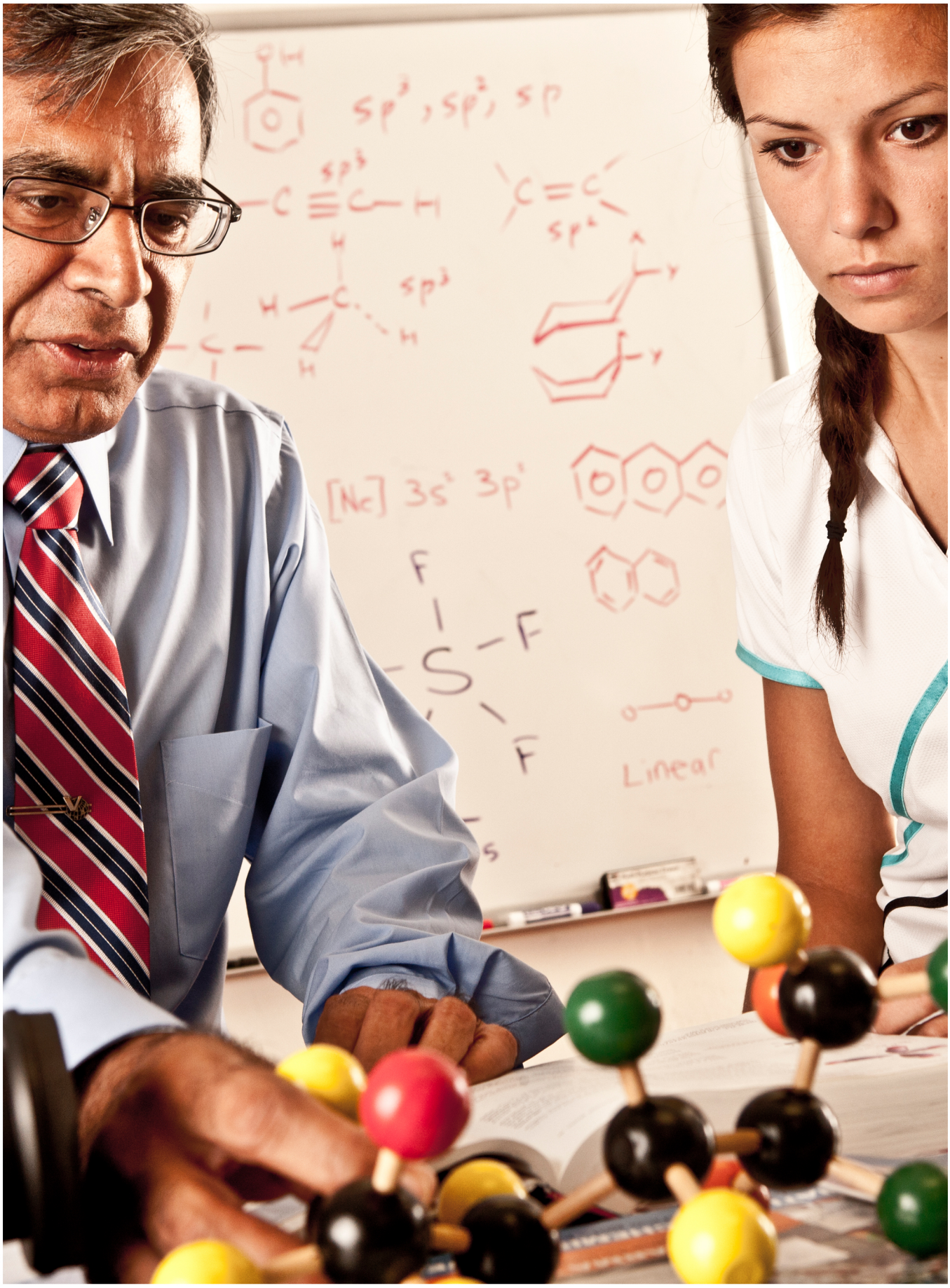
>> Undergraduate Degree	>> Major
B.S.	Hospitality Management
	Sports Management
B.P.S.	Hospitality Management

CONSERVATORY OF MUSIC

>> Undergraduate Degree	>> Major	>>Specialization Options
B.M.	Music-Performance	Piano, Violin, Viola, Cello, Double Bass, Flute, Oboe, Clarinet, Bassoon, Trumpet, French Horn, Trombone, Bass Trombone, Tuba, Percussion
	Composition	

>> Graduate Degree	>> Major	>>Specialization Options
M.M.	Performance	Piano, Violin, Viola, Cello, Double Bass, Flute, Oboe, Clarinet, Bassoon, Trumpet, French Horn, Trombone, Bass Trombone, Tuba, Percussion
	Composition	
	Instrumental Collaborative Piano	

Note: In addition to the degree programs, a certificate is available in Digital Animation through the Eugene M. and Christine E. Lynn College of International Communication; and the Professional Performance Certificate is available through the Conservatory of Music.


Linear

Chapter VIII. Section 1.

Undergraduate Day Division

Undergraduate Curriculum

GENERAL EDUCATION AND STUDY IN THE MAJOR

Perspectives and Academic Skills

The university believes that a liberal arts education is an essential foundation for, and complement to, its many career-oriented programs. General education and study in the major contribute to achieving the university's overall educational purpose: To produce graduates who possess knowledge, confidence, competencies and ethical consciousness to assume positions of responsibility and leadership as productive, global citizens prepared for lifelong learning.

General education knowledge and academic skills are developed within a diverse learning community of students and faculty in order to foster diversity of thought and provide the opportunity to integrate varied perspectives, experiences and breadth of learning. The major provides in-depth learning within a discipline or group of disciplines and further develops perspectives and academic skills. General education and education in the major contribute to students attaining the following baccalaureate degree competencies:

Perspectives

- Acquisition of an outlook that shows reflective respect for individual differences, diversity of opinion and thought, multicultural and global awareness, and breadth and depth of learning.
- Ability to cultivate the development of values and ethical consciousness for responsible participation in a complex, changing society.
- Awareness of and appreciation for people, cultures and contemporary issues in preparation for participation in global transformations.
- Breadth of learning in a variety of disciplines that informs judgments and encourages inquiry.
- Depth and application of learning in a discipline or group of disciplines (mastery of specialized knowledge) to effectively serve and lead in a chosen profession.
- Preparation for positions of responsibility and leadership as productive global citizens who value lifelong learning.

Academic Skills

- Communication: Reading, writing, speaking and interpersonal/relationship skills.
- Mathematical Computation: Computing, interpreting and drawing conclusions from quantitative data.
- Computer Technology: Using computing hardware and software applications as tools in personal and professional environments.
- Information Literacy: Identifying, locating, evaluating and using relevant information.
- Intellectual Strategies: Problem-solving, critical and creative thinking, and inquiry.

Day Student Core Curriculum
The Dialogues of Learning

	Credits
Dialogue of Belief and Reason (DBR)	
DBR 100	3
DBR 200	3
DBR 300/400	6
Dialogue of Justice and Civic Life (DJC)	
DJC 100	3
DJC 200	3
DJC 300/400	6
Dialogue of Self and Society (DSS)	
DSS 100	3
DSS 200	3
DSS 300/400	6

Of the 12 required DBR, DJC and DSS Dialogues courses:

- Four Dialogues courses must have an American focus (designated by an "A," as in DBRA, DJCA or DSSA).
- Four Dialogues courses must have a Global focus (designated by a "G," as in DBRG, DJCG or DSSG).
- The remaining Dialogues courses can be any combination of "A" American, "G" Global, or "O" Other.
- Two Dialogues courses must have an English focus, one at the 100 level and one at the 200 level (designated by an "E," as in DBRAE, DBRGE, DBROE, DJCAE, DJCGE, DJCOE, DSSAE, DSSGE or DSSOE).

Dialogue of Scientific Literacy (DSL)	
DSL 100	3
DSL 200	3
DSL 300/400	6
Dialogue of Quantitative Reasoning (DQR)	
DQR 100	3
DQR 200	3
DQR 300/400	6

January Term (Four (4) J-Terms are required)

Total Credits 68*

* Dialogue course requirements may be embedded within the major.

VARIABLE CONTENT COURSES

A course passed more than twice cannot count towards financial aid eligibility. However, the following are variable content courses and may be taken multiple times towards degree completion.

BUS 297 INDEPENDENT STUDY
BUS 370 BUSINESS - SPECIAL TOPICS
BUS 371 FASHION INDUSTRY TOUR
BUS 397 INDEPENDENT STUDY
BUS 497 INDEPENDENT STUDY
BUS 498 BUSINESS INTERNSHIP I
BUS 499 BUSINESS INTERNSHIP II
COM 299 TOPICS IN COMMUNICATION
COM 399 ISSUES IN COMMUNICATION

ENG 420 TOPICS IN LITERATURE
GVC 299 TOPICS IN GRAPHICS AND VISUAL COMMUNICATION
GVC 399 ISSUES IN GRAPHICS AND VISUAL COMMUNICATION
HA 390 HOSPITALITY INTERNSHIP
HA 490 HOSPITALITY INTERNSHIP
HIS 482 HISTORY SEMINAR
INB 496 INTERNATIONAL STUDIES IN BUSINESS
IRPS 495 SPECIAL PROJECTS/INTERNSHIPS
MUG 297 INDEPENDENT STUDY
MUG 390 MUSIC INTERNSHIP
MUR 301 PERFORMANCE FORUM
MUS 100 ELECTIVE IN INSTRUMENTAL LESSON
MUS 201 APPLIED INSTRUMENT
MUS 311 SMALL ENSEMBLE
MUS 321 LARGE ENSEMBLE
MUS 323 WIND ENSEMBLE
MUS 325 ORCHESTRAL REPERTOIRE
MUS 401 APPLIED INSTRUMENT
PSY 490 SEMINAR IN PSYCHOLOGY

THE DIALOGUES OF LEARNING

Core Curriculum for Full Time Undergraduate Program

As an institution that excels in interactive learning and innovative pedagogies, Lynn University's core curriculum, the *Dialogues of Learning,* offers students the opportunity to develop the skills, knowledge and perspective essential to their intellectual, personal and professional education. The *Dialogues* offers an innovative approach to general education that integrates liberal and professional study, knowledge and skills acquisition, and multidisciplinary perspectives and methods within a four-year developmental and outcomes-based curriculum.

The origin of all learning is questioning; thinking, asking, wondering why. Whether talking to ourselves or to others, dialogue is the medium through which we all learn, create, acquire and understand. At a time when the sheer volume of information is ever increasing, the essential skills of reasoning, analysis, reflection and the art of discourse remain essential. In the aesthetic dimensions of human imagination and creation, curiosity, wonderment and inspiration arise from sensory interactions and dialogues of self-expression. In addition, for every known fact or accepted truth, there is always a need to question, to constantly ask why, or else we surrender not only our capacity to think, but also our ability to learn, change and grow.

In that spirit, Lynn University's core curriculum views dialogue, philosophically and pedagogically, as the basis for all learning. Using a thematic approach to the perennial questions and goals of liberal education, the core centers on three comprehensive domains of human thought, expression and action:

- *Dialogues of Self and Society*
- *Dialogues of Belief and Reason*
- *Dialogues of Justice and Civic Life*

Over four years, each student is required to take 12 seminars from these *Dialogues,* one in each of the thematic areas. In their content and pedagogy, the seminars within the *Dialogues of Learning*:

- Engage students in conversations exploring the richness of human thought historically, cross-culturally and across disciplinary boundaries.
- Create a culture of inquiry, reflection, commitment and action by requiring that every course be taught in a seminar format utilizing collaborative and interactive pedagogies.
- Foster an understanding of both the United States and global community from an historical and contemporary perspective.
- Integrate critical thinking and communication skills, information literacy, and technological literacy into every course.
- Structure the acquisition of both skills and knowledge in a four year progressively challenging and sequential schema that includes course work in the major and general education.

In concert with the *Dialogue* seminars, students are also required to take courses focused in both quantitative reasoning and scientific literacy. The ability to understand and analyze quantitative information and scientific knowledge are essential to engaged and informed citizenship in the 21st century.

Structure and Requirements

The seminars are structured in three distinct phases reflective of the developmental approach to student learning: *Foundational, Transformational* and *Integrative/Capstone.* Student learning outcomes in critical thinking, communications skills, information literacy and technological literacy are defined and measured in all Dialogues seminars based upon institutional-wide rubrics for each skill area that are developmental, requiring increasing levels of competency and ability. Within the 12 courses in the three *Dialogues of Learning* areas, each student must complete four courses focused on the American experience and four courses designated as Global Studies.

A. The Foundational Stage

The first two years define the *Foundational* period. During this time, the *Dialogues* engage students in common and core principles, ideas, people, concepts, great works, etc. that we believe are essential to a liberal education. In the *Foundational* sequence, the seminars are structured for coherency and interdisciplinary perspectives through a combination of a common curricula and special topics; at least 50 percent of the course will contain common material and the remaining 50 percent will examine how these core principles and knowledge are applied in a diversity of disciplines.

- There will be *Foundational* seminars in each of the three main *Dialogues* offered at the 100 and 200 levels. Students must complete one seminar in each Dialogue at each level by the end of the sophomore year.
- Every student will be required to take at least two (one at each level) of their *Foundational Dialogues* with a member of the English faculty.
- Of the 12 Dialogue seminars, 4 must have an American Focus and 4 must have a Global Focus.

B. The Transformational and Integrative/Capstone Levels

In the third and fourth years, the *Transformational* and *Integrative/Capstone* levels the seminars become increasingly integrated with the major fields of study with higher levels of skills acquisition and application with more in-depth content and focus.

- Within the Dialogues, each student must complete two seminars at the 300/ 400 levels.

C. Quantitative Reasoning and Scientific Literacy Requirements

1. Quantitative Reasoning

    - Students must successfully complete four courses in Quantitative Reasoning, one at each level; including Foundational courses *DQR 100:* and *DQR 200.* The remaining two courses can be taken from across the curriculum from courses

listed with the DQR designation; these two courses must be at the 300 or 400 levels.

2. Scientific Literacy

   - Students must successfully complete four courses in *Scientific Literacy*, one at each level; including *Foundational* courses *DSL 100* and *DSL 200.* The remaining two courses can be taken from across the curriculum from courses listed with the *DSL* designation; these two courses must be at the 300 or 400 levels.

Dialogues of Innovation: The January Term

To accentuate and foster the spirit of innovation that distinguishes the Lynn experience, the core curriculum includes one additional requirement: a specially-designed educational component, *Dialogues of Innovation.* In each of the four undergraduate years, students will successfully complete one course in January term that will focus on innovative ideas, topics, pedagogies, and or/experiential learning experiences. During the January term, the university may also offer a *Symposium on Innovation* which will include theorists and practitioners who are actively involved with creating new ideas, approaches and practices in their respective fields.

Listed below are examples of the types of courses offered within the *Dialogues of Leaning*:

The Garden of Good and Evil
Justice and Genocide in Global Context
Give Me Liberty & Give Me Justice
Clashing Issues in the Formation of the U.S., 1607-1865
What Will Become of the Children: Social Location and Life Chance
Ethical Decision Making Through the Cinematic Process
The Journey towards Equality in U.S.: From King to Obama
Florida & Immigration
Equality & Justice in Non-Western Cultures
Murder, They Wrote
Identity in American Youth Films
All the Things I Know About Myself I Learned From Dr. Seuss
The Emerging Self in The 1960s
American Popular Culture
The Responsible Citizen: Awareness and Action in Today's Global Society
Culture & Communication
Naked Masks: Self Behind the Image
Autobiography & the Construction of Self
The Namesake
Digital Identity
A Search for Self Through Drama Games
Self & Society: Identities in Crisis
Self as Learner

Listed below are the courses that meet Dialogue requirements:

AVM 481	AVIATION SEMINAR	DJCG 400
BUS 322	STATISTICS FOR BUSINESS & ECONOMICS	DQR300
BUS 372	LEGAL ENVIRONMENT OF BUSINESS	DJCA 300
CMS 350	SPREADSHEET DESIGN	DQR 300
COM 301	INTERPERSONAL COMMUNICATION	DSSO300
COM 304	INVESTIGATIVE JOURNALISM	DJCG300
COM 305	MEDIA AND SOCIETY	DSSG300
COM 313	THEATRICAL DESIGN & PRODUCTION	DQR 300
COM 323	HISTORY OF THE THEATER	DSSG 300
COM 335	FILM HISTORY (1950-PRESENT)	DSSG300
COM 336	HISTORY RADIO, TV & INTERNET	DSSG 300
COM 341	PERSUASION & PROPAGANDA	DJCA 300
COM 350	COMMUNICATION LAW AND ETHICS	DJCA300
COM 360	COMMUNICATION THEORIES	DBRA 300
COM 375	ADVERTISING, PR & SOCIETY	DSSA 300
COM 410	FILM THEORY	DSSG 400
COM 421	COMMUNICATION & SOCIAL CHANGE	DJCA 400
COM 451	INTERCULTURAL COMMUNICATION	DSSG 400
COM 475	SENIOR COMMUNICATION SEMINAR	DJCG 400
COM 492	STRATEGIES IN ADVERTISING RESEARCH	DQR 400
CRJ 310	FORENSICS	DSL 300
CRJ 330	THE AMERICAN JUDICIARY	DJCA 300
CRJ 400	GENDER CRIME AND CRIMINAL JUSTICE	DSSG 400
CRJ 420	ETHICS IN CRIMINAL JUSTICE	DJCA 400
CRJ 450	RESEARCH IN CRIMINAL JUSTICE	DQR 400
EDU 330	DIVERSE POPULATIONS	DSSA 300
ENG 325	SHAKESPEARE	DBRG 300
ENG 340	BRITISH LITERATURE	DSSG 300
ENG 350	MULTICULTURAL LITERATURE	DSSG300
ENG 405	SEMINAR IN GENDER & LITERATURE	DSSG 400
ENG 420	TOPICS IN LITERATURE	DBRA 400
GVC 375	HISTORY OF PHOTOGRAPHY	DSSG 300
HA 311	MANAGING ACCOUNTING FOR HOSPITALITY	DQR300
HA 313	SPORTS LAW AND RISK MANAGEMENT	DJCA 300
HA 413	POLICY ETHICS AND SPORTS	DSSA 400
HA 481	HOSPITALITY INDUSTRY SEMINAR	DJCO 400
HIS 332	HISTORY OF AMERICAN CAPITALISM	DJCA300
HIS 360	THE AMERICAN EXPERIENCE THROUGH FILM	DSSA 300
HIS 481	SEMINAR IN HISTORY:MOCK CONGRESS	DJCA300
HS 301	HUMAN SERVICE PROFESSIONALS ADVOCATES	DJCA300
HS 482	HUMAN SERVICES SENIOR SEMINAR	DJCA 400
HUM 335	WORLD RELIGIONS	DBRG300
HUM 340	PHILOSOPHY AND POPULAR CULTURE	DBRG 300
HUM 350	AMERICAN PHILOSOPHY	DBRA 300
INB 390	GLOBAL BUSINESS ENTERPRISE	DSSG 300
IRPS 310	INTERNATIONAL LAW	DJCG 300
IRPS 330	POLITICS OF DEVELOPMENT	DSSG 300
IRPS 385	GLOBAL ENVIROMENTAL POLITICS	DJCG 300/DSL 300
IRPS 483	SEMINAR IN INTERNATIONAL RELATIONS	DJCG 400
MAT 320	METHODS OF CALCULUS	DQR 300
PSY 315	PSYCHOLOGY TEST & MEASUREMENT	DQR 300
PSY 360	SOCIAL PSYCHOLOGY	DSSG 300
PSY 361	PERSPECTIVES IN SUBSTANCE ABUSE	DSL 300
PSY 370	ABNORMAL PSYCHOLOGY	DSSA 300
PSY 420	PHYSIOLOGICAL PSYCHOLOGY	DSL400
PSY 440	RESEARCH & STATISTICS IN PSYCHOLOGY	DQR 400
PSY 490	SEMINAR IN PSYCHOLOGY	DJCG 400
SCI 110	THE BIOLOGICAL WORLD & LAB	DSL 100
SCI 111	BIOLOGICAL PATTERN AND PROCESS & LAB	DSL 200
SCI 350	PHYSICS I & LAB	DQR 300
SCI 360	ECOLOGY	DSSG 300
SCI 390	ORGANIC CHEMISTRY I	DSL 300
SCI 391	ORGANIC CHEMISTRY II	DSL 300
SOC 335	CONTEMPORARY SOCIAL PROBLEMS	DJCG 300
SOC 450	RACE AND ETHNIC CONCERNS	DSSG 400

Certificate in International Perspectives and Citizenship

Beginning in the 2011-2012 academic year, Lynn students will have the opportunity to earn the *Certificate in International Perspectives and Global Citizenship* recognizing student attainment in global learning. In order to earn the certificate, students must:

1) complete four courses with a global focus within the Dialogues of Learning, Lynn's core curriculum;
2) complete three courses with a global focus within their major;
3) complete an individualized academic program that will include study abroad, an internship with an international focus or a service learning project with an international focus.

The Center for Global Education and Citizenship, in conjunction with the Office of the Registrar, will monitor certification requirements for students who apply for the certification. Please note that the Certificate does not require any new courses or credit hours beyond the current degree requirements.

The Citizenship Project

During the Dialogues of Innovation, also known as the January Term or J-Term, the two-and-a-half week academic program that takes place Jan. 4-20, 2012, all first year students will take a course in our inaugural program, The Citizenship Project. Courses in The Citizenship Project focus on a civic issue, problem or topic and will engage in experiential learning opportunities and community service work with local, community-based partners. Thematic areas for the courses include homelessness, environmental sustainability and urban renewal. The Center for Global Education and Citizenship works in conjunction with several offices on campus to administer this university-wide program The Citizenship Project.



COLLEGE OF LIBERAL EDUCATION

MISSION STATEMENT

The College of Liberal Education provides a meaningful interpretative context for all programs within the University in the best tradition of Liberal Education. Through the programmatic initiatives and curricula, the college seeks to support the University's international and multicultural perspectives, thereby preparing students for responsible living in the 21st century.

UNDERGRADUATE PROGRAM

The following undergraduate degree programs are offered: Bachelor of Arts with a major in American Studies; Bachelor of Arts with a major in English, Bachelor of Arts with a major in Human Services, Bachelor of Arts with a major in International Relations, Bachelor of Arts with a major in Liberal Arts, Bachelor of Science with a major in Biology, Bachelor of Science with a major in Criminal Justice, and Bachelor of Science with a major in Psychology.

BACHELOR OF ARTS

MAJOR: AMERICAN STUDIES

The American Studies (AMS) major is dedicated to the study of the people, places, cultures and events—past and present—that make up America and American society. The American Studies major is designed to provide students with a rich contextual and multidisciplinary understanding of America and American culture as well as the study of American literature, politics, economics and history. Built around the core disciplines of literature, political science, philosophy, history, sociology and cultural anthropology, the program will employ comparative and integrative methods and approaches from the humanities and social sciences. Additionally, the program is designed to examine the social and political role of America and how it relates to the rest of the world.

The program will help graduates to develop sound critical thinking skills, analytical skills, communication skills and research skills to enable them to pursue careers in such fields as education, public service and politics, non-profit administration, museum administration, cultural anthropology and journalism. Students in the program will also be well prepared to pursue a graduate education.

The AMS program also combines traditional in-class instruction with online activities, student-initiated, primary-source research projects and visits to unique and historic sites, museums and cities around Florida and the country. As such, it is a program created with Lynn University's niche as a campus offering innovative, individualized academic experiences in mind.

MAJOR: AMERICAN STUDIES – DEGREE REQUIREMENTS

The AMS curriculum develops critical thinking, a historical perspective, social justice and moral reasoning, among other skills and values, in order to produce more responsible, informed and ethical citizens.

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS		**42 CREDITS**
MAJOR REQUIREMENTS: AMERICAN STUDIES		**33 CREDITS**
___ IRPS 225	UNITED STATES GOVERNMENT	3
___ HIS 230	SOCIAL AND POLITICAL HISTORY OF THE UNITED STATES	3
___ HIS 360*	THE AMERICAN EXPERIENCE THROUGH FILM	3
___ HIS 482	HISTORY SEMINAR	3
___ HUM 340*	PHILOSOPHY AND POPULAR CULTURE	3
___ HUM 350*	AMERICAN PHILOSOPHY	3
___ ENG 330	AMERICAN LITERATURE I	3
___ ENG 331	AMERICAN LITERATURE II	3
___ CRJ 330*	THE AMERICAN JUDICIARY	3
___ SOC 335*	CONTEMPORARY SOCIAL PROBLEMS	3
___ SOC 450*	RACE AND ETHNICITY	3
FREE ELECTIVES		**45 CREDITS**
___ FREE ELECTIVE (300+)		6
___ FREE ELECTIVE		39
		TOTAL CREDITS 120

AMERICAN STUDIES MINOR		**15 CREDITS**
___ IRPS 225	UNITED STATES GOVERNMENT	3
___ HIS 230	SOCIAL AND POLITICAL HISTORY OF THE UNITED STATES	3
___ HUM 350*	AMERICAN PHILOSOPHY	3
___ ENG 330	AMERICAN LITERATURE I or	
___ ENG 331	AMERICAN LITERATURE II	3
___ SOC 450*	RACE AND ETHNICITY	3

BACHELOR OF ARTS

MAJOR: ENGLISH

Designed to provide students with a strong background in analyzing literature and to facilitate competency in communication, literary studies engage students in examining structural elements in literary genres and literary movements in the English language. The program also provides an opportunity for focused study on particular authors, gender-related issues and cultural perspective of literature. Students develop sound critical thinking skills, analytical skills and research skills to enable them to best communicate their thoughts in the classroom and beyond. Exciting career paths can begin with English studies, and this program will prepare students for any career path or continuing education plans.

MAJOR: ENGLISH – DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 48 CREDITS

MAJOR REQUIREMENTS 39 CREDITS

Choose three of the following four classes:

___ ENG 201	STUDIES IN POETRY	3
___ ENG 202	STUDIES IN SHORT FICTION	3
___ ENG 203	STUDIES IN DRAMA	3
___ ENG 204	STUDIES IN THE NOVEL	3

Choose four of the following five:

___ ENG 315	MEDIEVAL & RENAISSANCE LITERATURE	3
___ ENG 330	AMERICAN LITERATURE I	3
___ ENG 331	AMERICAN LITERATURE II	3
___ ENG 340*	BRITISH LITERATURE I	3
___ ENG 341	BRITISH LITERATURE II	3

Students must complete the following required courses:

___ ENG 311	CREATIVE WRITING	3
___ ENG 325*	SHAKESPEARE	3
___ ENG 350*	INTRO TO GENDER AND MUTICULTURALISM	3
___ ENG 405*	SEMINAR IN GENDER and LITERATURE	3
___ ENG 420*	TOPICS IN LITERATURE	3
___ ENG 480	LITERARY THEORY	3

FREE ELECTIVES 33 CREDITS

___ FREE ELECTIVE	33

TOTAL CREDITS 120

ENGLISH MINOR

Designed to complement any degree program, the English minor enhances the marketability of a degree while providing students with specialized knowledge in the field of English studies. To earn the English minor, students must take 15 hours in the following manner:

ENGLISH 15 CREDITS

___ ENG 200+	3
___ ENG 200+	3
___ ENG 300+	3
___ ENG 300+	3
___ ENG 400+	3

BACHELOR OF ARTS

MAJOR: HUMAN SERVICES

The Human Services B.A. degree program prepares students for entry level positions in the social service field. The Human Services program offers practical hands-on learning experiences through a connection between Lynn University, our community and its agencies. Human services professionals can work in a variety of roles in a range of private, nonprofit, for-profit and governmental service agencies. Common employment opportunities include case management, crisis intervention, assessment and advocacy in community organizations serving individuals and families at risk or who are coping with social problems such as poverty, child maltreatment, family dysfunction, substance abuse, mental illness, aging and disabilities.

MAJOR: HUMAN SERVICES - DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS

* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 42 CREDITS

MAJOR REQUIREMENTS 48 CREDITS

___ HS 100	INTRODUCTION TO HUMAN SERVICES	3
___ HS 301*	SOCIAL PROBLEMS AND POLICY	3
___ HS 325	GROUP WORK AND FAMILY SYSTEMS	3
___ HS 360	ASSESSMENT AND INTERVIEWING	3
___ HS 410	CASE MANAGEMENT STRATEGIES	3
___ HS 420	ETHICAL & LEGAL ISSUES IN HUMAN SERVICES	3
___ HS 450	HUMAN SERVICES INTERNSHIP PLACEMENT I	3
___ HS 475	HUMAN SERVICES INTERNSHIP PLACEMENT II	3
___ HS 482*	HUMAN SERVICES SENIOR SEMINAR	3
___ PSY 150	INTRODUCTION TO PSYCHOLOGY	3
___ PSY 250	DEVELOPMENTAL PSYCHOLOGY	3
___ PSY 370*	ABNORMAL PSYCHOLOGY	3
___ SOC 220	FAMILY & SOCIETY	3
___ PSY 361*	CURRENT PERSPECTIVES IN SUBSTANCE ABUSE	3
___ SOC 450*	RACE & ETHNIC RELATIONS	3
___ PSY 440*	RESEARCH & STATISTICS IN PSYCHOLOGY	3

FREE ELECTIVES 30 CREDITS

___ FREE ELECTIVE	30

TOTAL CREDITS 120

HUMAN SERVICES MINOR

The purpose of the Human Services minor program is designed for students in the allied helping professions (e.g. psychology, criminal justice, education), or other students interested in facilitating positive changes for individuals and communities. Students are required to take five courses, which will supplement their major field of study with the development of entry level skills of assessment, interviewing, case management and advocacy.

MINOR REQUIREMENTS 15 CREDITS

___ HS 100	INTRODUCTION TO HUMAN SERVICES	3
___ HS 301*	SOCIAL PROBLEMS AND POLICY	3
___ HS 325	GROUPWORK AND FAMILY SYSTEMS	3
___ HS 360	ASSESSMENT & INTERVIEWING	3
___ HS 410	CASE MANAGEMENT or	
___ HS 420	ETHICAL PRACTICE	3

BACHELOR OF ARTS

MAJOR: INTERNATIONAL RELATIONS

International Relations at Lynn University introduces students to the peoples, places and events that shape the political, historical, cultural, social and economic dynamics of the world. Students will be prepared for the multifaceted world in which they will become local, national and global citizens and leaders. This is accomplished through an integrated learning approach that relies on multi- and interdisciplinary courses grounded in political science, history and economics/business. An emphasis on student-centered learning and flexibility of the curriculum provide an individualized orientation for studying International Relations.

Lynn University offers a B.A. degree in International Relations that is designed to maximize graduates' opportunities for advanced study or employment. The department also offers a minor in International Relations that complements any one of several majors. A second minor in Regional Geopolitics is available to all students at Lynn University. It provides a broad yet detailed foundation in regional political, historical and cultural affairs. The various curricula may include courses completed as part of a study abroad program, either through Lynn University or other international higher education institutions.

MAJOR: INTERNATIONAL RELATIONS - DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 45 CREDITS

MAJOR REQUIREMENTS 36 CREDITS

___ IRPS 150	INTRODUCTION TO INTERNATIONAL RELATIONS	3
___ IRPS 220	GLOBAL HUMAN RIGHTS	3
___ IRPS 310*	INTERNATIONAL LAW	3
___ IRPS 325	INTERNATIONAL DIPLOMACY	3
___ IRPS 330*	THE POLITICS OF DEVELOPMENT	3
___ IRPS 380	THEORIES OF INTERNATIONAL RELATIONS	3
___ IRPS 450	COMPARATIVE FOREIGN POLICY	3
___ IRPS 483*	SEMINAR IN INTERNATIONAL RELATIONS	3
___ BUS 171	MACROECONOMICS	3
___ HIS 113	2OTH CENTURY WORLD	3
___ HUM 335*	WORLD RELIGIONS	3
___ CRJ 450*	RESEARCH IN CRIMINAL JUSTICE	3

FREE ELECTIVES 39 CREDITS

___ FREE ELECTIVE (300+)	6
___ FREE ELECTIVE	33

TOTAL CREDITS 120

INTERNATIONAL RELATIONS MINOR

Designed to complement any degree program, the International Relations minor provides students with a strong foundation in world affairs, which in turn expands a student's career options upon graduation. Students must complete the following five courses to earn the International Relations minor:

MINOR REQUIREMENTS 15 CREDITS

___ IRPS 150	INTRODUCTION TO INTERNATIONAL RELATIONS	3
___ IRPS 310*	INTERNATIONAL LAW or	
___ IRPS 305	INTERNATIONAL ORGANIZATION(S)	3
___ IRPS 450	COMPARATIVE FOREIGN POLICY	3
___ HIS 113	20TH CENTURY WORLD or	
___ HUM 335*	WORLD RELIGIONS	3
___ IRPS ELECTIVE (300+)		3

REGIONAL GEOPOLITICS MINOR

The minor in Regional Geopolitics is designed to further Lynn University's goal of preparing our students to be global leaders. Available to all students at Lynn University, the program will provide individuals with the opportunity to study the politics, culture, history and economics of specific geopolitical regions. Thus, students will be able to understand their primary course work in a broader context. In addition, as a student's career develops, the minor in Regional Geopolitics will prepare her/him to meet unexpected challenges posed by ever-increasing globalization dynamics.

MINOR REQUIREMENTS 15 CREDITS

___ IRPS 150	INTRODUCTION TO INTERNATIONAL RELATIONS	3

Four of the following five courses:

___ IRPS 315	AFRICAN HISTORY AND POLITICS	3
___ IRPS 320	LATIN AMERICAN HISTORY AND POLITICS	3
___ IRPS 335	MIDDLE EAST HISTORY AND POLITICS	3
___ IRPS 340	EUROPEAN HISTORY AND POLITICS	3
___ IRPS 395	ASIAN HISTORY AND POLITICS	3

BACHELOR OF ARTS

MAJOR: LIBERAL ARTS

The Liberal Arts major is designed to provide students with a broad background in a variety of disciplines that includes literature; the arts; history; philosophy; contemporary social issues and concerns; and historical, social and political epochs. The major in Liberal Arts facilitates competency in critical thinking skills and analytical skills, as well as communication skills of speaking, writing and aesthetic appreciation. Further, the Liberal Arts major fosters an appreciation for lifelong learning and prepares students to use criteria and rules from the academic areas of communication arts, history and humanities to judge the quality and impact of information. The Liberal Arts major is appropriate for those students who intend to pursue a law degree, graduate studies or careers in a broad range of areas, including information-based agencies and human and cultural communication.

MAJOR: LIBERAL ARTS - DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 57 CREDITS

MAJOR REQUIREMENTS: LIBERAL ARTS 45 CREDITS

___ COM 101	INTRODUCTION TO COMMUNICATION AND MEDIA	3
___ COM 381	COMMUNICATION ANALYSIS AND CRITICISM	3
___ COM 451*	INTERCULTURAL COMMUNICATION	3
___ ENG 300 +		3
___ ENG 300 +		3
___ ENG 300 +		3
___ HIS 221	AMERICAN HISTORY I or	
___ HIS 222	AMERICAN HISTORY II	3
___ HIS 300 +		3
___ HIS 300 +		3
___ HUM COURSE		3
___ HUM COURSE		3
___ HUM COURSE		3
___ LAN ELECTIVE		3
___ SOC ELECTIVE		3
___ SOC ELECTIVE (300 +)		3

FREE ELECTIVES 18 CREDITS

___ FREE ELECTIVE	18

TOTAL CREDITS 120

LIBERAL ARTS MINORS

HISTORY/INTERNATIONAL RELATIONS MINOR

Designed to complement any degree program, the History/International Relations minor enhances the marketability of a student's major. With this minor, students will have the opportunity to pursue study in areas affecting American and international communities. Available courses deal with a variety of issues, including social, economic and geopolitical concerns. These study areas expand students' knowledge of the world and enrich their tools of critical thinking and analysis. To earn the History/International Relations minor, students must take 15 hours as follows:

HISTORY/INTERNATIONAL RELATIONS	**15 CREDITS**
___ HIS/IRPS 200+	3
___ HIS/IRPS 300+	3
___ HIS/IRPS 300+	3
___ HIS/IRPS 300+	3
___ HIS/IRPS 300+	3

HUMANITIES MINOR

Designed to complement any degree program, the Humanities minor enhances the marketability of a student's major. A minor in Humanities is an excellent choice for those who major in more specialized subjects. A broad combination of courses in art, music, philosophy and world religions provides students with a perspective for understanding the diversity in the complex world in which they live. It also prepares them for any profession where sensitivity to other cultures and values are a major concern.

HUMANITIES		**15 CREDITS**
___ HUM 221	INTRODUCTION TO PHILOSOPHY	3
___ HUM 335*	WORLD RELIGIONS	3
___ HUM 315	MODERN ART HISTORY: POST-IMPRESSIONISM TO 1945	3
___ MUH 361	MUSIC HISTORY III: TWENTIETH CENTURY MUSIC	3
___ HUM 411	ART HISTORY: 1945 TO THE PRESENT	3

PHILOSOPHY MINOR

Designed to complement any degree program, the Philosophy minor enhances the marketability of a student's major. Grounded in fundamental analytical, critical, and interpretive abilities essential to countless professions, from corporate management and computer systems analysis to investment banking and public policy research, as well as graduate study; a minor in philosophy is clear evidence of a disciplined and rigorous mind. Students also choose to minor in philosophy for personal enrichment. The study of philosophy fosters intellectual abilities important for life as a whole, including a capacity for self-expression and examination, for debate and the exchange of ideas and for approaching problems for which there are no easy answers.

PHILOSOPHY	**15 CREDITS**
___ HUM 200+	3
___ HUM 200+	3
___ HUM 300+	3
___ HUM 300+	3
___ HUM 300+	3

BACHELOR OF SCIENCE

MAJOR: BIOLOGY

The Bachelor of Science in Biology is designed for students whose career goals generally involve professional education beyond the bachelor's degree. These careers include, but are not limited to, allopathic, osteopathic, dental, veterinary and podiatric medicine; pharmaceutics; physical therapy; occupational therapy; optometry; chiropractics; environmental science/health; as well as physician's assistant; and positions in research, education and industry.

MAJOR: BIOLOGY - DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS

* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS		**39 CREDITS**
MAJOR REQUIREMENTS: BIOLOGY		**59 CREDITS**
___ SCI 110*	THE BIOLOGICAL WORLD AND LAB	4
___ SCI 111*	BIOLOGICAL PATTERN AND PROCESS AND LAB	4
___ SCI 130	GENERAL CHEMISTRY I AND LAB	4
___ SCI 131	GENERAL CHEMISTRY II AND LAB	4
___ SCI 260	HUMAN ANATOMY AND PHYSIOLOGY I AND LAB	4
___ SCI 261	HUMAN ANATOMY AND PHYSIOLOGY II AND LAB	4
___ SCI 360*	ECOLOGY AND LAB	4
___ SCI 325	MICROBIOLOGY AND LAB	4
___ SCI 450	GENETICS AND LAB	4
___ SCI 490	BIOLOGY SENIOR SEMINAR	3
___ MAT 320*	METHODS OF CALCULUS	4
___ SCI 350*	PHYSICS I AND LAB	4
___ SCI 351	PHYSICS II AND LAB	4
___ SCI 390*	ORGANIC CHEMISTRY I AND LAB	4
___ SCI 391*	ORGANIC CHEMISTRY II AND LAB	4

FREE ELECTIVES	**22 CREDITS**
___ FREE ELECTIVE	22

TOTAL CREDITS 120

Note: 45 upper division credits (300+ level) are required for degree completion.

BACHELOR OF SCIENCE

MAJOR: CRIMINAL JUSTICE

The Criminal Justice degree is an interdisciplinary degree that introduces students to the study of agencies, personnel, philosophies, procedures and methods that comprise the criminal justice system in the United States. The Criminal Justice program is designed to expose students to various aspects of existing law enforcement systems, judicial systems and correctional systems within an ethical and constitutional context.

The Criminal Justice program is designed to provide a curriculum that focuses on interpreting norms, mores, laws and rules that govern behavior in a civil society and that helps students develop a general understanding of a systems process within criminal justice. The program introduces students to diverse crime and causation theories, emphasizes the critical examination and evaluation of the ethical implications of various societal issues, and enhances effective written and oral communication skills as well as mathematical computations, quantitative reasoning, information literacy, intellectual strategies and computer use.

The Criminal Justice program is consistent with the vision and mission of Lynn University in that its academic programs reflect the importance of global transformation, multicultural awareness and international exchange and include the breadth and depth that are a basis for competencies in all programs.

Through the Criminal Justice program, students become able to describe the agencies and processes involved in criminal justice administration; explain the Bill of Rights and the impact on criminal justice system defendants; describe the nature, extent, etiology and control of law-breaking behavior; and compare and contrast the law enforcement systems of countries throughout the world.

Criminal Justice students learn to describe the structure and process of the American judicial system from a local, state and federal perspective; explain how gender affects women as offenders, victims and professionals in the criminal justice system; and analyze diverse ethical issues encountered in the criminal justice profession. These issues include discretion, affirmative action, use of deadly force, misconduct, civil disobedience, undercover operations and privacy. The program also helps students develop independent research study in the criminal justice field.

Graduates of the Criminal Justice program are able to apply ethical values in a diverse, complex and interconnected society and leave Lynn University with the knowledge, confidence, competencies and ethical consciousness to assume positions of responsibility and leadership.

MAJOR: CRIMINAL JUSTICE - DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 42 CREDITS

MAJOR REQUIREMENTS: CRIMINAL JUSTICE 39 CREDITS

___ SOC 335*	CONTEMPORARY SOCIAL PROBLEMS	3
___ PSY 361*	CURRENT PERSPECTIVES IN SUBSTANCE ABUSE	3
___ PSY 370*	ABNORMAL PSYCHOLOGY	3
___ CRJ 101	INTRODUCTION TO CRIMINAL JUSTICE	3
___ CRJ 201	CRIME AND DELINQUENCY	3
___ CRJ 203	CRIMINAL LAW AND PROCEDURE	3
___ CRJ 302	ISSUES IN CORRECTIONS	3
___ CRJ 320	CRIMINOLOGY	3
___ CRJ 321	COMPARATIVE POLICE SYSTEMS	3
___ CRJ 330*	THE AMERICAN JUDICIARY	3
___ CRJ 400*	GENDER, CRIME, AND CRIMINAL JUSTICE	3
___ CRJ 420*	ETHICS IN CRIMINAL JUSTICE	3
___ CRJ 450*	RESEARCH IN CRIMINAL JUSTICE	3

FREE ELECTIVES 39 CREDITS

___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE	36

TOTAL 120 CREDITS

CRIMINAL JUSTICE MINOR

The Criminal Justice minor is available to students in any major and is intended to provide foundational knowledge of the nature, extent, etiology and control of law-breaking behavior. Having a minor in Criminal Justice can enhance the value of a degree by expanding potential career options. Students are required to take 15 credits, including Introduction to Criminal Justice, Criminal Law, and Procedure and Criminology as foundational courses. To complete the minor, students choose two additional elective courses which suit their interests from a variety of upper division courses.

CRIMINAL JUSTICE 15 CREDITS

___ CRJ 101	INTRODUCTION TO CRIMINAL JUSTICE	3
___ CRJ 203	CRIMINAL LAW AND PROCEDURE	3
___ CRJ 320	CRIMINOLOGY	3
___ CRJ 300+	ELECTIVE	3
___ CRJ 300+	ELECTIVE	3

BACHELOR OF SCIENCE

MAJOR: PSYCHOLOGY

The Bachelor of Science degree in Psychology is designed to expose students to the biopsychological, developmental, cognitive and sociocultural domains of psychology, as well as research methodology. The student also comes to understand the relevance of psychology in contemporary society. This major prepares a student for employment in human services or for graduate school in counseling or psychology.

MAJOR: PSYCHOLOGY - DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 42 CREDITS

MAJOR REQUIREMENTS: PSYCHOLOGY 52 CREDITS

___ PSY 150	INTRODUCTION TO PSYCHOLOGY	3
___ PSY 200	ORIENTATION TO THE STUDY OF PSYCHOLOGY	3
___ PSY 225	HUMAN SEXUALITY	3
___ PSY 250	DEVELOPMENTAL PSYCHOLOGY	3
___ PSY 260	PERSONALITY THEORY	3
___ PSY 280	MIND-BODY MEDICINE	3
___ PSY 300	EXPRESSIVE STUDIES: MUSIC, ART AND MOVEMENT or	
___ PSY 305	EXPRESSIVE STUDIES: DRAMA AS EXPRESSION or	
___ PSY 310	EXPRESSIVE STUDIES: POETRY AND NARRATIVE	3
___ PSY 315*	PSYCHOLOGICAL TESTS AND MEASUREMENTS	3
___ PSY 349	INTRODUCTION TO APPLIED COUNSELING	3
___ PSY 355	PRINCIPLES OF LEARNING	3
___ PSY 360*	SOCIAL PSYCHOLOGY	3
___ PSY 370*	ABNORMAL PSYCHOLOGY	3
___ PSY 400	PROCESS: PERSONAL GROWTH PSYCHOLOGY	3
___ PSY 420*	PHYSIOLOGICAL PSYCHOLOGY	3
___ PSY 440*	RESEARCH AND STATISTICS IN PSYCHOLOGY	3
___ PSY 460	EXPERIMENTAL PSYCHOLOGY	4
___ PSY 490*	SEMINAR IN PSYCHOLOGY	3

FREE ELECTIVES 26 CREDITS

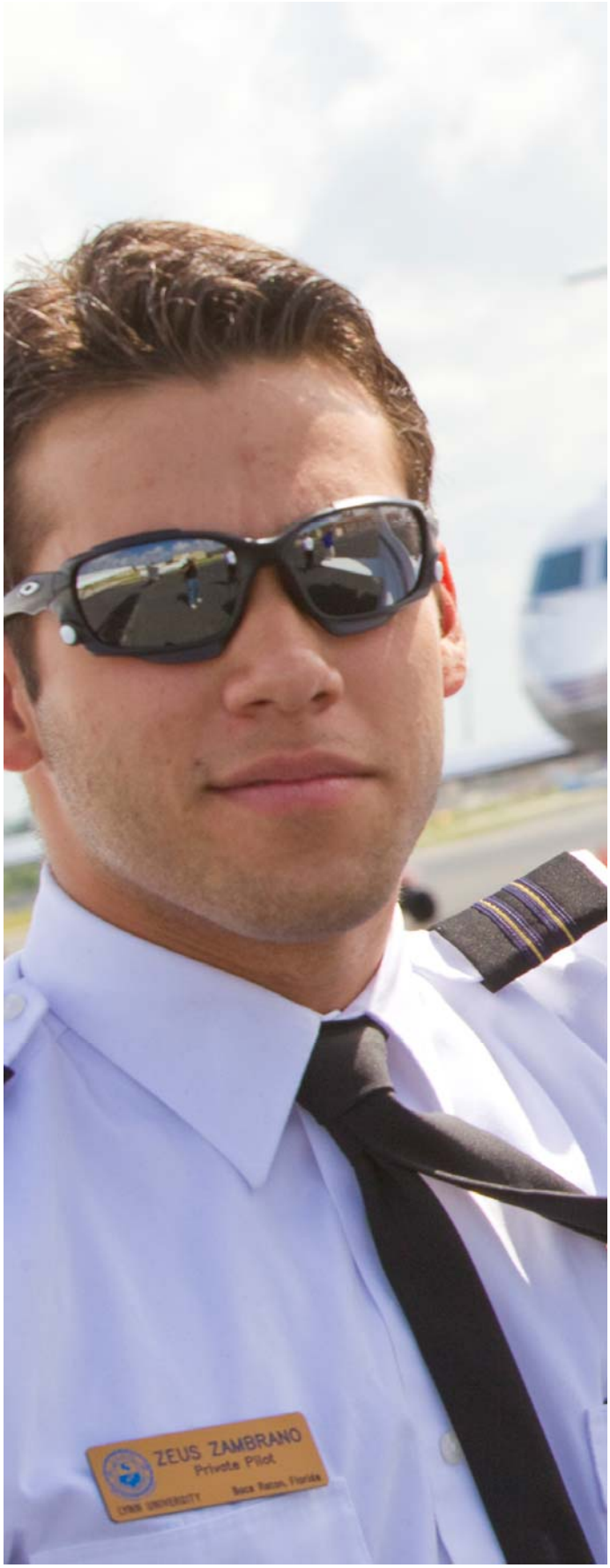
___ FREE ELECTIVE	26

TOTAL CREDITS 120

PSYCHOLOGY MINOR

Designed to complement any degree program, the Psychology minor enhances the value of a degree while providing students with specialized knowledge in the field of psychological and behavioral studies. Specifically, students are provided the opportunity to focus studies on a broad range of psychology courses.

PYSCHOLOGY	**15 CREDITS**
___ PSY 200	3
___ PSY 200 + ELECTIVE	3
___ PSY 300 + ELECTIVE	3
___ PSY 300 + ELECTIVE	3
___ PSY 300 + ELECTIVE	3



COLLEGE OF BUSINESS AND MANAGEMENT

MISSION STATEMENT

The College of Business and Management's mission is to provide an environment of collaborative learning among students, faculty, staff and the greater community for the purpose of creating personal and professional success for all stakeholders. The College of Business and Management and its associated Burton D. Morgan School of Aeronautics focus on offering quality career specializations at the undergraduate and graduate levels.

The Burton D. Morgan School of Aeronautics is a world-class aviation academy with a state-of-the-art training facility designed to help fulfill the educational needs of the vast dynamic global air transportation industry. The school offers a variety of programs designed to provide students with the education and training needed to successfully enter the aviation industry. These programs provide a wide range of educational opportunities for entry-level, four-year students to advance into a career in the industry. Programs for aircrew training, ground personnel and air industry management are offered.

The college supports the mission of the university through its long-range goal to be recognized for career preparation excellence by the diverse stakeholders, communities and clients we serve in terms of:

- providing quality instruction.
- maintaining continuous improvements in programs and curricula.
- providing timely career-based skills and knowledge for undergraduate and graduate students so that they will be viewed as desirable prospects for career growth opportunities by their current and/or future employers.
- supporting continuing education outreach programs (credit and non-credit) for the business community within the university's service area.
- providing students from around the world with a global awareness of domestic and international business.

The college's programs are not standardized, prescriptive formulas; they are customized career plans. The college offers a range of experiences that is both wide and substantive. Students in the College of Business and Management have the flexibility to design a course of study that matches their interests and career objectives.

UNDERGRADUATE PROGRAM

The Bachelor of Science in Business Administration (B.S.) requires the completion of 120 credit hours. Fifty-one (51) of the 120 credit hours are the requirements for the major in Business Administration. With the remaining 24 credit hours, the student has six options: 1) complete a specialization in business and a minor in another academic discipline; 2) complete two specializations in business; 3) complete two minors in other academic disciplines; 4) complete a specialization in business and complete credits in course work that is customized to personal preference; 5) complete a minor in another academic discipline and complete credits in course work that is customized to personal preference; and 6) complete all of the 24 credit hours in course work that is customized to personal preference.

The College of Business and Management offers specializations for the undergraduate degree in the following areas:

- Fashion Management
- General Management
- International Business
- Marketing
- Aviation Management

BACHELOR OF SCIENCE

MAJOR: BUSINESS ADMINISTRATION

The Business Administration major incorporates all degree requirements including core curriculum requirements, requirements for the Business Administration major and requirements for a specialization in business and/or a minor in another academic discipline and/or course work customized to personal preference. Business Administration major requirements aim to provide breadth of knowledge in the discipline of business and its context, as well as learning activities that promote the integration of business knowledge. The specializations provide in-depth study in an area of business. A minor in another academic discipline and the course work customized to personal preference provide students with the opportunity to explore areas of learning outside of the business discipline for the purpose of complementing the knowledge acquired in the Business Administration major requirements. All candidates for the B.S. should work closely with their academic advisors to ensure that their programs of study have met the established guidelines for the degrees.

MAJOR: BUSINESS ADMINISTRATION - DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 45 CREDITS

MAJOR REQUIREMENTS: BUSINESS ADMINISTRATION 51 CREDITS

___ ACC 201	ACCOUNTING FOR FINANCIAL REPORTING	3
___ ACC 202	ACCOUNTING FOR DECISION MAKING	3
___ BUS 170	MICROECONOMICS	3
___ BUS 171	MACROECONOMICS	3
___ BUS 270	MANAGING ORGANIZATIONS	3
___ BUS 311	FINANCIAL MANAGEMENT	3
___ BUS 322*	STATISTICS FOR BUSINESS AND ECONOMICS	3
___ BUS 372*	THE LEGAL ENVIRONMENT OF BUSINESS	3
___ BUS 435	PROJECT MANAGEMENT	3
___ BUS 446	ENTREPRENEURSHIP, CREATIVITY AND ETHICS	3
___ BUS 460	BUSINESS STRATEGY	3
___ BUS 498	BUSINESS INTERNSHIPS	3
___ CMS 200	COMPUTER APPLICATIONS	3
___ CMS 350*	SPREADSHEET DESIGN AND APPLICATION	3
___ HIS 332*	HISTORY OF AMERICAN CAPITALISM	3
___ INB 390*	GLOBAL BUSINESS ENTERPRISE	3
___ MKT 250	PRINCIPLES OF MARKETING	3

FREE ELECTIVES 24 CREDITS

___ FREE ELECTIVE	24

TOTAL CREDITS 120

SPECIALIZATIONS IN BUSINESS

FASHION MANAGEMENT, GENERAL MANAGEMENT, INTERNATIONAL BUSINESS, MARKETING AND AVIATION MANAGEMENT

Note: If a student elects to take a specialization, the number of free electives required will be reduced to nine credits.

FASHION MANAGEMENT **15 CREDITS**

___ BUS 101	APPAREL INDUSTRY	3
___ BUS 240	RETAIL BUYING	3
___ BUS 300	FASHION EVENTS MANAGEMENT	3
___ BUS 316	RETAILING MANAGEMENT	3
___ BUS 480	APPAREL INDUSTRY SEMINAR	3

GENERAL MANAGEMENT **15 CREDITS**

___ BUS 255	FUNDAMENTALS OF E-BUSINESS	3
___ BUS 310	SMALL BUSINESS MANAGEMENT	3
___ BUS 350	HUMAN RESOURCE MANAGEMENT	3
___ BUS 425	OPERATIONS MANAGEMENT	3
___ CMS 315	MANAGEMENT INFORMATION SYSTEMS	3

INTERNATIONAL BUSINESS **15 CREDITS**

___ INB 393	INTERNATIONAL MONETARY RELATIONS	3
___ INB 491	MULTINATIONAL CORPORATION – EVOLUTION AND CURRENT ISSUES	3
___ INB 492	LEGAL ASPECTS OF INTERNATIONAL BUSINESS	3
___ INB 496	INTERNATIONAL STUDY ABROAD IN BUSINESS	3
___ MKT 392	GLOBAL MARKETING	3

MARKETING **15 CREDITS**

___ MKT 305	CONSUMER AND ORGANIZATIONAL BEHAVIOR	3
___ MKT 350	INTEGRATED AND ELECTRONIC MARKETING COMMUNICATIONS	3
___ MKT 392	GLOBAL MARKETING	3
___ MKT 430	MARKETING RESEARCH	3
___ MKT 444	BUSINESS MARKETING MANAGEMENT	3

AVIATION MANAGEMENT **15 CREDITS**

___ AVM 102	AVIATION HISTORY	3
___ AVM 331	AVIATION REGULATIONS AND LAW	3
___ AVM 346	FIXED BASE OPERATIONS MANAGEMENT	3
___ AVM 441	AIRLINE AND AIRPORT OPERATIONS MANAGEMENT	3
___ AVM 481*	AVIATION SEMINAR or	
___ AVM 482	AIR TRAFFIC BASICS	3

Note: In addition to the Aviation Management courses, students may take the following flight training elective courses to attain the licenses and ratings required to enter the aerospace industry as a professional pilot.

FLIGHT TRAINING ELECTIVES

___ AVM 120	PRIMARY FLIGHT THEORY AND TRAINING, SOLO	3
___ AVM 121	PRIMARY FLIGHT THEORY AND TRAINING, PPL	3
___ AVM 220	INSTRUMENT FLIGHT THEORY AND TRAINING, BASIC	3
___ AVM 221	INSTRUMENT FLIGHT THEORY AND TRAINING, ADVANCED	3
___ AVM 230	COMMERCIAL FLIGHT THEORY	3
___ AVM 231	COMMERCIAL FLIGHT TRAINING	1

CERTIFIED FLIGHT INSTRUCTOR OPTION (4 HOURS) **

___ AVM 310	FLIGHT INSTRUCTION METHODS AND PROCEDURES	4

ADDITIONAL AVM ELECTIVES ***

___ AVM 226	AVIATION WEATHER	3
___ AVM 250	AVIATION SAFETY AND HUMAN FACTORS	3
___ AVM 471	AIRLINE EMERGENCY CABIN TRAINING	3
___ AVM 472	B-727 PILOT FAMILIARIZATION	3
___ AVM 473	B-727 PILOT SIMULATOR FAMILIARIZATION	3
___ AVM 474	B-737 PILOT FAMILIARIZATION	3
___ AVM 475	B-737 PILOT SIMULATOR FAMILIARIZATION	3
___ AVM 476	B-747 PILOT FAMILIARIZATION	3
___ AVM 477	AIRLINE TRANSPORT PILOT (ATP) CERTIFICATE	3

** If a student elects to obtain the Flight Instructor rating, AVM 310 substitutes for AVM 481, provided the student passes the FAA written and practical exams.

*** Simulator courses are taught in the same semester as the familiarization ground school as a lab and culminate with a check-ride to ensure basic handling objectives are met. These courses have a corresponding lab fee. Students may obtain a total of 6.0 hours of academic credit from one aircraft type training (i.e., 727 ground and simulator familiarization or 737 ground and simulator familiarization only). If the student takes AVM 477, he or she may not receive credit for any familiarization or simulator course. AVM 471, Airline Emergency Cabin Training, is separate from this, and may result in an additional three semester hours of credit.

BUSINESS MINORS

Students pursuing a degree in an academic discipline other than one offered by the College of Business and Management may elect to complete one of the following minors.

FASHION MANAGEMENT MINOR **15 CREDITS**

___ BUS 101	APPAREL INDUSTRY	3
___ BUS 240	RETAIL BUYING	3
___ BUS 300	FASHION EVENTS MANAGEMENT	3
___ BUS 316	RETAILING MANAGEMENT	3
___ BUS 480	APPAREL INDUSTRY SEMINAR	3

GENERAL MANAGEMENT MINOR **15 CREDITS**

___ BUS 270	MANAGING ORGANIZATIONS	3
___ BUS 310	SMALL BUSINESS MANAGEMENT	3
___ BUS 350	HUMAN RESOURCE MANAGEMENT	3
___ BUS 425	OPERATIONS MANAGEMENT	3
___ CMS 315	MANAGEMENT INFORMATION SYSTEMS	3

INTERNATIONAL BUSINESS MINOR **15 CREDITS**

___ BUS 270	MANAGING ORGANIZATIONS	3
___ INB 390*	GLOBAL BUSINESS ENTERPRISE	3
___ INB 393	INTERNATIONAL MONETARY RELATIONS	3
___ INB 491	MULTINATIONAL CORPORATIONS – EVOLUTION AND CURRENT ISSUES	3

___ INB 496	INTERNATIONAL STUDIES IN BUSINESS	3

MARKETING MINOR **15 CREDITS**

___ MKT 250	PRINCIPLES OF MARKETING	3
___ MKT 305	CONSUMER AND ORGANIZATIONAL BEHAVIOR	3
___ MKT 350	INTEGRATED AND ELECTRONIC MARKETING COMMUNICATIONS	3
___ MKT 392	GLOBAL MARKETING	3
___ MKT 444	BUSINESS MARKETING MANAGEMENT	3

AVIATION MANAGEMENT MINOR **15 CREDITS**

___ BUS 270	MANAGING ORGANIZATIONS	3
___ AVM 331	AVIATION REGULATIONS AND LAW	3
___ AVM 346	FIXED-BASE OPERATIONS MANAGEMENT	3
___ AVM 441	AIRLINE AND AIRPORT OPERATIONS MANAGEMENT	3
___ AVM 481*	AVIATION SEMINAR or	
___ AVM 482	AIR TRAFFIC BASICS	3

UNDERGRADUATE AVIATION CERTIFICATE PROGRAMS

The undergraduate aviation certificate programs offered by the Burton D. Morgan School of Aeronautics prepare students for ground and flight examinations for various FAA flight licenses and ratings. The flight certificate programs are delivered in accordance with CFR Part 141 under Lynn University's CFR Part 141 certificate. The simulator certificate programs are offered in accordance with CFR Part 142 under Lynn University's CFR Part 142 certificate. All flight courses and the ATP certificate program culminate with a ground oral examination and a check ride with a FAA Designated Pilot Examiner. Successfully completing the ground examination and the check ride will result in the FAA issuing the appropriate license or rating. The various certificate programs and the associated course work are as follows:

PRIVATE PILOT CERTIFICATE PROGRAM **6 CREDITS**

AVM 120 – PRIMARY FLIGHT THEORY AND TRAINING, SOLO	3
AVM 121 – PRIMARY FLIGHT THEORY AND TRAINING, PPL	3

INSTRUMENT PILOT RATING CERTIFICATE PROGRAM **6 CREDITS**

AVM 220 – INSTRUMENT FLIGHT THEORY AND TRAINING, BASIC	3
AVM 221 – INSTRUMENT FLIGHT THEORY AND TRAINING, ADVANCED	3

COMMERCIAL PILOT RATING CERTIFICATE PROGRAM **4 CREDITS**

AVM 230 – COMMERCIAL FLIGHT THEORY	3
AVM 231 – COMMERCIAL FLIGHT TRAINING	1

PROFESSIONAL COMMERCIAL PILOT CERTIFICATE PROGRAM **16 CREDITS**

AVM 120 – PRIMARY FLIGHT THEORY AND TRAINING, SOLO	3
AVM 121 – PRIMARY FLIGHT THEORY AND TRAINING, PPL	3
AVM 220 – INSTRUMENT FLIGHT THEORY AND TRAINING, BASIC	3
AVM 221 – INSTRUMENT FLIGHT THEORY AND TRAINING, ADVANCED	3
AVM 230 – COMMERCIAL FLIGHT THEORY	3
AVM 231 – COMMERCIAL FLIGHT TRAINING	1

CERTIFIED FLIGHT INSTRUCTOR CERTIFICATE PROGRAM **4 CREDITS**

AVM 310 – FLIGHT INSTRUCTION METHODS AND PROCEDURES	4

BOEING B-727 FAMILIARIZATION CERTIFICATE PROGRAM **6 CREDITS**

AVM 472 – B-727 PILOT FAMILIARIZATION	3
AVM 473 – B-727 PILOT SIMULATOR FAMILIARIZATION	3

AIRLINE TRANSPORT PILOT (ATP) CERTIFICATE PROGRAM **3 CREDITS**

AVM 477 – AIRLINE TRANSPORT PILOT (ATP) CERTIFICATE	3

RECURRENT FLIGHT TRAINING CERTIFICATE PROGRAM **3 CREDITS**

AVM 120 – PRIMARY FLIGHT THEORY AND TRAINING, SOLO	3



DONALD E. AND HELEN L. ROSS COLLEGE OF EDUCATION

Mission Statement

The Donald E. and Helen L. Ross College of Education's programs are delivered via experiential learning, and therefore bring research to practice. These programs challenge students to develop intellectually and personally to their fullest potential, ensuring that they are equipped with the knowledge, skills and competencies required of successful educators to meet the needs of all learners in today's diverse society.

UNDERGRADUATE PROGRAM

Admission and Graduation Requirements

Admission to Lynn University does not admit the student to the Ross College of Education. For students interested in teacher education, the Ross College of Education has a State of Florida-approved teacher preparation program leading to teacher certification. Education students must successfully pass all four parts of the General Knowledge portion of the Florida Teacher Certification Examination prior to applying for the practicum experience. In accordance with Florida Statute 1004.04 public accountability and state approval for teacher preparation programs, students are required to meet the following prerequisites for admission to the teacher preparation program:

1. Have a grade point average of 2.5 or higher for all 100 and 200 level Dialogue courses.
2. Demonstrate mastery of general knowledge, including the ability to read, write and compute by passing all four (4) of the General Knowledge portion of the Florida Teacher Certification Examination.
3. In addition, the student must demonstrate that they have:
   a. Grade point average of 2.5 or higher in all teacher preparation courses, with no grade lower than a C.
   b. Submit a completed application (including a LiveText portfolio) to the Ross College of Education prior to registration for Practicum (EDU 480). The Ross College of Education will review the candidate's documentation to determine the status of admission to the state-approved teacher education programs.

Candidates for graduation must:

1. Complete all program requirements with a grade point average of 2.5 or higher with no grade lower than a C.
2. Demonstrate mastery of subject area and professional education knowledge by passing the Professional Skills and a Subject Area portion of the Florida Teacher Certification Examination.

The State of Florida may require additional courses in the field for certification prior to issuing the five-year certificate. Program requirements may change in order to comply with any changes made by the State of Florida Department of Education. Grandfather provisions do not apply when such program changes are made.

Note: Credits and degrees earned from colleges within the State of Florida that are licensed by the State Board of Independent Colleges and Universities do not automatically qualify an individual for a Florida Teaching Certificate. The established procedure requires the Florida Department of Education to review and recognize the credentials of the individual and the accreditation of the college granting the degrees prior to approving teacher certification. Any student interested in obtaining a Florida Teaching Certificate should contact the Florida Department of Education, Bureau of Educator Certification, Suite 201, Turlington Building, 325 West Gaines St., Tallahassee, FL 32399-0400.

ESOL AND READING

Successful completion of the program will give the student the following Florida State Endorsements:

1. ESOL Endorsement
2. Reading Endorsement
3. Elementary Education Grades K-6

BACHELOR OF SCIENCE IN EDUCATION

MAJOR: ELEMENTARY EDUCATION GRADES K–6

The Elementary Education major is designed to prepare students to teach in grades kindergarten through six. Elementary Education students have experiences that combine learning theory with practical applications, promote the integration of technology reading and ESOL performance standards as well as encompassing a variety of field activities. Students enrolled in the Elementary Education program will be encouraged to recognize and appreciate the diversity of today's children and to be able to meet their varied educational needs in a multicultural society. The courses in this state-approved program are designed to meet the requirements for certification in Florida. This program is offered in both the day and evening programs.

Students majoring in Elementary Education Grades K–6, must fulfill the following core and certification requirements:

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* Students in the B.S. in Education program only participate in the first three years of the Dialogues of Learning. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 42 CREDITS

MAJOR REQUIREMENTS 70 CREDITS

___ ZEDU 001	GENERAL KNOWLEDGE PREPARATION	0
___ EDU 101	INTRODUCTION TO EDUCATION	3
___ EDU 160	HUMAN DEVELOPMENT AND LEARNING	3
___ EDU 210	DIFFERENTIATED INSTRUCTION AND EFFECTIVE TEACHING STRATEGIES	3
___ EDU 214	ART, MUSIC, PE AND HEALTH	3
___ EDU 215	CHILDREN'S LITERATURE	3
___ ESE 275	INCLUSIVE EDUCATION	3
___ EDU 315	LITERACY IN THE PRIMARY GRADES	3
___ EDU 316	LITERACY IN THE INTERMEDIATE GRADES	3
___ EDU 319	TEACHING SOCIAL STUDIES	3
___ ESL 300	SECOND LANGUAGE AND LITERACY DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS	3
___ ESL 310	SHELTERED CONTENT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS	3
___ EDU 317	SCIENCE IN THE ELEMENTARY SCHOOL I	3
___ EDU 318	MATH IN THE ELEMENTARY SCHOOL I	3
___ EDU 330*	DIVERSE POPULATIONS	3
___ EDU 415	MANAGING THE CLASSROOM	3
___ EDU 418	MATH IN THE ELEMENTARY SCHOOL II	3
___ EDU 419	SCIENCE IN THE ELEMENTARY SCHOOL II	3
___ EDU 420	ASSESSMENT FOR INSTRUCTION	4
___ EDU 480	PRACTICUM	3
___ EDU 481	STUDENT TEACHING	12

FREE ELECTIVES 9 CREDITS

___ FREE ELECTIVE	9

TOTAL CREDITS 121

SPECIALIZATIONS

Students who elect to take a specialization must complete the specialization courses below and will have no free electives.

SPECIALIZATION: PRE-K/PRIMARY (AGE 3-GRADE 3)

SPECIALIZATION REQUIREMENTS **15 CREDITS**

___ ECE 105	INTRODUCTION TO EARLY CHILDHOOD EDUCATION CURRICULUM	3
___ ECE 230	CREATIVE ACTIVITIES	3
___ ECE 240	PRE PRIMARY LANGUAGE ARTS	3
___ ECE 250	PRE PRIMARY MATH AND SCIENCE	3
___ ECE 460	CHILDREN AT RISK	3

TOTAL CREDITS 130

SPECIALIZATION: EXCEPTIONAL STUDENT EDUCATION

SPECIALIZATION REQUIREMENTS **15 CREDITS**

___ESE 251	EXCEPTIONAL PEOPLE	3
___ECE 460	CHILDREN AT RISK	3
___ESE 500	FOUNDATIONS OF ESE	3
___ESE 515	INSTRUCTIONAL METOHDS	3
___ESE 520	CLASSROOM MANAGEMENT	3

TOTAL CREDITS 130

UNDERGRADUATE MINORS

MINOR IN ELEMENTARY EDUCATION

The Ross College of Education offers an undergraduate minor in the field of Elementary Education. The minor is structured to provide a substantial introduction to education through a broad-based and focused study of educational research, theory and practice.

During their sophomore year students interested in pursuing an undergraduate minor in Elementary Education need to complete an application for the minor and contact the Elementary Education Program Coordinator.

The minor requires five core courses to ensure coverage of the disciplines of the field, while allowing flexibility for students wanting to pursue specific interests within Education.

___EDU 101	INTRODUCTION TO EDUCATION	3
___EDU 210	DIFFERENTIATED INSTRUCTION & EFFECTIVE TEACHING STRATEGIES	3
___EDU 330	DIVERSE POPULATIONS	3
___EDU 415	MANAGING THE CLASSROOM	3
___EDU 420	ASSESSMENT FOR INSTRUCTION	3

TOTAL CREDITS 15

MINOR IN SPECIAL EDUCATION

The Ross College of Education offers an undergraduate minor in the field of Special Education. The minor consists of five courses that cover a wide variety of information about working with children with disabilities. This minor would allow students majoring in fields other than education such as (Psychology and Human Services) the opportunity to learn more about working with children with disabilities including characteristics and behavior management strategies.

___ESE 251	EXCEPTIONAL PEOPLE	3
___ECE 460	CHILDREN AT RISK	3
___ESE 500	FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION	3
___ESE 515	INSTRUCTIONAL METHODS IN CONTENT AREAS	3
___ESE 520	CLASSROOM BEHAVIOR MANAGEMENT	3

TOTAL CREDITS 15

COLLEGE OF HOSPITALITY MANAGEMENT

MISSION STATEMENT

The College of Hospitality Management, founded in 1991, offers a baccalaureate degree program. Blending academic and career preparation, the college equips graduates to manage change and exercise leadership to meet the dynamic needs of the global hospitality and sports industries.

Graduates leave the program with the knowledge, confidence and competencies to provide high-quality hospitality and/or sports management services. Prepared to meet the needs of the community-at-large, graduates develop a foundation that allows them to engage in professional practices that are ethical, competent and equality-focused; and they are capable of implementing management strategies and tactics in a cost-effective manner. Typically, graduates from the program are committed to continuing personal and professional growth through lifelong learning.

UNDERGRADUATE PROGRAM

BACHELOR OF SCIENCE

Academic programs include a major in Hospitality Management (B.S.) and Sports Management (B.S.).

MAJOR: HOSPITALITY MANAGEMENT

DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 54 CREDITS

BUSINESS REQUIREMENTS 15 CREDITS

___ ACC 201	ACCOUNTING FOR FINANCIAL REPORTING	3
___ BUS 171	MACROECONOMICS	3
___ BUS 270	MANAGING ORGANIZATIONS	3
___ BUS 350	HUMAN RESOURCES MANAGEMENT	3
___ MKT 250	PRINCIPLES OF MARKETING	3

MAJOR REQUIREMENTS 35 CREDITS

___ HA 100	INTRODUCTION TO HOSPITALITY AND TOURISM	3
___ HA 290	HOSPITALITY INTERNSHIP	4
___ HA 310	HOSPITALITY LAW	3
___ HA 311*	MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY	3
___ HA 349	FOOD AND BEVERAGE MANAGEMENT	3
___ HA 350	MANAGEMENT INFORMATION SYSTEMS FOR THE HOSPITALITY INDUSTRY	3
___ HA 355	CUSTOMER SERVICE	3
___ HA 375	HOSPITALITY STRATEGIC MARKETING	3
___ HA 429	REVENUE MANAGEMENT	3
___ HA 481*	SENIOR SEMINAR	3
___HA 493	ADVANCED INTERNSHIP IN RESORT AND HOTEL MANAGEMENT	4

FREE ELECTIVES 16 CREDITS

___ FREE ELECTIVE	16

TOTAL CREDITS 120

MAJOR: SPORTS MANAGEMENT

DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 48 CREDITS

BUSINESS REQUIREMENTS 15 CREDITS

___ ACC 201	ACCOUNTING FOR FINANCIAL REPORTING	3
___ BUS 171	MACROECONOMICS	3
___ BUS 270	MANAGING ORGANIZATIONS	3
___ BUS 350	HUMAN RESOURCES MANAGEMENT	3
___ MKT 250	PRINCIPLES OF MARKETING	3

MAJOR REQUIREMENTS 35 CREDITS

___ HA 125	INTRODUCTION TO SPORTS & RECREATION MANAGEMENT	3
___ HA 311*	MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY	3
___ HA 313*	SPORTS LAW & RISK MANAGEMENT	3
___ HA 376	SPORTS MARKETING	3
___ HA 390	HOSPITALITY INTERNSHIP	4
___ HA 413*	POLICY AND ETHICS IN SPORTS	3
___ HA 414	ORGANIZATION AND MANAGEMENT IN PROFESSIONAL SPORTS	3
___ HA 415	ORGANIZATION AND MANAGEMENT IN AMATEUR AND INTERCOLLEGIATE SPORTS	3
___ HA 416	SPORTS AND RECREATION FACILITIES	3
___ HA 481*	SENIOR SEMINAR	3
___ HA 494	ADVANCED INTERNSHIP IN SPORTS AND RECREATION MANAGEMENT	4

FREE ELECTIVES 22 CREDITS

___ FREE ELECTIVE	22

TOTAL CREDITS 120


EOS DIGITAL

EUGENE M. AND CHRISTINE E. LYNN COLLEGE OF INTERNATIONAL COMMUNICATION

MISSION STATEMENT

The Lynn University College of International Communication (CIC) provides students an opportunity to acquire the knowledge, skills and experience necessary to build successful communication careers in the global media marketplace.

The college is committed to blending a strong liberal arts concentration with hands-on experience in radio, television, film, theater, print, graphic design, illustration and computer animation, multimedia journalism, advertising and public relations, political communication, photography, and emergent media in order to best prepare students for leadership roles. Theory courses, both domestic and international in scope, enable students to develop and enhance critical thinking skills and gain a comprehensive command of written, oral and visual expression.

The unique combination of theory, practice and internships gives students a solid foundation for success in the competitive fields of international communication. The college's innovative approach to collaborative education enables students to participate in integrated learning projects that simulate media industries and assist in the transition to positions in communication and media.

FACILITIES

A state-of-the-art digital facility houses broadcast and cinema production and postproduction centers that enable students to develop pre-professional skills and an advanced understanding of studio, field and news production as well as non-linear editing. The faculty provides educational experiences in producing, directing, writing, camera work, lighting, set design, editing, media performance, journalism, public relations, advertising, photography, computer animation and graphic design. Instructional facilities for new media promote the early adoption of developing technologies into the mass media mix, including Web design and maintenance, audio/video streaming on the Internet, interactive business presentations and interactive mass media.

UNDERGRADUATE PROGRAM

The Lynn College of International Communication offers courses leading to a Bachelor of Arts in six areas:

- Advertising and Public Relations
- Communication, Media and Politics
- Drama
- Film
- Multimedia Journalism
- Radio, Television and Internet Media

A Bachelor of Science is available in:

- Graphic Design
- Illustration/Computer Animation
- Photography

All major programs in the Lynn College of International Communication are designed for students who seek career-building or graduate school preparation. They offer a foundation in the process of communication and the flow of information through the mass and/or interpersonal media. Students have an opportunity to achieve a level of professional competency in their specific major. Several majors, such as Film; Multimedia Journalism; Radio, Television and Internet Media; Graphic Design; Computer Animation; and Photography have a strong production emphasis. Others, including Advertising and Public Relations; Drama; and Communication, Media and Politics place greater emphasis on theory. All majors include components in history and development of the field, as well as legal issues and interpretive skills. Additionally, the college facilitates the placement of students in both domestic and international internship positions.

With a faculty composed of teacher-scholars and academically trained media practitioners, the college prepares students for successful careers in a rapidly changing global community. Students majoring in a program complete the following requirements:

- A university core curriculum of 60 credits (30 of the total 60 credits required may be embedded within the major).
- A CIC core curriculum of 18 credits.
- A major curriculum of 15-21 credits.
- 6-12 elective credits within the major.
- Up to an additional 33 elective credits that may include courses toward a minor, general electives from other university programs, or additional courses in the Lynn College of International Communication.
- A total of 120 credits required for graduation.

POLICY REGARDING INTERNSHIP

Up to six credits of internship are available to students who have completed 90 credit hours and have a minimum cumulative GPA of 2.5. A maximum of six credits of internship may apply toward graduation.

POLICY REGARDING TRANSFER OF CREDITS

Students must earn a minimum of 21 credits in the College of International Communication.

BACHELOR OF ARTS (B.A.)

MAJOR: ADVERTISING AND PUBLIC RELATIONS

MISSION STATEMENT

Advertising and public relations (APR) are multi-billion dollar industries that affect our lives on a daily basis. For example, the average American views more than 3,000 commercial messages per day. Moreover, these fields are continuing to grow domestically as well as globally. Advertising and public relations clearly impact business, political and social arenas.

The APR major seeks to prepare students for competitive success within a dynamic advertising/public relations environment. The major offers students an opportunity to develop skills to assess different international perspectives, develop innovative approaches and implement creative designs.

The APR major is intended for students who are interested in positions such as copywriters, art directors, media planners, account executives, public relations specialists and strategic planners. The Advertising/Public Relations major may also lead to careers in business, marketing and non-profit fields.

UNIVERSITY CORE CURRICULUM REQUIREMENTS

* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 45 CREDITS

CIC CORE REQUIREMENTS 18 CREDITS

___ COM 101	INTRODUCTION TO COMMUNICATION AND MEDIA	3
___ COM 111	PRESENTATIONAL COMMUNICATION	3
___ GVC 235	WEB DESIGN AND INTERACTIVE MEDIA or	
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 350*	COMMUNICATION LAW AND ETHICS	3
___ COM 360*	COMMUNICATION THEORIES or	
___ GVC 395	VISUAL COMMUNICATION THEORY	3
___ COM 475*	SENIOR COMMUNICATION SEMINAR	3

MAJOR REQUIREMENTS 21 CREDITS

___ COM 115	INTRODUCTION TO ADVERTISING AND PUBLIC RELATIONS	3
___ COM 280	CONTENT DESIGN	3
___ COM 212	PUBLIC RELATIONS PLANNING AND STRATEGY	3
___ COM 340	ADVERTISING WRITING AND DESIGN	3
___ COM 341*	PERSUASION AND PROPAGANDA	3
___ COM 375*	ADVERTISING, PUBLIC RELATIONS AND SOCIETY	3
___ COM 492*	STRATEGIES IN ADVERTISING RESEARCH	3

ELECTIVES IN THE MAJOR 6 CREDITS
(Choose two courses from the following)

___ COM 241	GROUP COMMUNICATION	3
___ COM 290	BRANDING	3
___ COM 305*	MEDIA AND SOCIETY	3
___ COM 320	INTERNATIONAL MEDIA	3
___ COM 321	GENDER COMMUNICATION	3
___ COM 365	MAGAZINE PRODUCTION	3
___ COM 440	PR PRACTICES	3
___ COM 451*	INTERCULTURAL COMMUNICATION	3

FREE ELECTIVES 30 CREDITS

___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE	27

TOTAL CREDITS 120

BACHELOR OF ARTS (B.A.)

MAJOR: COMMUNICATION, MEDIA AND POLITICS

MISSION STATEMENT

Excellence in communication contributes to success in all aspects of personal, professional and civic life. Citizens of the 21st century must understand the communication opportunities, obligations and risks that emerge in an era of cultural diversity and conflict. Politicians, leaders, consultants, activists and indeed all citizens use communication to affect public opinion, mobilize interest groups, negotiate policy and maintain relations with people from other cultures.

The major in Communication, Media and Politics (CMP) promotes the knowledge, criticism and practical application of communication by offering students both the theoretical foundation necessary for understanding the role of communication in a diverse society and intensive practice in creating and presenting messages on various delivery platforms to a variety of audiences.

The Communication, Media and Politics major is intended for students who are interested in positions of leadership in civic life, whether in government, public service, educational or cultural institutions, non-governmental organizations or social advocacy groups. CMP is also an excellent major for students preparing for law school or for graduate school in communication or public affairs.

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 48 CREDITS

CIC CORE REQUIREMENTS 18 CREDITS

___ COM 101	INTRODUCTION TO COMMUNICATION AND MEDIA	3
___ COM 111	PRESENTATIONAL COMMUNICATION	3
___ GVC 235	WEB DESIGN AND INTERACTIVE MEDIA or	
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 350*	COMMUNICATION LAW AND ETHICS	3
___ COM 360*	COMMUNICATION THEORIES	3
___ COM 475*	SENIOR COMMUNICATION SEMINAR	3

MAJOR REQUIREMENTS 15 CREDITS

___ COM 108	MEDIA LITERACY	3
___ COM 231	POLITICAL CAMPAIGNS IN THE NEW MEDIA	3
___ COM 305*	MEDIA AND SOCIETY	3
___ COM 341*	PERSUASION AND PROPAGANDA	3
___ COM 421*	COMMUNICATION AND SOCIAL CHANGE	3

ELECTIVES IN THE MAJOR 12 CREDITS
(Choose four courses from the following)

___ COM 103	ACTING I	3
___ COM 110	INTRODUCTION TO JOURNALISM	3
___ COM 241	GROUP COMMUNICATION	3
___ COM 301*	INTERPERSONAL COMMUNICATION	3
___ COM 321	GENDER COMMUNICATION	3
___ COM 330	ORGANIZATIONAL COMMUNICATION	3
___ COM 325	WRITING FOR RADIO-TV-FILM	3
___ COM 375*	ADVERTISING, PUBLIC RELATIONS AND SOCIETY	3
___ COM 381	COMMUNICATION ANALYSIS AND CRITICISM	3
___ COM 451*	INTERCULTURAL COMMUNICATION	3

FREE ELECTIVES 27 CREDITS

___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE	24

TOTAL CREDITS 120

BACHELOR OF ARTS (B.A.)

MAJOR: DRAMA

MISSION STATEMENT

The dramatic arts affect the lives of nearly every human being on a daily basis. From one-on-one storytelling to live theatrical production, film screenings and television broadcasts, the expressive arts surround and infuse themselves in our lives. They teach citizens about the world and society in which they live. They entertain and bring joy and emotional connection. They motivate individuals to seek further understanding of the self and look critically at how the global community communicates. The dramatic arts are the platforms of truth and expression, and the dramatic industry is the medium that brings these works to the world.

The major in Drama is unique in that it promotes the understanding and practice of the entirety of the dramatic arts. It provides students the opportunity to learn all the facets of dramatic production such as acting, directing, writing, producing, designing, filmmaking and technical production as well as how to develop as confident and creative artists capable of performing in the stage, film, television and Internet markets. Through interdisciplinary

educational approaches, the Drama major provides students with the skills necessary to meet the demands of an ever-evolving technological and international marketplace.

The Drama major is intended for students who are interested in positions within the dramatic arts, whether in performance, creation, or production. A student who majors in Drama is one who seeks to become a complete artist with all the skills necessary to perform across a wide range of media within the dramatic industry.

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 45 CREDITS

CIC CORE REQUIREMENTS 18 CREDITS

___ COM 101	INTRODUCTION TO COMMUNICATION AND MEDIA	3
___ COM 111	PRESENTATIONAL COMMUNICATION	3
___ GVC 235	WEB DESIGN AND INTERACTIVE MEDIA or	
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 350*	COMMUNICATION LAW AND ETHICS	3
___ COM 360*	COMMUNICATION THEORIES	3
___ COM 475*	SENIOR COMMUNICATION SEMINAR	3

MAJOR REQUIREMENTS 15 CREDITS

___ COM 103	ACTING I	3
___ COM 113	THEATER APPRECIATION	3
___ COM 313*	THEATRICAL DESIGN & PRODUCTION	3
___ COM 323*	HISTORY OF THE THEATER	3
___ COM 373	VOICE AND MOVEMENT	3

ELECTIVES IN THE MAJOR 12 CREDITS
(Choose 12 credits from the following)

___ COM 150	FILM PRODUCTION	3
___ COM 203	ACTING II	3
___ COM 221	ORAL INTERPRETATION	3
___ COM 233	WORLD DRAMA	3
___ COM 263	SCRIPT ANALYSIS	3
___ COM 303	ACTING III	3
___ COM 325	WRITING FOR RADIO-TV-FILM	3
___ COM 315	NARRATIVE WRITING FOR FILM AND TV	3
___ COM 343	DIRECTING THE ACTOR	3
___ COM 353	ACTING FOR THE CAMERA	3
___ COM 363	DRAMA PRACTICUM	1
___ COM 423	THE BUSINESS OF DRAMA	3

FREE ELECTIVES 30 CREDITS

___ FREE ELECTIVE (300+)	12
___ FREE ELECTIVE	18

TOTAL CREDITS 120

BACHELOR OF ARTS (B.A.)

MAJOR: FILM

MISSION STATEMENT

The Film major seeks to provide students with the knowledge, skills and experience necessary to build successful careers in film and video media. Citizens of the 21st century will be more empowered and employable as they develop fluency in visual storytelling and understanding textual and sub-textual meanings.

The Film major promotes the blending of a strong liberal arts concentration with the creative, technical and theoretical study of the medium. Skill sets learned in the major consist of those from pre-production, production and post-production, including: screenwriting, shot selection, cinematography, casting and collaborating with actors, script supervising, sound recording, and non-linear editing with a multi-layered sound track. Students work collaboratively, develop social and multicultural awareness and master their technical competency with state-of-the-art technology.

The Film major is intended for students who are interested in positions in the wide ranging industries of film, television, video and the Web; whether they are located in Hollywood, New York or locally. Corporations and companies have become attuned to the power and necessity of utilizing emergent media to stay current and competitive. The skills students acquire through the Film major will translate to these marketplace needs.

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 48 CREDITS

CIC CORE REQUIREMENTS 18 CREDITS

___ COM 101	INTRODUCTION TO COMMUNICATION AND MEDIA	3
___ COM 111	PRESENTATIONAL COMMUNICATION	3
___ GVC 235	WEB DESIGN AND INTERACTIVE MEDIA or	
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 350*	COMMUNICATION LAW AND ETHICS	3
___ COM 410*	FILM THEORY	3
___ COM 475*	SENIOR COMMUNICATION SEMINAR	3

MAJOR REQUIREMENTS 18 CREDITS

___ COM 150	FILM PRODUCTION	3
___ COM 335*	FILM HISTORY (1950-PRESENT)	3
___ COM 255	FILM AND TV EDITING	3
___ COM 315	NARRATIVE WRITING FOR FILM AND TV	3
___ COM 307	ADVANCED FILM PRODUCTION	3
___ COM 430	INTERNATIONAL FILM	3

ELECTIVES IN THE MAJOR 9 CREDITS
(Choose three courses from the following)

___ COM 103	ACTING I	3
___ COM 130	UNDERSTANDING FILM	3
___ COM 227	DIGITAL CINEMATOGRAPHY	3
___ COM 343	DIRECTING THE ACTOR	3
___ COM 235	FILM HISTORY (1895-1950)	3
___ COM 325	WRITING FOR RADIO-TV-FILM	3
___ COM 355	FILM PRACTICUM	3
___ COM 380	DOCUMENTARY PRODUCTION	3
___ COM 451*	INTERCULTURAL COMMUNICATION	3

FREE ELECTIVES 27 CREDITS

___ FREE ELECTIVE (300+)	6
___ FREE ELECTIVE	21

TOTAL CREDITS 120

BACHELOR OF ARTS (B.A.)

MAJOR: MULTIMEDIA JOURNALISM

MISSION STATEMENT

The Multimedia Journalism major provides instruction in journalism theory and practice with a curriculum that recognizes the field's expansion beyond its traditional boundaries to encompass new techniques and concepts. Though contemporary multimedia journalism is very much a work in progress still seeking its voice, it has embraced interactivity, user-provided content and new forms of media that have altered accepted notions of news cycle and coverage, from Google News to YouTube and Twitter.

The Multimedia Journalism curriculum offers students an opportunity for training and practical experience in news and feature reporting in a variety of forms and seeks to equip students with the skills necessary to provide content in written and visual forms for use in broadcast, print and Internet media, as well as performance technique.

Students interested in using the communication media to find and tell stories of importance and engage the audience in the development of history will find the Multimedia Journalism major an opportunity to enter a vital profession with a global reach and a worthy goal**:** an informed citizenry.

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS		**48 CREDITS**
CIC CORE REQUIREMENTS		**18 CREDITS**
___ COM 101	INTRODUCTION TO COMMUNICATION AND MEDIA	3
___ COM 111	PRESENTATIONAL COMMUNICATION	3
___ GVC 235	WEB DESIGN AND INTERACTIVE MEDIA	3
___ COM 350*	COMMUNICATION LAW AND ETHICS	3
___ COM 360*	COMMUNICATION THEORIES or	
___ GVC 395	VISUAL COMMUNICATION THEORY	3
___ COM 475*	SENIOR COMMUNICATION SEMINAR	3
MAJOR REQUIREMENTS		**18 CREDITS**
___ COM 110	INTRODUCTION TO JOURNALISM	3
___ COM 224	MULTIMEDIA JOURNALISM	3
___ COM 304*	INVESTIGATIVE JOURNALISM	3
___ COM 305*	MEDIA AND SOCIETY	3
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 390	PHOTOJOURNALISM	3
ELECTIVES IN THE MAJOR		**9 CREDITS**
(Choose three courses from the following)		
___ COM 140	AUDIO PRODUCTION	3
___ COM 145	TELEVISION PRODUCTION	3
___ COM 210	NEWS REPORTING	3
___ COM 243	RADIO- TELEVISION PERFORMANCE	3
___ COM 212	PUBLIC RELATIONS PLANNING AND STRATEGY	3
___ COM 320	INTERNATIONAL MEDIA	3
___ COM 341*	PERSUASION AND PROPAGANDA	3
___ COM 365	MAGAZINE PRODUCTION	3
___ COM 380	DOCUMENTARY PRODUCTION	3
___ COM 385	ONLINE AND PRINT JOURNALISM II	3
FREE ELECTIVES		**27 CREDITS**
___ FREE ELECTIVE (300+)		6
___ FREE ELECTIVE		21

TOTAL CREDITS 120

BACHELOR OF ARTS (B.A.)

MAJOR: RADIO, TELEVISION AND INTERNET MEDIA

MISSION STATEMENT

The Radio, Television and Internet Media (RTIM) program is designed to provide a foundation for practice in the use of 21st century tools and techniques in the fields of radio, television and Internet media. This includes study and practice in production and delivery of content through traditional and emerging communication technology and the Internet. Courses promote the development of professional skills which provide students with the knowledge and expertise necessary for both traditional as well as evolving positions in the radio, television and Internet media.

The major in Radio, Television and Internet Media provides training for students in industry-current theory and skills. The program includes digital video production, digital radio/audio production, digital post-production, remote production, program performance, acting techniques, graphics, producing, directing, Internet streaming, distribution systems and media management.

The RTIM major is intended for students who are interested in industries that use radio, television and Internet platforms, including careers in media programming, publicity and promotions, engineering, sales, management and production. The RTIM major is an excellent choice for students interested in radio, television and Internet content, performing as media talent or working behind the scenes in media fields.

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS		**48 CREDITS**
CIC CORE REQUIREMENTS		**18 CREDITS**
___ COM 101	INTRODUCTION TO COMMUNICATION AND MEDIA	3
___ COM 111	PRESENTATIONAL COMMUNICATION	3
___ GVC 235	WEB DESIGN AND INTERACTIVE MEDIA or	
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 350*	COMMUNICATION LAW AND ETHICS	3
___ COM 360*	COMMUNICATION THEORIES	3
___ COM 475*	SENIOR COMMUNICATION SEMINAR	3
MAJOR REQUIREMENTS		**18 CREDITS**
___ COM 140	AUDIO PRODUCTION	3
___ COM 145	TELEVISION PRODUCTION	3
___ COM 206	INTERNET MEDIA	3
___ COM 336*	HISTORY OF RADIO, TELEVISION, INTERNET MEDIA	3
___ COM 370	PROGRAMMING STRATEGIES FOR RADIO, TELEVISION AND INTERNET MEDIA	3
___ COM 356	MEDIA AESTHETICS	3
ELECTIVES IN THE MAJOR		**9 CREDITS**
(Choose three courses from the following)		
___ COM 243	RADIO-TELEVISION PERFORMANCE	3
___ COM 306	ADVANCED TELEVISION PRODUCTION	3
___ COM 255	FILM AND TV EDITING	3
___ COM 300	AUDIO PRACTICUM	3
___ COM 325	WRITING FOR RADIO-TV-FILM	3
___ COM 345	TELEVISION PRACTICUM	3
___ COM 380	DOCUMENTARY PRODUCTION	3
___ COM 435	MEDIA MANAGEMENT	3
___ COM 450	PROJECTS IN RADIO-TV-FILM PRODUCTION	3
FREE ELECTIVES		**27 CREDITS**
___ FREE ELECTIVE (300+)		6
___ FREE ELECTIVE		21

TOTAL CREDITS 120

BACHELOR OF SCIENCE (B.S.)
MAJOR: GRAPHIC DESIGN

MISSION STATEMENT

The Graphic Design major offers students the knowledge, practice and experiential learning necessary to build successful careers in the field of graphic design and related disciplines. As the conceptual demands and production technology of the field rapidly change and electronic tools replace traditional manual skills, graphic designers need to develop not only new methods of visual communication, but also an aptitude for innovation and an attitude of adaptability.

The curriculum of the Graphic Design major blends science, art, technology and insight in a manner that encourages individual creativity while instilling a healthy respect for the realistic limitations of the marketplace and the broadening horizons of the media landscape. It culminates in the creation of a portfolio of work that assists students in seeking careers in the field on a multiplicity of platforms.

The Graphic Design major is intended for students who have an affinity for visual expression and a desire to find a place for themselves in the fast-paced world of graphic design, whether their interests are in creating publications, advertising, packaging, public relations, corporate communications or entertainment vehicles.

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 57 CREDITS
CIC CORE REQUIREMENTS 18 CREDITS

___ COM 101	INTRODUCTION TO COMMUNICATION AND MEDIA	3
___ COM 111	PRESENTATIONAL COMMUNICATION	3
___ GVC 235	WEB DESIGN AND INTERACTIVE MEDIA	or
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 350*	COMMUNICATION LAW AND ETHICS	3
___ GVC 395	VISUAL COMMUNICATION THEORY	3
___ GVC 480	VISUAL COMMUNICATION SEMINAR	3

MAJOR REQUIREMENTS 18 CREDITS

___ GVC 120	DESIGN	3
___ GVC 230	GRAPHICS I	3
___ GVC 240	COLOR THEORY	3
___ GVC 330	GRAPHICS II	3
___ GVC 380	3-DIMENSIONAL DESIGN	3
___ GVC 390	TYPOGRAPHY	3

ELECTIVES IN THE MAJOR 9 CREDITS
(Choose three courses from the following)

___ GVC 105	DRAWING	3
___ GVC 220	COMMERCIAL LAYOUT AND DESIGN	3
___ GVC 362	HISTORY OF GRAPHIC DESIGN	3
___ GVC 265	PHOTOGRAPHY	3
___ GVC 335	ILLUSTRATION	3
___ GVC 340	DIGITAL ILLUSTRATION	3
___ GVC 350	ADVERTISING DESIGN AND PRODUCTION	3
___ GVC 275	DIGITAL IMAGING	3
___ GVC 370	CORPORATE IDENTITY	3
___ GVC 450	ADVANCED GRAPHIC DESIGN	3
___ GVC 493	PROFESSIONAL PRACTICES	3
___ GVC 430	GRAPHICS PRACTICUM	3

FREE ELECTIVES 18 CREDITS

___ FREE ELECTIVE	18

TOTAL CREDITS 120

BACHELOR OF SCIENCE (B.S.)
MAJOR: ILLLUSTRATION/COMPUTER ANIMATION

MISSION STATEMENT

The sphere of illustration and computer animation has expanded exponentially, and the Illustration/Computer Animation major seeks to prepare students to engage in the media in ways that were barely imagined only a decade ago. The art and techniques of contemporary animation did not exist for the previous generation of students, and the increased sophistication of computer tools has allowed the modern illustrator to explore entirely new forms of visual expression with dazzling rapidity.

The Illustration/Computer Animation curriculum offers students an opportunity to develop the practical skills and conceptual underpinnings to explore and manifest the visual expression of ideas and the parameters of aesthetic choice. It couples art and technology in a way that is practical and offers students a strong working knowledge of both 2-D and 3-D digital imaging as well as providing the ability to integrate computer-generated images with live action footage. The Illustration/Computer Animation curriculum is production-based, enabling students to build a portfolio of high quality work.

Students interested in pursuing the Illustration/Computer Animation major may enter an array of professional fields including film, television, theater, broadcasting, video game production, graphic design, Internet, mobile and print publishing, advertising and photography.

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 57 CREDITS
CIC CORE REQUIREMENTS 18 CREDITS

___ COM 101	INTRODUCTION TO COMMUNICATION AND MEDIA	3
___ COM 111	PRESENTATIONAL COMMUNICATION	3
___ GVC 235	WEB DESIGN AND INTERACTIVE MEDIA	or
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 350*	COMMUNICATION LAW AND ETHICS	3
___ GVC 395	VISUAL COMMUNICATION THEORY	3
___ GVC 480	VISUAL COMMUNICATION SEMINAR	3

MAJOR REQUIREMENTS 15 CREDITS

___ GVC 105	DRAWING	3
___ GVC 300	3-DIMENSIONAL COMPUTER MODELING	3
___ GVC 240	COLOR THEORY	3
___ GVC 305	3-DIMENSIONAL COMPUTER ANIMATION	3
___ GVC 385	HISTORY OF ANIMATON	3

ELECTIVES IN THE MAJOR 12 CREDITS
(Choose four courses from the following)

___ GVC 120	DESIGN	3
___ GVC 230	GRAPHICS I	3
___ GVC 265	PHOTOGRAPHY	3
___ GVC 275	DIGITAL IMAGING	3
___ GVC 315	LIFE DRAWING	3
___ GVC 330	GRAPHICS II	3
___ GVC 335	ILLUSTRATION	3

___ GVC 380	3-DIMENSIONAL DESIGN	3
___ GVC 390	TYPOGRAPHY	3
___ GVC 493	PROFESSIONAL PRACTICES	3

FREE ELECTIVES **18 CREDITS**

___ FREE ELECTIVE	18

TOTAL CREDITS 120

BACHELOR OF SCIENCE (B.S.)

MAJOR: PHOTOGRAPHY

MISSION STATEMENT

In recent years, photography has undergone a revolution, moving from analog film to the digital capture and recording of images. This is in keeping with the changing nature of the form. The ease of user-friendly technology has made photographers and videographers of everyone, much the same as the first Kodak cameras democratized the possibility of documenting family, friends, events and memories.

The Photography major offers students the opportunity to develop the technical skills in equipment and software, as well as enabling them to hone their conceptual and aesthetic views in lecture, seminar and experiential learning modes. Students will be able to build a portfolio of diverse multimedia photography to assist them in seeking a career in the field.

Students interested in pursuing a career in photography in its various forms will find the Photography major prepares them for the commercial marketplace as well as the artistic realm.

UNIVERSITY CORE CURRICULUM REQUIREMENTS
* The 300 and 400 level Dialogues course requirements may be embedded within the major. Courses with an asterisk meet both major requirements and the university core requirements.

UNIVERSITY NON-EMBEDDED CORE REQUIREMENTS 54 CREDITS
CIC CORE REQUIREMENTS 18 CREDITS

___ COM 101	INTRODUCTION TO COMMUNICATION AND MEDIA	3
___ COM 111	PRESENTATIONAL COMMUNICATION	3
___ GVC 235	WEB DESIGN AND INTERACTIVE MEDIA or	
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 350*	COMMUNICATION LAW AND ETHICS	3
___ GVC 395	VISUAL COMMUNICATION THEORY	3
___ GVC 480	VISUAL COMMUNICATION SEMINAR	3

MAJOR REQUIREMENTS **15 CREDITS**

___ GVC 120	DESIGN	3
___ GVC 265	PHOTOGRAPHY	3
___ GVC 365	COLOR PHOTOGRAPHY	3
___ GVC 375*	HISTORY OF PHOTOGRAPHY	3
___ GVC 445	APPLIED PHOTOGRAPHY	3

ELECTIVES IN THE MAJOR **12 CREDITS**
(Choose four courses from the following)

___ GVC 105	DRAWING	3
___ COM 145	TELEVISION PRODUCTION	3
___ GVC 230	GRAPHICS I	3
___ COM 255	FILM AND TV EDITING	3
___ COM 224	MULTIMEDIA JOURNALISM	3
___ GVC 275	DIGITAL IMAGING	3
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 340	ADVERTISING WRITING AND DESIGN	3
___ COM 365	MAGAZINE PRODUCTION	3
___ COM 390	PHOTOJOURNALISM	3
___ GVC 455	ADVANCED PHOTOGRAPHY	3

FREE ELECTIVES **21 CREDITS**

___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE	18

TOTAL CREDITS 120

UNDERGRADUATE MINORS

Students pursuing the bachelor's degree in other colleges and/or academic programs at Lynn University may complete a minor in the College of International Communication. The minor curriculum requires students to complete five courses/15 credits.

MINOR IN ADVERTISING **15 CREDITS**

___ COM 115	INTRODUCTION TO ADVERTISING AND PUBLIC RELATIONS	3
___ COM 280	CONTENT DESIGN	3
___ COM 340	ADVERTISING WRITING AND DESIGN	3
___ COM 375*	ADVERTISING, PUBLIC RELATIONS AND SOCIETY	3
___ COM 451*	INTERCULTURAL COMMUNICATION	3

MINOR IN PUBLIC RELATIONS **15 CREDITS**

___ COM 115	INTRODUCTION TO ADVERTISING AND PUBLIC RELATIONS	3
___ COM 212	PUBLIC RELATIONS PLANNING AND STRATEGY	3
___ COM 330	ORGANIZATIONAL COMMUNICATION	3
___ COM 341*	PERSUASION AND PROPAGANDA	3
___ COM 440	PR PRACTICES	3

MINOR IN MEDIA AND POLITICS **15 CREDITS**

___ COM 108	MEDIA LITERACY	3
___ COM 231	POLITICAL CAMPAIGNS IN THE NEW MEDIA	3
___ COM 305*	MEDIA AND SOCIETY	3
___ COM 341*	PERSUASION AND PROPAGANDA	3
___ COM 421*	COMMUNICATION AND SOCIAL CHANGE	3

MINOR IN COMMUNICATION **15 CREDITS**

___ COM 108	MEDIA LITERACY	3
___ COM 241	GROUP COMMUNICATION	3
___ COM 301*	INTERPERSONAL COMMUNICATION	3
___ COM 321	GENDER COMMUNICATION	3
___ COM 330	ORGANIZATIONAL COMMUNICATION	3

MINOR IN DRAMA **15 CREDITS**

___ COM 103	ACTING I	3
___ COM 113	THEATER APPRECIATION	3
___ COM 343	DIRECTING THE ACTOR	3
___ COM 323*	HISTORY OF THE THEATER	3
___ COM 373	VOICE AND MOVEMENT	3

MINOR IN FILM **15 CREDITS**

___ COM 130	UNDERSTANDING FILM	3
___ COM 150	FILM PRODUCTION	3
___ COM 315	NARRATIVE WRITING FOR FILM AND TV	3
___ COM 335*	FILM HISTORY (1950-PRESENT)	3
___ COM 307	ADVANCED FILM PRODUCTION	3

MINOR IN MULTIMEDIA JOURNALISM **15 CREDITS**

___ COM 110	INTRODUCTION TO JOURNALISM	3
___ COM 224	MULTIMEDIA JOURNALISM	3
___ COM 385	ONLINE AND PRINT JOURNALISM II	3
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 390	PHOTOJOURNALISM	3

MINOR IN RADIO, TELEVISION AND INTERNET MEDIA 15 CREDITS

___ COM 140	AUDIO PRODUCTION or	
___ COM 145	TELEVISION PRODUCTION	3
___ COM 206	INTERNET MEDIA or	
___ COM 255	FILM AND TV EDITING	3
___ COM 306	ADVANCED TELEVISION PRODUCTION	3
___ COM 370	PROGRAMMING STRATEGIES FOR RADIO, TELEVISION AND INTERNET MEDIA	3
___ COM 450	PROJECTS IN RADIO-TV-FILM PRODUCTION	3

MINOR IN GRAPHIC DESIGN 15 CREDITS

___ GVC 105	DRAWING or	
___ GVC 120	DESIGN	3
___ GVC 230	GRAPHICS I	3
___ GVC 335	ILLUSTRATION	3
___ GVC 330	GRAPHICS II	3
___ GVC 340	DIGITAL ILLUSTRATION	3

MINOR IN ILLUSTRATION/COMPUTER ANIMATION 15 CREDITS

___ GVC 105	DRAWING	3
___ GVC 300	3-DIMENSIONAL COMPUTER MODELING	3
___ GVC 305	3-DIMENSIONAL COMPUTERANIMATION	3
___ GVC 380	THREE DIMENSIONAL DESIGN	3
___ GVC 385	HISTORY OF ANIMATION	3

MINOR IN PHOTOGRAPHY 15 CREDITS

___ GVC 105	DRAWING or	
___ GVC 120	DESIGN	3
___ GVC 265	PHOTOGRAPHY	3
___ GVC 365	COLOR PHOTOGRAPHY	3
___ GVC 445	APPLIED PHOTOGRAPHY	3
___ GVC 455	ADVANCED PHOTOGRAPHY	3





CONSERVATORY OF MUSIC

MISSION STATEMENT

The mission of the Conservatory of Music at Lynn University is to provide high-quality professional education for gifted young musicians and set a superior standard for music education worldwide. Primary among the goals of the Conservatory is the nurture and education of the student body with a thorough attention to musicianship, artistry and skills needed to be competitive in the field of music performance. The aim is to train instrumental music students of high achievement through intensive programs of study in order to prepare them for performance careers. In addition, the Conservatory of Music offers a major in music composition. The Conservatory faculty forms a community of exceptionally accomplished and dedicated individuals striving toward similar goals. The artist-faculty maintain active performance careers and bring their experience and expertise to the aspiring student body.

The Conservatory offers baccalaureate and post-baccalaureate level programs of study to music students who have previous extensive preparation in musical performance and/or composition. The program focuses on rigorous, professional instruction and offers a full and progressive curriculum leading to the Bachelor of Music degree, Professional Performance Certificate or Master of Music degree. Students are selected for enrollment from across the United States and globally through a stringent audition process. Artistic talent and ability, along with potential for growth, are the primary criteria for admission. Following are the requirements for obtaining degrees from the Conservatory:

UNDERGRADUATE PROGRAM

BACHELOR OF MUSIC (B.M.)

MAJOR: MUSIC PERFORMANCE

This is a four-year program of study for students of piano, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, bass trombone, tuba, harp or percussion. The curriculum for this major combines courses in advanced music performance, music academics, music skills and general academics and prepares students both for employment in the professional world and to continue their education at the graduate level. The B.M. in Music Performance with a specialization in Piano is also offered as a three-year program of study.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 30 CREDITS
Students in the B.M. program only participate in the Foundational Stage—the first two years—of the Dialogues of Learning curriculum.

THE JANUARY TERM 8 CREDITS
During their course of study, students in the B.M. program are required to take, once each, the following January Term seminars: Music Entrepreneurship, Music Technology and World Music.

MAJOR REQUIREMENTS 68 CREDITS

___ MUS 201	APPLIED INSTRUMENT: Fr-So	12
___ MUS 401	APPLIED INSTRUMENT: Jr-Sr	16
___ MUG 301	BASIC CONDUCTING	2
___ MUG 329	PEDAGOGY	2
___ MUH 300	MUSIC OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS	3
___ MUH 301	MUSIC OF THE CLASSICAL PERIOD	3
___ MUH 302	MUSIC OF THE ROMANTIC PERIOD	3
___ MUH 303	MUSIC OF THE TWENTIETH CENTURY	3
___ MUR 300	JUNIOR RECITAL	0
___ MUR 301	PERFORMANCE FORUM	0
___ MUR 400	SENIOR RECITAL	0
___ MUS 311	SMALL ENSEMBLE	8
___ MUT 150-251	EAR TRAINING I-IV	4*
___ MUT 200-301	FUNDAMENTALS OF MUSIC I-IV	12*

REQUIRED MUSIC ELECTIVES 6 CREDITS

___ MUH 300+	MUSIC HISTORY ELECTIVE	3
___ MUT 300+	MUSIC THEORY ELECTIVE	3

FOR STRINGS, WINDS, BRASS, HARP & PERCUSSION 12 CREDITS

___ MUS 131-232	SECONDARY PIANO I-IV	4*
___ MUS 321	LARGE ENSEMBLE	8
___ MUS 325	ORCHESTRAL REPERTOIRE (Winds, Brass & Percussion only)	0

FOR PIANISTS 8 CREDITS

___ MUP 313-414	KEYBOARD SKILLS FOR PIANISTS I-IV	4*
___ MUP 325	PIANO LITERATURE	3
___	FREE ELECTIVE(S)	1

STRINGS, WINDS, BRASS, HARP & PERCUSSION TOTAL CREDITS 124
PIANO TOTAL CREDITS 120
*Credits may be awarded through placement examination.

MAJOR: COMPOSITION

This is a four-year program of study for students of music composition. The curriculum for this major includes courses in music academics, music skills, music theory/music history electives, general academics and intensive private instruction in composition. This degree program prepares students to continue their education at the graduate level. The B.M. in Composition is also offered as a three-year program of study.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 30 CREDITS
Students in the B.M. program only participate in the Foundational Stage—the first two years—of the Dialogues of Learning curriculum.

THE JANUARY TERM 8 CREDITS
During their course of study, students in the B.M. program are required to take, once each, the following January Term seminars: Music Entrepreneurship, Music Technology and World Music.

MAJOR REQUIREMENTS 72 CREDITS

___ MUS 201	APPLIED INSTRUMENT: Fr-So	12
___ MUS 401	APPLIED INSTRUMENT: Jr-Sr	16
___ MUG 297	INDEPENDENT STUDY: ORCHESTRATION	2
___ MUG 297	INDEPENDENT STUDY: ELECTRONIC MUSIC	2
___ MUG 301	BASIC CONDUCTING	2
___ MUG 329	PEDAGOGY	2
___ MUH 300	MUSIC OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS	3
___ MUH 301	MUSIC OF THE CLASSICAL PERIOD	3
___ MUH 302	MUSIC OF THE ROMANTIC PERIOD	3
___ MUH 303	MUSIC OF THE TWENTIETH CENTURY	3
___ MUR 301	PERFORMANCE FORUM	0
___ MUR 400	SENIOR RECITAL	0
___ MUS 131-232	SECONDARY PIANO I-IV and/or	

___ MUS 100	ELECTIVE IN INSTRUMENTAL LESSONS	8**
___ MUT 150-251	EAR TRAINING I-IV	4*
___ MUT 200-301	FUNDAMENTALS OF MUSIC I-IV	12*

REQUIRED MUSIC ELECTIVES **6 CREDITS**

___ MUH 300+	MUSIC HISTORY ELECTIVE	3
___ MUT 300+	MUSIC THEORY ELECTIVE	3

ELECTIVES **4 CREDITS**

___	FREE ELECTIVES	4

TOTAL CREDITS 120

*Credits may be awarded through placement examination.
** Students are required to take eight semesters of instruction in piano. The first four semesters of this study will be either MUS 131-232 Secondary Piano I-IV or MUS 100 Elective in Instrumental Lessons (Piano) based on placement examination.

MUSIC MINOR

Designed to complement any degree program, the Music minor allows a student with an interest in music and/or a previous background in music performance to enhance their appreciation and understanding by taking courses in the fundamentals of music history and music theory. While applied music instruction is not required as part of the Music minor, private instrumental lessons are available to the student as a general elective with the course MUS 100 Elective in Instrumental Lessons. A minor in Music consists of a minimum of 15 credit hours in music. Course work includes a minimum of nine (9) upper divisional level (300+) credits and is specified by the Conservatory of Music as:

___ MUT 200	FUNDAMENTALS OF MUSIC I: COUNTERPOINT/ELEMENTARY HARMONY	3
___ MUT 201	FUNDAMENTALS OF MUSIC II: ADVANCED HARMONY	3

Two courses selected from the following four courses (6 credits total):

___ MUH 300	MUSIC OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS	3
___ MUH 301	MUSIC OF THE CLASSICAL PERIOD	3
___ MUH 302	MUSIC OF THE ROMANTIC PERIOD	3
___ MUH 303	MUSIC OF THE TWENTIETH CENTURY	3

One course selected from the following six courses (3 credits total):

___ MUH 300	MUSIC OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS	3
___ MUH 301	MUSIC OF THE CLASSICAL PERIOD	3
___ MUH 302	MUSIC OF THE ROMANTIC PERIOD	3
___ MUH 303	MUSIC OF THE TWENTIETH CENTURY	3
___ MUT 300	FUNDAMENTALS OF MUSIC III: TONAL ANALYSIS	3
___ MUT 301	FUNDAMENTALS OF MUSIC IV: TWENTIETH CENTURY THEORY	3



Chapter VIII. Section 2.

Evening Undergraduate Division

Recognizing the unique learning needs and previous educational and professional experiences of adult and non-traditional learners the Evening Division offers students the opportunity to complete their undergraduate educations in a curriculum and delivery model designed to meet their specific needs. Through the evening division students may pursue a Bachelor of Science degree or a Bachelor of Professional Studies degree.

Undergraduate Curriculum

GENERAL EDUCATION AND STUDY IN THE MAJOR

Perspectives and Academic Skills

The university believes that a liberal arts education is an essential foundation for, and complement to, its many career-oriented programs. General education and study in the major contribute to achieving the university's overall educational purpose: To produce graduates who possess knowledge, confidence, competencies and ethical consciousness to assume positions of responsibility and leadership as productive, global citizens prepared for lifelong learning.

General education knowledge and academic skills are developed within a diverse learning community of students and faculty in order to foster diversity of thought and provide the opportunity to integrate varied perspectives, experiences and breadth of learning. The major provides in-depth learning within a discipline or group of disciplines and further develops perspectives and academic skills. General education and education in the major contribute to students attaining the following baccalaureate degree competencies:

Perspectives

- Acquisition of an outlook that shows reflective respect for individual differences, diversity of opinion and thought, multicultural and global awareness, and breadth and depth of learning.
- Ability to cultivate the development of values and ethical consciousness for responsible participation in a complex, changing society.
- Awareness of and appreciation for people, cultures and contemporary issues in preparation for participation in global transformations.
- Breadth of learning in a variety of disciplines that informs judgments and encourages inquiry.
- Depth and application of learning in a discipline or group of disciplines (mastery of specialized knowledge) to effectively serve and lead in a chosen profession.
- Preparation for positions of responsibility and leadership as productive global citizens who value lifelong learning.

Academic Skills

- Communication: Reading, writing, speaking and interpersonal/relationship skills.
- Mathematical Computation: Computing, interpreting and drawing conclusions from quantitative data.
- Computer Technology: Using computing hardware and software applications as tools in personal and professional environments.
- Information Literacy: Identifying, locating, evaluating and using relevant information.
- Intellectual Strategies: Problem-solving, critical and creative thinking, and inquiry.

Evening Student Core Curriculum

		Credits
English Composition	ENG 101	3
English Composition II/World Literature	ENG 102	3
Humanity, History or English Elective	HUM, HIS or ENG	3
Humanity, History or English Elective	HUM, HIS or ENG	3
Presentational Communication	COM 111	3
Business Elective or HA 100 or HA 125 or	MKT 250	3
IRPS or HIS Elective	IRPS or HIS	3
IRPS or HIS Elective	IRPS or HIS	3
Any 3-credit Psychology, Sociology or Criminal Justice Course		3
Any 3-credit College Level Math Course		3
Any 3-credit College Level Computer Course		3
Any 3-credit Science Elective		3
	Total Credits	36

VARIABLE CONTENT COURSES

A course passed more than twice cannot count towards financial aid eligibility. However, the following are variable content courses and may be taken multiple times towards degree completion.

BUS 297 INDEPENDENT STUDY
BUS 370 BUSINESS - SPECIAL TOPICS
BUS 371 FASHION INDUSTRY TOUR
BUS 397 INDEPENDENT STUDY
BUS 497 INDEPENDENT STUDY
BUS 498 BUSINESS INTERNSHIP I
BUS 499 BUSINESS INTERNSHIP II
COM 299 TOPICS IN COMMUNICATION
COM 399 ISSUES IN COMMUNICATION
ENG 420 TOPICS IN LITERATURE
GVC 299 TOPICS IN GRAPHICS AND VISUAL COMMUNICATION
GVC 399 ISSUES IN GRAPHICS AND VISUAL COMMUNICATION
HA 390 HOSPITALITY INTERNSHIP
HA 490 HOSPITALITY INTERNSHIP
HIS 482 HISTORY SEMINAR
INB 496 INTERNATIONAL STUDIES IN BUSINESS
IRPS 495 SPECIAL PROJECTS/INTERNSHIPS
MUG 297 INDEPENDENT STUDY
MUG 390 MUSIC INTERNSHIP
MUR 301 PERFORMANCE FORUM
MUS 100 ELECTIVE IN INSTRUMENTAL LESSON
MUS 201 APPLIED INSTRUMENT
MUS 311 SMALL ENSEMBLE
MUS 321 LARGE ENSEMBLE
MUS 323 WIND ENSEMBLE
MUS 325 ORCHESTRAL REPERTOIRE
MUS 401 APPLIED INSTRUMENT
PSY 490 SEMINAR IN PSYCHOLOGY



EVENING UNDERGRADUATE PROGRAM

COLLEGE OF LIBERAL EDUCATION

BACHELOR OF SCIENCE

MAJOR: CRIMINAL JUSTICE

The Criminal Justice degree is an interdisciplinary degree that introduces students to the study of agencies, personnel, philosophies, procedures and methods that comprise the criminal justice system in the United States. The Criminal Justice program is designed to expose students to various aspects of existing law enforcement systems, judicial systems and correctional systems within an ethical and constitutional context.

The Criminal Justice program is designed to provide a curriculum that focuses on interpreting norms, mores, laws and rules that govern behavior in a civil society and that helps students develop a general understanding of a systems process within criminal justice. The program introduces students to diverse crime and causation theories, emphasizes the critical examination and evaluation of the ethical implications of various societal issues, and enhances effective written and oral communication skills as well as mathematical computations, quantitative reasoning, information literacy, intellectual strategies and computer use.

The Criminal Justice program is consistent with the vision and mission of Lynn University in that its academic programs reflect the importance of global transformation, multicultural awareness and international exchange and include the breadth and depth that are a basis for competencies in all programs.

Through the Criminal Justice program, students become able to describe the agencies and processes involved in criminal justice administration; explain the Bill of Rights and the impact on criminal justice system defendants; describe the nature, extent, etiology and control of law-breaking behavior; and compare and contrast the law enforcement systems of countries throughout the world.

Criminal Justice students learn to describe the structure and process of the American judicial system from a local, state and federal perspective; explain how gender affects women as offenders, victims and professionals in the criminal justice system; and analyze diverse ethical issues encountered in the criminal justice profession. These issues include discretion, affirmative action, use of deadly force, misconduct, civil disobedience, undercover operations and privacy. The program also helps students develop independent research study in the criminal justice field.

Graduates of the Criminal Justice program are able to apply ethical values in a diverse, complex and interconnected society and leave Lynn University with the knowledge, confidence, competencies and ethical consciousness to assume positions of responsibility and leadership.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 36 CREDITS

MAJOR REQUIREMENTS: CRIMINAL JUSTICE 39 CREDITS

___ SOC 335	CONTEMPORARY SOCIAL PROBLEMS	3
___ PSY 361	CURRENT PERSPECTIVES IN SUBSTANCE ABUSE	3
___ PSY 370	ABNORMAL PSYCHOLOGY	3
___ CRJ 101	INTRODUCTION TO CRIMINAL JUSTICE	3
___ CRJ 201	CRIME AND DELINQUENCY	3
___ CRJ 203	CRIMINAL LAW AND PROCEDURE	3
___ CRJ 302	ISSUES IN CORRECTIONS	3
___ CRJ 320	CRIMINOLOGY	3
___ CRJ 321	COMPARATIVE POLICE SYSTEMS	3
___ CRJ 330	THE AMERICAN JUDICIARY	3
___ CRJ 400	GENDER, CRIME, AND CRIMINAL JUSTICE	3
___ CRJ 420	ETHICS IN CRIMINAL JUSTICE	3
___ CRJ 450	RESEARCH IN CRIMINAL JUSTICE	3

FREE ELECTIVES 45 CREDITS

___ FREE ELECTIVE (300+)	15
___ FREE ELECTIVE	30

TOTAL 120 CREDITS

BACHELOR OF SCIENCE

MAJOR: PSYCHOLOGY

The Bachelor of Science degree in Psychology is designed to expose students to the biopsychological, developmental, cognitive and sociocultural domains of psychology, as well as research methodology. The student also comes to understand the relevance of psychology in contemporary society. This major prepares a student for employment in human services or for graduate school in counseling or psychology.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 36 CREDITS

MAJOR REQUIREMENTS: PSYCHOLOGY 52 CREDITS

___ PSY 150	INTRODUCTION TO PSYCHOLOGY	3
___ PSY 200	ORIENTATION TO THE STUDY OF PSYCHOLOGY	3
___ PSY 225	HUMAN SEXUALITY	3
___ PSY 250	DEVELOPMENTAL PSYCHOLOGY	3
___ PSY 260	PERSONALITY THEORY	3
___ PSY 280	MIND-BODY MEDICINE	3
___ PSY 300	EXPRESSIVE STUDIES: MUSIC, ART AND MOVEMENT or	
___ PSY 305	EXPRESSIVE STUDIES: DRAMA AS EXPRESSION or	
___ PSY 310	EXPRESSIVE STUDIES: POETRY AND NARRATIVE	3
___ PSY 315	PSYCHOLOGICAL TESTS AND MEASUREMENTS	3
___ PSY 349	INTRODUCTION TO APPLIED COUNSELING	3
___ PSY 355	PRINCIPLES OF LEARNING	3
___ PSY 360	SOCIAL PSYCHOLOGY	3
___ PSY 370	ABNORMAL PSYCHOLOGY	3
___ PSY 400	PROCESS: PERSONAL GROWTH PSYCHOLOGY	3
___ PSY 420	PHYSIOLOGICAL PSYCHOLOGY	3
___ PSY 440	RESEARCH AND STATISTICS IN PSYCHOLOGY	3
___ PSY 460	EXPERIMENTAL PSYCHOLOGY	4
___ PSY 490	SEMINAR IN PSYCHOLOGY	3

FREE ELECTIVES 33 CREDITS

___ FREE ELECTIVE (300+)	12
___ FREE ELECTIVE	21

TOTAL CREDITS 121

COLLEGE OF BUSINESS AND MANAGEMENT

BACHELOR OF SCIENCE

MAJOR: BUSINESS ADMINISTRATION

Each Business Administration major incorporates all degree requirements including core curriculum requirements, requirements for the Business Administration major and requirements for a specialization in business and/or a minor in another academic discipline and/or course work customized to personal preference. Business Administration major requirements aim to provide breadth of knowledge in the discipline of business and its context, as well as learning activities that promote the integration of business knowledge. The specializations provide in-depth study in an area of business.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 36 CREDITS

MAJOR REQUIREMENTS: BUSINESS ADMINISTRATION 51 CREDITS

___ ACC 201	ACCOUNTING FOR FINANCIAL REPORTING	3
___ ACC 202	ACCOUNTING FOR DECISION MAKING	3
___ BUS 170	MICROECONOMICS	3
___ BUS 171	MACROECONOMICS	3
___ BUS 270	MANAGING ORGANIZATIONS	3
___ BUS 311	FINANCIAL MANAGEMENT	3
___ BUS 322	STATISTICS FOR BUSINESS AND ECONOMICS	3
___ BUS 372	THE LEGAL ENVIRONMENT OF BUSINESS	3
___ BUS 435	PROJECT MANAGEMENT	3
___ BUS 446	ENTREPRENEURSHIP, CREATIVITY AND ETHICS	3
___ BUS 460	BUSINESS STRATEGY	3
___ BUS 498	BUSINESS INTERNSHIPS	3
___ CMS 200	COMPUTER APPLICATIONS	3
___ CMS 350	SPREADSHEET DESIGN AND APPLICATION	3
___ HIS 332	HISTORY OF AMERICAN CAPITALISM	3
___ INB 390	GLOBAL BUSINESS ENTERPRISE	3
___ MKT 250	PRINCIPLES OF MARKETING	3

SPECIALIZATION REQUIREMENTS: GENERAL MANAGEMENT 15 CREDITS

___ BUS 255	FUNDAMENTALS OF E-BUSINESS	3
___ BUS 310	SMALL BUSINESS MANAGEMENT	3
___ BUS 350	HUMAN RESOURCE MANAGEMENT	3
___ BUS 425	OPERATIONS MANAGEMENT	3
___ CMS 315	MANAGEMENT INFORMATION SYSTEMS	3

FREE ELECTIVES 18 CREDITS

___ FREE ELECTIVE (300+)	15
___ FREE ELECTIVE	3

TOTAL CREDITS 120

DONALD E. AND HELEN L. ROSS COLLEGE OF EDUCATION

BACHELOR OF SCIENCE IN EDUCATION

Admission and Graduation Requirements

Admission to Lynn University does not admit the student to the Ross College of Education. For students interested in teacher education, the Ross College of Education has a State of Florida-approved teacher preparation program leading to teacher certification. Education students must successfully pass all four parts of the General Knowledge portion of the Florida Teacher Certification Examination prior to applying for the practicum experience. In accordance with Florida Statute 1004.04 public accountability and state approval for teacher preparation programs, students are required to meet the following prerequisites for admission to the teacher preparation program:

1. Have a grade point average of 2.5 or higher for all 100 and 200 level Dialogue courses.
2. Demonstrate mastery of general knowledge, including the ability to read, write and compute by passing all four (4) of the General Knowledge portion of the Florida Teacher Certification Examination.
3. In addition, the student must demonstrate that they have:
   a. Grade point average of 2.5 or higher in all teacher preparation courses, with no grade lower than a C.
   b. Submit a completed application (including a LiveText portfolio) to the Ross College of Education prior to registration for Practicum (EDU 480). The Ross College of Education will review the candidate's documentation to determine the status of admission to the state-approved teacher education programs.

Candidates for graduation must:

1. Complete all program requirements with a grade point average of 2.5 or higher with no grade lower than a C.
2. Demonstrate mastery of subject area and professional education knowledge by passing the Professional Skills and a Subject Area portion of the Florida Teacher Certification Examination.

The State of Florida may require additional courses in the field for certification prior to issuing the five-year certificate. Program requirements may change in order to comply with any changes made by the State of Florida Department of Education. Grandfather provisions do not apply when such program changes are made.

Note: Credits and degrees earned from colleges within the State of Florida that are licensed by the State Board of Independent Colleges and Universities do not automatically qualify an individual for a Florida Teaching Certificate. The established procedure requires the Florida Department of Education to review and recognize the credentials of the individual and the accreditation of the college granting the degrees prior to approving teacher certification. Any student interested in obtaining a Florida Teaching Certificate should contact the Florida Department of Education, Bureau of Educator Certification, Suite 201, Turlington Building, 325 West Gaines St., Tallahassee, FL 32399-0400.

ESOL AND READING

Successful completion of the program will give the student the following Florida State Endorsements:

1. ESOL Endorsement
2. Reading Endorsement
3. Elementary Education Grades K-6

MAJOR: ELEMENTARY EDUCATION GRADES K–6

The Elementary Education major is designed to prepare students to teach in grades kindergarten through six. Elementary Education students have experiences that combine learning theory with practical applications, promote the integration of technology reading and ESOL performance standards as well as encompassing a variety of field activities. Students enrolled in the Elementary Education program will be encouraged to recognize and appreciate the diversity of today's children and to be able to meet their varied educational needs in a multicultural society. The courses in this state-approved program are designed to meet the requirements for certification in Florida. This program is offered in both the day and evening programs.

Students majoring in Elementary Education Grades K–6, must fulfill the following core and certification requirements:

UNIVERSITY CORE CURRICULUM REQUIREMENTS 36 CREDITS
MAJOR REQUIREMENTS 70 CREDITS

___ ZEDU 001	GENERAL KNOWLEDGE PREPARATION	0
___ EDU 101	INTRODUCTION TO EDUCATION	3
___ EDU 160	HUMAN DEVELOPMENT AND LEARNING	3
___ EDU 210	DIFFERENTIATED INSTRUCTION AND EFFECTIVE TEACHING STRATEGIES	3
___ EDU 214	ART, MUSIC, PE, AND HEALTH	3
___ EDU 215	CHILDREN'S LITERATURE	3
___ ESE 275	INCLUSIVE EDUCATION	3
___ EDU 315	LITERACY IN THE PRIMARY GRADES	3
___ EDU 316	LITERACY IN THE INTERMEDIATE GRADES	3
___ EDU 319	TEACHING SOCIAL STUDIES	3
___ ESL 300	SECOND LANGUAGE AND LITERACY DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS	3
___ ESL 310	SHELTERED CONTENT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS	3
___ EDU 317	SCIENCE IN THE ELEMENTARY SCHOOL I	3
___ EDU 318	MATH IN THE ELEMENTARY SCHOOL I	3
___ EDU 330	DIVERSE POPULATIONS	3
___ EDU 415	MANAGING THE CLASSROOM	3
___ EDU 418	MATH IN THE ELEMENTARY SCHOOL II	3
___ EDU 419	SCIENCE IN THE ELEMENTARY SCHOOL II	3
___ EDU 420	ASSESSMENT FOR INSTRUCTION	4
___ EDU 480	PRACTICUM	3
___ EDU 481	STUDENT TEACHING	12

FREE ELECTIVES 15 CREDITS

___ FREE ELECTIVE	15

TOTAL CREDITS 121

MAJOR: EDUCATIONAL STUDIES

The Educational Studies program is designed to prepare students to work in the field of education or a related field. Students will complete educational coursework giving them an understanding of school systems, learning theories, and pedagogy. This program is not state approved and does not include practicum or student teaching.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 36 CREDITS
MAJOR REQUIREMENTS 58 CREDITS

___ ZEDU 001	GENERAL KNOWLEDGE PREPARATION	0
___ EDU 101	INTRODUCTION TO EDUCATION	3
___ EDU 160	HUMAN DEVELOPMENT AND LEARNING	3
___ EDU 210	DIFFERENTIATED INSTRUCTION AND EFFECTIVE TEACHING STRATEGIES	3
EDU 214	ART, MUSIC, PE, AND HEALTH	3
___ EDU 215	CHILDREN'S LITERATURE	3
___ ESE 251	EXCEPTIONAL PEOPLE	3
___ ESE 275	INCLUSIVE EDUCATION	3
___ ESL 300	SECOND LANGUAGE AND LITERACY DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS	3
___ ESL 310	SHELTERED CONTENT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS	3
___ EDU 315	READING IN THE PRIMARY GRADES	3
___ EDU 316	READING IN THE INTERMEDIATE GRADES	3
___ EDU 317	SCIENCE IN THE ELEMENTARY SCHOOL I	3
___ EDU 318	MATH IN THE ELEMENTARY SCHOOL I	3
___ EDU 319	TEACHING SOCIAL STUDIES	3
___ EDU 330	DIVERSE POPULATIONS	3
___ EDU 415	MANAGING THE CLASSROOM	3
___ EDU 418	MATH IN THE ELEMENTARY SCHOOL II	3
___ EDU 419	SCIENCE IN THE ELEMENTARY SCHOOL II	3
___ EDU 420	ASSESSMENT FOR INSTRUCTION	4

FREE ELECTIVES 27 CREDITS

___ FREE ELECTIVE (300+)	9
___ FREE ELECTIVE	18

TOTAL CREDITS 121

UNDERGRADUATE MINORS

MINOR IN ELEMENTARY EDUCATION

The Ross College of Education offers an undergraduate minor in the field of Elementary Education. The minor is structured to provide a substantial introduction to education through a broad-based and focused study of educational research, theory and practice.

During their sophomore year students interested in pursuing an undergraduate minor in Elementary Education need to complete an application for the minor and contact the Elementary Education Program Coordinator.

The minor requires five core courses to ensure coverage of the disciplines of the field, while allowing flexibility for students wanting to pursue specific interests within Education.

___EDU 101	INTRODUCTION TO EDUCATION	3
___EDU 210	DIFFERENTIATED INSTRUCTION & EFFECTIVE TEACHING STRATEGIES	3
___EDU 330	DIVERSE POPULATIONS	3
___EDU 415	MANAGING THE CLASSROOM	3
___EDU 420	ASSESSMENT FOR INSTRUCTION	3

TOTAL CREDITS 15

MINOR IN SPECIAL EDUCATION

The Ross College of Education offers an undergraduate minor in the field of Special Education. The minor consists of five courses that cover a wide variety of information about working with children with disabilities. This minor would allow students majoring in fields other than education such as (Psychology and Human Services) the opportunity to learn more about working with children with disabilities including characteristics and behavior management strategies.

___ESE 251	EXCEPTIONAL PEOPLE	3
___ECE 460	CHILDREN AT RISK	3
___ESE 500	FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION	3
___ESE 515	INSTRUCTIONAL METHODS IN CONTENT AREAS	3
___ESE 520	CLASSROOM BEHAVIOR MANAGEMENT	3

TOTAL CREDITS 15

COLLEGE OF HOSPITALITY MANAGEMENT

BACHELOR OF SCIENCE
MAJOR: HOSPITALITY MANAGEMENT

The College of Hospitality Management, founded in 1991, offers a baccalaureate degree program. Blending academic and career preparation, the college equips graduates to manage change and exercise leadership to meet the dynamic needs of the global hospitality and sports industries.

Graduates leave the program with the knowledge, confidence and competencies to provide high-quality hospitality and/or sports management services. Prepared to meet the needs of the community-at-large, graduates develop a foundation that allows them to engage in professional practices that are ethical, competent and equality-focused; and they are capable of implementing management strategies and tactics in a cost-effective manner. Typically, graduates from the program are committed to continuing personal and professional growth through lifelong learning.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 36 CREDITS
BUSINESS REQUIREMENTS 15 CREDITS

___ ACC 201	ACCOUNTING FOR FINANCIAL REPORTING	3
___ BUS 171	MACROECONOMICS	3
___ BUS 270	MANAGING ORGANIZATIONS	3
___ BUS 350	HUMAN RESOURCES MANAGEMENT	3
___ MKT 250	PRINCIPLES OF MARKETING	3

MAJOR REQUIREMENTS 35 CREDITS

___ HA 100	INTRODUCTION TO HOSPITALITY AND TOURISM	3
___ HA 290	HOSPITALITY INTERNSHIP	4
___ HA 310	HOSPITALITY LAW	3
___ HA 311	MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY	3
___ HA 349	FOOD AND BEVERAGE MANAGEMENT	3
___ HA 350	MANAGEMENT INFORMATION SYSTEMS FOR THE HOSPITALITY INDUSTRY	3
___ HA 355	CUSTOMER SERVICE	3
___ HA 375	HOSPITALITY STRATEGIC MARKETING	3
___ HA 429	REVENUE MANAGEMENT	3
___ HA 481	SENIOR SEMINAR	3
___HA 493	ADVANCED INTERNSHIP IN RESORT AND HOTEL MANAGEMENT	4

FREE ELECTIVES 34 CREDITS

___ FREE ELECTIVE (300+)	15
___ FREE ELECTIVE	19

TOTAL CREDITS 120

BACHELOR OF SCIENCE
MAJOR: SPORTS MANAGEMENT

UNIVERSITY CORE CURRICULUM REQUIREMENTS 36 CREDITS
BUSINESS REQUIREMENTS 15 CREDITS

___ ACC 201	ACCOUNTING FOR FINANCIAL REPORTING	3
___ BUS 171	MACROECONOMICS	3
___ BUS 270	MANAGING ORGANIZATIONS	3
___ BUS 350	HUMAN RESOURCES MANAGEMENT	3
___ MKT 250	PRINCIPLES OF MARKETING	3

MAJOR REQUIREMENTS 35 CREDITS

___ HA 125	INTRODUCTION TO SPORTS & RECREATION MANAGEMENT	3
___ HA 311	MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY	3
___ HA 313	SPORTS LAW & RISK MANAGEMENT	3
___ HA 376	SPORTS MARKETING	3
___ HA 390	HOSPITALITY INTERNSHIP	4
___ HA 413	POLICY AND ETHICS IN SPORTS	3
___ HA 414	ORGANIZATION AND MANAGEMENT IN PROFESSIONAL SPORTS	3
___ HA 415	ORGANIZATION AND MANAGEMENT IN AMATEUR AND INTERCOLLEGIATE SPORTS	3
___ HA 416	SPORTS AND RECREATION FACILITIES	3
___ HA 481	SENIOR SEMINAR	3
___ HA 494	ADVANCED INTERNSHIP IN SPORTS AND RECREATION MANAGEMENT	4

FREE ELECTIVES 34 CREDITS

___ FREE ELECTIVE (300+)	12
___ FREE ELECTIVE	22

TOTAL CREDITS 120

BACHELOR OF PROFESSIONAL STUDIES
MAJOR: HOSPITALITY MANAGEMENT

The Lynn University Switzerland Program is an exclusive arrangement through which students may remain in Switzerland after completing the DCT Advanced Diploma in Hotel and Tourism Management and pursue an American Bachelor's Degree offered through Lynn University's College of Hospitality Management. Courses in the Lynn University Switzerland Program are delivered to students on the DCT University Center campus using three delivery approaches: video conferencing, online and on-site. The classes taught using video conferencing enable a live exchange, which means that students have real-time interaction with the professor during the class periods using a direct connection between the Lynn and DCT campuses.

The Switzerland Program makes available a Bachelor of Professional Studies (BPS) degree in Hospitality Management.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 36 CREDITS
PROFESSIONAL STUDIES PORTFOLIO 12 CREDITS

___	PORTFOLIO	12

BUSINESS REQUIREMENTS 15 CREDITS

___ ACC 201	ACCOUNTING FOR FINANCIAL REPORTING	3
___ BUS 171	MACROECONOMICS	3
___ BUS 270	MANAGING ORGANIZATIONS	3
___ BUS 350	HUMAN RESOURCES MANAGEMENT	3
___ MKT 250	PRINCIPLES OF MARKETING	3

MAJOR REQUIREMENTS 36 CREDITS

___ HA 100	INTRODUCTION TO HOSPITALITY AND TOURISM	3
___ HA 140	FRONT OFFICE OPERATIONS	3
___ HA 310	HOSPITALITY LAW	3
___ HA 311	MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY	3
___ HA 349	FOOD AND BEVERAGE MANAGEMENT	3
___ HA 350	MANAGEMENT INFORMATION SYSTEMS FOR THE HOSPITALITY INDUSTRY	3
___ HA 355	CUSTOMER SERVICE	3
___ HA 375	HOSPITALITY STRATEGIC MARKETING	3
___ HA 428	EVENT AND CONFERENCE MANAGEMENT	3
___ HA 429	REVENUE MANAGEMENT	3
___ HA 456	RESORT MANAGEMENT AND OPERATIONS	3
___ HA 481	SENIOR SEMINAR	3

FREE ELECTIVES 21 CREDITS

___ FREE ELECTIVE (300+)	9
___ FREE ELECTIVE	12

TOTAL CREDITS 120

An important distinction with the BPS degree is that, in addition to the general education core that follows the same as that required of evening undergraduate students, it also recognizes the academic value of professional work experience that may be obtained through field training, apprenticeship, structured practicum, internship, work/study cooperative arrangement or other competency based development program, where defined learning outcomes can be assessed and verified. A maximum of 12 credits may be earned for these types of learning experiences and is allocated through the Professional Studies Portfolio. The business core and the major requirements are the same as those required of the undergraduate day students.


Phillie

Chapter VIII. Section 3.

Graduate Division

GRADUATE PROGRAM ACADEMIC AND RECORDS INFORMATION

The Mission of the Graduate Programs of Lynn University

Lynn University provides an intellectually stimulating environment where students gain knowledge and competencies necessary to become global leaders and lifelong learners. Lynn attracts students from a variety of backgrounds who aim to become leaders in their fields. Lynn University seeks to enhance the career advancement of working professionals.

The overall mission of Lynn University is to provide its graduates with the knowledge, competencies and skills needed for leadership in the 21st century. In order to achieve these purposes, the curricula of the university's graduate degree and certificate programs are reviewed on a regular basis to assure the academic quality and relevance of course offerings. The university is committed to individualized student attention and mentoring. Faculty members foster and help learners realize the development of their innate leadership talents and intellectual abilities.

Degrees, Programs and Certificates

Degrees

The Graduate Programs at Lynn University offer six types of degrees: the Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Science (M.S.) and Master of Music (M.M.), (Ed.D.), Doctorate of Education, as well as two Certificate Programs.

The 36-credit M.B.A. is available with specializations in Aviation Management, Mass Communication and Media Management, Hospitality Management, International Business, Marketing, Financial Valuation and Investment Management and Sports and Athletics Administration. Students may also choose to participate in optional internships.

The two M.Ed. programs include a minimum 36-credit practitioner-oriented degree in Exceptional Student Education with three specializations and a 36-credit Educational Leadership degree with two specializations. This degree focuses on leadership-related theory, knowledge and clinical experiences in the field, as well as practical application of theory and knowledge.

The 36-credit M.S. in Administration is available with specializations in Criminal Justice Administration, and Emergency Planning and Administration.

The 36-credit M.S. in Communication and Media with specializations in Digital Animation and Media Studies and Practice is offered with either the creative project or thesis option.

There is also a 36-credit M.S. in Applied Psychology as well as a 60-credit M.S. in Applied Psychology with a Counseling specialization.

The 36-credit M.M. is available with specializations in performance, instrumental collaborative piano and composition. The M.M. in performance is offered with two variations designed for "pianists" or "strings, winds, brass and percussion."

A certificate in Digital Animation is offered through the Eugene M. and Christine E. Lynn College of International Communication. A post-baccalaureate diploma course of study, known as the Professional Performance Certificate, is available through the Conservatory of Music at Lynn University. This two-year program's primary focus is advanced music performance education.

Graduate Policies

Policy and Procedures for Failing Grades

Students who receive a grade of F are in serious academic jeopardy. When this happens, their advisor(s) conducts a thorough review of the student's academic progress, in order to determine whether or not and under what circumstances the student(s) will be allowed to remain in the program. In turn, the advisor shares the review results with the dean of the appropriate college, where a final determination is made. The student is informed of the decision in writing either to: (a) remain in the program with a plan for remediation; or (b) be dismissed from their program and the university. For those who remain in the program, the failed course must be repeated the next term the course is offered.

Student Participation in Sports

Many of our graduate students are interested in participating in athletics. With the changes outlined in the 1998-1999 NCAA manual, graduate students may now compete using the one-time transfer rule of eligibility, which follows.

> Graduate Student or Post-Baccalaureate Participation: A student-athlete who is enrolled in a graduate or professional school of the institution he or she previously attended as an undergraduate (regardless of whether the individual has received a United States baccalaureate degree or its equivalent), a student-athlete who is enrolled and seeking a second baccalaureate or equivalent degree at the same institution, or a student-athlete who has graduated and is continuing as a full-time student at the same institution while taking course work that would lead to the equivalent of another major or degree as defined and documented by the institution, may participate in intercollegiate athletics, provided the student has eligibility remaining and such participation occurs within the applicable five-year or 10-semester period set forth in 14.2.
>
> One-Time Transfer Exception: A graduate student who is enrolled in a graduate program or professional school of an institution other than the institution he or she previously attended as an undergraduate may participate in intercollegiate athletics if the student fulfills the conditions of the one-time transfer exception set forth in 14.5.5.3.11 and has eligibility remaining per 14.2 (Adopted: 1/9/96 and effective 8/1/96 for those student-athletes who transfer to the certifying institution on or after 8/1/96).

Variable Content Courses

A course passed more than twice cannot count towards financial aid eligibility. However, the following are variable content courses and may be taken multiple times towards degree completion.

CJA 665	GRADUATE PROJECT IN CRIMINAL JUSTICE ADMINISTRATION
COM 540	TOPICS IN COMMUNICATION AND MEDIA I
COM 545	TOPICS IN COMMUNICATION AND MEDIA II
COM 595	CREATIVE PROJECT/THESIS SEMINAR II
EPA 620	INTERNSHIP IN EMERGENCY PLANNING AND ADMINISTRATION
EPA 665	GRADUATE PROJECT IN EMERGENCY PLANNING AND ADMINISTRATION
HA 597	INDEPENDENT STUDY IN HOSPITALITY MANAGEMENT
MBA 678	SPECIAL TOPICS IN AVIATION MANAGEMENT
MBA 697	INDEPENDENT STUDY
MBA 698	BUSINESS ADMINISTRATION INTERNSHIP
MUP 603	COLLABORATIVE PIANO: PRACTICUM
MUR 501	PERFORMANCE FORUM
MUR 600	GRADUATE RECITAL
MUS 501	APPLIED INSTRUMENT: MM
MUS 511	SMALL ENSEMBLE
MUS 521	LARGE ENSEMBLE
MUS 523	WIND ENSEMBLE
MUS 525	ORCHESTRAL REPERTOIRE
MUS 601	APPLIED INSTRUMENT: PPC
PSY 688	SEMINAR IN APPLIED PSYCHOLOGY
PSY 699	PRACTICUM IN PSYCHOLOGY
RES 897	CONTINUOUS DEVELOPMENT OF QP
RES 901	DISSERTATION CONTINUATION
SAM 680	BEGINNING INTERSHIP IN SPORTS AND ATHLETICS ADMINISTRATION
SAM 681	ADVANCED INTERNSHIP IN SPORTS AND ATHLETICS ADMINISTRATION





COLLEGE OF LIBERAL EDUCATION

GRADUATE PROGRAM

Graduate Admission Standards for M.S. Programs

Students are required to meet the following prerequisites for admission to the program:

1. A bachelor's degree from an accredited institution.
2. Undergraduate GPA 3.0 or higher.
3. Official undergraduate transcripts.
4. Two letters of recommendation from academic or professional sources.
5. A writing sample demonstrating the capacity to perform at the graduate level.
6. For international students who have not graduated from an accredited undergraduate institution in the United States, a satisfactory TOEFL score (550 paper-based, 213 computer-based or 80 internet-based) along with an International Transcript Evaluation and a course equivalency report must be provided.

M.S. Degree Completion Requirements

Students must:

1. Complete the degree in four calendar years from the date of the initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA and achieve a C (2.0) grade or higher in each course.
3. Requirements vary according to M.S. specialization as follows:
   a. Criminal Justice Administration: Complete 36 graduate credits, including 15 credits of foundation courses for the administration major, 21 credits of specialization courses and an optional three-credit graduate project.
   b. Emergency Planning and Administration: Complete 36 graduate credits, including 15 credits of foundation courses for the administration major and 21 credits of specialization courses.

MASTER OF SCIENCE (M.S.) WITH A MAJOR IN ADMINISTRATION

The M.S. with a major in Administration is designed to develop leaders and managers who serve in the private or public sector and understand the impact of global transformations that affect our daily lives. Dedicated to professional leadership development, the program is designed to empower graduate students to cultivate their unique potential and talents as well as to promote mastery of the knowledge, skills and aptitudes necessary for effective leadership. Lynn University believes that this balance enables graduates to make a difference by creating new opportunities and providing workable solutions to current and future 21st century dilemmas.

Curriculum

The M.S. with a major in Administration has a unifying curriculum foundation shared among the specializations. Included in this foundation are a total of five courses, or 15 credit hours, as follows:

OVERVIEW OF THE M.S. IN ADMINISTRATION

FOUNDATION		**15 Credits**
___ MS 500	MANAGEMENT AND ADMINISTRATION	3
___ MS 505	APPLIED RESEARCH METHODS	3
___ MS 510	ADMINISTRATIVE AND REGULATORY LAW	3
___ MS 530	PUBLIC INSTITUTIONS, PUBLIC POLICY AND DEMOCRACY	3
___ MS 560	FINANCIAL MANAGEMENT	3

Foundation requirements for the M.S. in Administration are designed to assure that students have the requisite theoretical and applied knowledge to pursue their individual interests in their specializations. Building on the breadth and depth of the foundation, specialization courses enable students to continue to expand and deepen their mastery through practical applications, simulations, case studies, applied research in areas of individual interest through the graduate projects and in some specializations, internships.

The M.S. in Administration foundation and specialization courses complement each other and address increasingly complex contemporary and future societal challenges and opportunities faced by 21st century managers/administrators. Through the development of critical thinking skills and a commitment to lifelong learning, graduates are able to understand changing trends and focus on institutional and human needs.

Graduate Project/Publishable Paper

A graduate project provides graduate students with an opportunity and the means to demonstrate the acquisition, mastery and integration of the knowledge and skills required by their specialization. The project focuses on an area of student interest that meets the acceptable standards for graduate level research.

Project Proposal Development

During MS 505 Applied Research Methods, the student identifies a specific research question or professional problem to be pursued for the graduate project, if this option is selected. This topic requires approval at both the course instructor and the student's advisor.

The student develops a plan (the methodology) for the way in which the question or problem is to be addressed, the type(s) of data needed and the form in which the final project is to be presented. At the conclusion of MS 505, the student will have a draft of the project proposal. The graduate project proposal is submitted to the student's advisor for review, recommendations and final approval. After approval and if warranted by the nature of the research and its use of human subjects, the student submits the proposal to the Institutional Review Board to review the proposal for final approval before the research can commence.

The Graduate Project Components

A completed project must have the following sections:

- an Abstract, summarizing the research and its results.
- an Introduction, consisting of the problem or question to be addressed in the project, its professional importance and relevance.
- a Literature Review, including the latest theories, research and contemporary thinking about the problem or question in terms of its cause(s), effect(s) and methods of investigation.
- the Methodology section, involving a description of the research design including Subjects, Instruments and Procedures sections. The Subjects section includes how the subjects were selected and a detailed description of the subject sample with means and standard deviations of numerical parameters. The Instruments section identifies each variable in the study, how it is to be measured and a detailed description of the instruments to be used and/or references. The validity and reliability of the instruments also must be addressed. The Procedures section includes a detailed description of how the research was conducted and how the data was collected. Protection of human subjects must also be addressed if the Institutional Review Board has approved the proposal.
- the Results section, reporting the analysis of the data from the study. This may include descriptive statistics, such as means and

standard deviations, as well as the statistical analysis used to test the hypotheses and its statistical significance. Tables and graphs are used to present the findings.

- a list of References, concluding the graduate project and preceding the Appendixes, which should include the approval letter of the Institutional Review Board (see the Project Proposal Development section). The final project also may include such additional products as a videotape or computer program. However, complementing this type of project will be a written Abstract summarizing the six elements listed above.

Oral Defense of the Graduate Project

As a completion requirement for the M.S. in Administration, students make an oral presentation of their graduate project findings to a panel of graduate faculty. The purpose of the presentation is to demonstrate the student's ability to draw from the major requirements and specialization courses and integrate research findings with professional practice. The expected outcome is that students will be able to synthesize theory with practice and contribute to the knowledge base of the specialized field in administration.

Graduate projects require a second reader. Students are responsible for finding a professor or expert in the field outside the university to read their projects.

Completion of the Graduate Project

The advisor approves the final rendition of the graduate project. The student is responsible for providing the university with two approved bound copies of the graduate project, one for the university library and the other for the M.S. in Administration specialization. Projects must be completed within one year of the date of the accepted proposal.

Grading of the Graduate Project

The project is graded on the basis of a pass or fail. A pass is equivalent to a B or better, a fail to less than a B. In the event that a completed graduate project does not meet university standards and receives a grade of fail, the student will meet with the advisor to review the problems that must be addressed and will resubmit the revised project within 90 days of the meeting.

Specialization Options

Within this context, students cultivate their particular areas of professional interest while developing the talents, abilities and competencies essential for skilled, effective practitioner-leaders. Specializations are available in the following:

a. Criminal Justice Administration (CJA)
b. Emergency Planning and Administration (EPA)

The M.S. degree in Administration requires the completion of 36 credits.

M.S. IN ADMINISTRATION SPECIALIZATIONS

a. M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN CRIMINAL JUSTICE ADMINISTRATION

The Master of Science in Administration with a specialization in Criminal Justice Administration prepares individuals for leadership roles in a variety of fields within the profession of criminal justice. Despite the broad spectrum of careers within the profession, success and leadership is predicated on an individual's verbal and written mastery of the concepts, principles and functions involved in the management of criminal justice organizations. This specialization focuses on preparing the student to effectively integrate proven business methods with a genuine respect for dynamic and innovative approaches to issues facing the criminal justice executive in the 21st century.

Lynn University's South Florida location typifies the experiences of modern criminal justice agencies in diverse, densely populated urban centers. Using this laboratory for learning, expert faculty challenge graduate students to examine a broad spectrum of issues confronting the modern criminal justice administrator. By applying sound business and administration principles and practices, students debate and evaluate alternate solutions.

The required culminating graduate project enables our graduate students to demonstrate mastery of these complexities in a specific area of scholarly interest.

M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN CJA CURRICULUM OVERVIEW

I. M.S. IN ADMINISTRATION FOUNDATION COURSES — 15 CREDITS

MS 500	MANAGEMENT AND ADMINISTRATION	3
MS 505	APPLIED RESEARCH METHODS	3
MS 510	ADMINISTRATIVE AND REGULATORY LAW	3
MS 530	PUBLIC INSTITUTIONS, PUBLIC POLICY AND DEMOCRACY	3
MS 560	FINANCIAL MANAGEMENT	3

II. SPECIALIZATION COURSES — 21 CREDITS

CJA 540	TERRORISM: ITS EFFECT ON CRIMINAL JUSTICE AND EMERGENCY PLANNING	3
CJA 608	ETHICS IN THE ADMINISTRATION OF CRIMINAL JUSTICE	3
CJA 636	CIVIL RIGHTS AND CIVIL LIBERTIES	3
CJA 656	CONFLICT RESOLUTION IN CRIMINAL JUSTICE	3
CJA 657	CRIMINAL JUSTICE AND THE COMMUNITY	3
CJA 659	GLOBAL PERSPECTIVES IN CRIMINAL JUSTICE	3
CJA 661	YOUTH AND DELINQUENCY CONTROL	3

III. GRADUATE PROJECT (OPTIONAL) — 3 CREDITS

CJA 665	GRADUATE PROJECT IN CRIMINAL JUSTICE ADMINISTRATION	3

TOTAL CREDITS 36-39

b. THE M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN EMERGENCY PLANNING AND ADMINISTRATION (EPA)

The field of emergency management has undergone a tremendous transformation since the tragic events of Sept. 11, 2001. Complex changes in technology, demographics and public policy have significantly influenced the management of emergencies and disasters. Moreover, the number and severity of recent disaster events clearly demonstrate the need for enhancing overall emergency preparedness and response capabilities in both the public and private sectors.

These complex challenges and demands suggest the need for insightful examination of relevant issues in Emergency Planning and Administration. More than ever, public agencies and private organizations require knowledgeable and skilled administrators who can effectively deal with the growing challenges of emergencies and disasters. The specialization in Emergency Planning and Administration is designed to provide tomorrow's leaders with the

knowledge and skills necessary to meet these complex demands. Various emergency management related theories, concepts and contemporary practices will be examined thereby providing an understanding of crises within an intergovernmental framework.

The optional culminating graduate project enables graduate students to demonstrate mastery of these complexities in a specific area of scholarly interest.

M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN EPA CURRICULUM OVERVIEW

I. M.S. IN ADMINISTRATION FOUNDATION COURSES 15 CREDITS

MS 500	MANAGEMENT AND ADMINISTRATION	3
MS 505	APPLIED RESEARCH METHODS	3
MS 510	ADMINISTRATIVE AND REGULATORY LAW	3
MS 530	PUBLIC INSTITUTIONS, PUBLIC POLICY AND DEMOCRACY	3
MS 560	FINANCIAL MANAGEMENT	3

II. SPECIALIZATION COURSES 21 CREDITS

EPA 630	TECHNOLOGY IN EMERGENCY PLANNING AND ADMINISTRATION	3
EPA 640	PLANNING PROCESSES FOR EMERGENCY ADMINISTRATION	3
EPA 651	THE SOCIAL DIMENSIONS OF DISASTER	3
EPA 652	POLITICAL AND PUBLIC POLICY BASIS OF EMERGENCY PLANNING AND ADMINISTRATION	3
EPA 654	LIVING IN A HAZARDOUS ENVIRONMENT	3
EPA 655	VULNERABILITY ANALYSIS AND HAZARD MITIGATION	3
EPA 540	TERRORISM: ITS EFFECT ON CRIMINAL JUSTICE AND EMERGENCY PLANNING	3

Students may also select one of the following courses:

EPA 620	INTERNSHIP IN EMERGENCY PLANNING AND ADMINISTRATION	3
EPA 665	GRADUATE PROJECT IN EMERGENCY PLANNING AND ADMINISTRATION	3

TOTAL CREDITS 36

MASTER OF SCIENCE (M.S.) IN APPLIED PSYCHOLOGY

Lynn University offers students an environment focused on the enhancement of educational goals and practical application of knowledge in preparation for lifelong learning. In keeping with the university's mission, the master's degree in Applied Psychology provides students with the training and necessary course work to pursue professional and educational goals in the fields of psychology and counseling. The primary objective of this program is to inform students' of the principles and techniques of psychological research and counseling in the hopes of preparing them for careers within the field of psychology.

This program offers a general track and a counseling track toward completion of the master's degree. Students interested in the general graduate program can enroll in the M.S. in Applied Psychology and through intensive research, thesis and fieldwork experience become specialists in their desired non-clinical field.

Students interested in the counseling graduate program can enroll in the M.S. in Applied Psychology and satisfy all the academic requirements for licensure as a mental health counselor in the state of Florida during a graduate program. The required course work in intensive research, thesis and clinical fieldwork will allow these students to become skilled as mental health counselors as well as become specialists in their particular area of research.

M.S. Degree in Applied Psychology Completion Requirements

1. Students must complete the required course curriculum based upon their chosen track. Satisfactory completion of these courses must be in compliance with University Academic Standards for Graduate Work as well as Program Competency Standards. (See Statement of Competence.)
2. Students must satisfactorily complete the experiential components of their curriculum based upon their selected track.
3. Students must complete a scholarly research thesis (general track students) or satisfactorily complete a standardized exit exam (counseling track students) commensurate with all program expectations and policies. No graduate degree will be conferred without the satisfactory completion of these final assessments.

STATEMENT OF COMPETENCE: In graduate work, the grade earned in a course not only represents a grade but is also a symbol of mastery of the work and competence in the field. It is for this reason that the Program of Psychology has instituted a competence requirement for satisfactory completion of a course. This requirement is stated as achieving a grade consistent with knowledge at the 80 percent threshold (on a 100 percent scale) or higher in a course. Students who do not achieve this level of mastery are considered to be lacking in the necessary competency for this course and are required to retake the course until they can document appropriate competence (defined as at least a grade of 80 percent).

CURRICULUM

M.S. IN APPLIED PSYCHOLOGY COURSES: GENERAL TRACK 36 CREDITS

YEAR 1 – FALL

PSY 500	PERSONALITY THEORIES	3
PSY 540	RESEARCH AND PROGRAM EVALUATION IN APPLIED PSYCHOLOGY	3
PSY 640	SOCIAL AND CULTURAL FOUNDATIONS IN PSYCHOLOGY	3

YEAR 1 – SPRING

PSY 520	PSYCHOPATHOLOGY	3
PSY 560	DEVELOPMENTAL PSYCHOLOGY	3
PSY 690	LEGAL AND ETHICAL ISSUES IN PSYCHOLOGY	3

YEAR 2 – FALL

PSY 600	THESIS CLASS	3
PSY 620	TESTING AND ASSESSMENT IN PSYCHOLOGY	3
PSY 688	SEMINAR IN APPLIED PSYCHOLOGY	3

YEAR 2 – SPRING

PSY 580	PSYCHOBIOLOGY	3
PSY 688	SEMINAR IN APPLIED PSYCHOLOGY	3
PSY 699	PRACTICUM IN PSYCHOLOGY	3

M.S. IN APPLIED PSYCHOLOGY COURSES:
COUNSELING TRACK **60 CREDITS**

YEAR 1 – FALL

PSY 500	PERSONALITY THEORIES	3
PSY 540	RESEARCH AND PROGRAM EVALUATION IN APPLIED PSYCHOLOGY	3
PSY 640	SOCIAL AND CULTURAL FOUNDATIONS IN PSYCHOLOGY	3

YEAR 1 – SPRING

PSY 520	PSYCHOPATHOLOGY	3
PSY 560	DEVELOPMENTAL PSYCHOLOGY	3
PSY 690	LEGAL AND ETHICAL ISSUES IN PSYCHOLOGY	3
PSY 610	COUNSELING THEORIES AND PRACTICE	3

YEAR 1 – SUMMER

PSY 615	GROUP THEORIES AND PRACTICE	3
PSY 680	TECHNIQUES AND INTERVENTIONS IN APPLIED PSYCHOLOGY	3
PSY 685	CAREER AND LIFESTYLE ASSESSMENT	3
PSY 660	PSYCHOLOGICAL CONSULTATION IN COMMUNITY SETTINGS	3

YEAR 2 – FALL

PSY 605	PRACTICUM IN COUNSELING	3
PSY 620	TESTING AND ASSESSMENT IN PSYCHOLOGY	3
PSY 681	ADVANCED PSYCHOPATHOLOGY AND INTERVENTIONS	3

YEAR 2 – SPRING

PSY 688	SEMINAR IN APPLIED PSYCHOLOGY	3
PSY 699	PRACTICUM IN PSYCHOLOGY	3
PSY 580	PSYCHOBIOLOGY	3

YEAR 2 – SUMMER

PSY 700	INTERNSHIP IN COUNSELING	3
PSY 670	SUBSTANCE ABUSE	3
PSY 650	HUMAN SEXUALITY	3

Note: Sequencing of courses is subject to change based upon program scheduling.

Outcomes

Through the implementation of a master's program in Applied Psychology, Lynn University will provide students with opportunities for enhanced learning experiences and additional prospects for career advancement. Students will become knowledgeable in the dynamics of the field of applied psychology and become experts in their area of concentration. Higher education possibilities as well as superior status in occupational endeavors are expected for graduates of this program. Students completing the clinical track will be academically eligible to sit for the Florida Licensure exam as a mental health counselor upon satisfaction of other licensing requirements.

Master's Thesis

Students enrolled in the master's program in Applied Psychology are expected to demonstrate knowledge of theory, research and practice through an integrated assessment. This assessment will act as an evaluative tool on the student's competency in the domains of theory, research and skills application. Students must attain the expected level of competence in their thesis project in order to graduate from the degree program.

Students will enroll in PSY 540 Research and Program Evaluation in Applied Psychology their first semester in the program. Students will write a proposal for their thesis project due by the completion of this course. This proposal will be the foundation for the research project they will participate in during the spring semester of their first year.

Students (in the general track) will enroll in PSY 600 Thesis Project: Statistical Analysis and Applications during their second year in the program. Upon completion of this course, students will complete the thesis research project and defend their work to their course professor, cohort peers and program lab faculty.

Students, who select into the counseling track and receive program permission to pursue this track, will be required to demonstrate competence in all aspects of the field by passing the Counseling Exit Exam. Parameters for the Exam will be provided to students at the beginning of their program. Students will be able to retake the Exam a maximum of two times if competency is not met on the first administration of the Exam. The Counseling Exit Exam will be given in the spring of the student's second year of graduate work.

COLLEGE OF BUSINESS AND MANAGEMENT

MISSION STATEMENT

The College of Business and Management's mission is to provide an environment of collaborative learning among students, faculty, staff and the greater community for the purpose of creating personal and professional success for all stakeholders. The College of Business and Management and its associated Burton D. Morgan School of Aeronautics focus on offering quality career specializations at the undergraduate and graduate levels.

The Burton D. Morgan School of Aeronautics is a world-class aviation academy with a state-of-the-art training facility designed to help fulfill the educational needs of the vast dynamic global air transportation industry. The school offers a variety of programs designed to provide students with the education and training needed to successfully enter the aviation industry. These programs provide a wide range of educational opportunities for entry-level, four-year students to advance into a career in the industry. Programs for aircrew training, ground personnel and air industry management are offered.

The college supports the mission of the university through its long-range goal to be recognized for career preparation excellence by the diverse stakeholders, communities and clients we serve in terms of:

- providing quality instruction.
- maintaining continuous improvements in programs and curricula.
- providing timely career-based skills and knowledge for undergraduate and graduate students so that they will be viewed as desirable prospects for career growth opportunities by their current and/or future employers.
- supporting continuing education outreach programs (credit and non-credit) for the business community within the university's service area.
- providing students from around the world with a global awareness of domestic and international business.

The college's programs are not standardized, prescriptive formulas; they are customized career plans. The college offers a range of experiences that is both wide and substantive. Students in the College of Business and Management have the flexibility to design a course of study that matches their interests and career objectives.

GRADUATE PROGRAM

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

The modern business enterprise is constantly transforming as it responds to technological innovations linking local communities with the global marketplace. The Lynn University M.B.A., delivered on ground and online, is an advanced degree designed to prepare and equip managers with the knowledge and competencies needed to administer controllable forces within their organizations in order to successfully adapt to variables and changes in an uncontrollable environment. Practitioners develop skills for deciphering and forecasting external forces and in the process become effective leader managers in the increasingly multicultural, multinational environment of the 21st century.

Located at the crossroads of world trade, Lynn University offers an unparalleled laboratory for learning. The university's expert faculty challenge graduate students, many with international backgrounds, to examine a broad spectrum of issues confronting modern business managers.

The 36-credit M.B.A. program comprises 12 three-credit courses, of which nine are foundation courses (27 credits) for the Business Administration major, and three are specialization courses (9 credits). Specializations are available in Aviation Management, Mass Communication and Media Management, Hospitality Management, Financial Valuation and Investment Management, International Business, Marketing, and Sports and Athletics Administration. Students also may choose to participate in an optional internship.

The Lynn University M.B.A. Program is designed to prepare qualified students for middle and upper-level management leadership responsibilities in business, not-for-profit and governmental organizations. Using a general management focus and strategic approach, students demonstrate: (1) broad and integrated knowledge of business functions; (2) knowledge of ethical and legal considerations and the social responsiveness to resolve corporate and public issues; (3) analytical, problem-solving and critical thinking skills and use of technology related to business decision-making; (4) communication and interpersonal skills to lead groups and business organizations; (5) foundations and tools to make and implement strategies; and (6) the depth and critical importance of the dynamic and global environment as they influence organizations, decisions and operations.

Graduate Admission Standards for M.B.A. Program

Students are required to meet the following prerequisites for admission to the program:

1. A bachelor's degree from an accredited institution.
2. Undergraduate GPA 2.5 or higher.
3. Official undergraduate transcripts.
4. A résumé and personal statement.
5. Two letters of recommendation from academic or professional sources. At least one of these must be academic.
6. A writing sample demonstrating capacity to perform at the graduate level.
7. For international students who have not graduated from an accredited undergraduate institution in the United States, a satisfactory TOEFL score (550 paper-based, 213 computer-based or 80 internet-based) along with an International Transcript Evaluation and a course equivalency report must be provided.

Prerequisites for Those Without an Undergraduate Business Degree

Undergraduate transcripts from M.B.A. applicants are reviewed to determine whether the applicant has completed prerequisite course work in financial accounting, macroeconomics and statistics.

Proficiency in the use of computer applications such as Word, Access, Excel and PowerPoint is essential.

While not required for admission, students who have not taken a course in accounting, macroeconomics, statistics and/or who lack proficiency in the MS Office Suite (Word, PowerPoint, Excel) may be required to take undergraduate prerequisite courses in each before taking the foundation courses in the M.B.A. program.

M.B.A. Degree Completion Requirements

1. Complete any necessary prerequisites.
2. Maintain a cumulative 3.0 GPA.
3. Complete 12 three-credit courses, including nine foundational courses (27 credits) and three specialization courses (9 credits). If a specialization is not chosen, complete 9 credits from any specialization.

4. Develop and successfully demonstrate a range of critical thinking skills to complete an oral and written presentation reflecting the integration and application of theory to practice in MBA 690 Strategic Management Seminar.

I. M.B.A. FOUNDATION COURSES **27 CREDITS**

MBA 600	LEADERSHIP AND MANAGEMENT OF BUSINESS ORGANIZATIONS	3
MBA 605	MANAGING HUMAN RESOURCES	3
MBA 610	LEGAL, ETHICAL AND SOCIAL ISSUES OF BUSINESS	3
MBA 620	MARKETING MANAGEMENT IN A GLOBAL ECONOMY	3
MBA 630	MANAGING TECHNOLOGY FOR BUSINESS TRANSFORMATION	3
MBA 640	MANAGING FOR FINANCIAL ACCOUNTABILITY	3
MBA 645	MANAGING FOR FINANCIAL PERFORMANCE	3
MBA 650	OPERATIONS MANAGEMENT	3
MBA 690	STRATEGIC MANAGEMENT SEMINAR	3

II. SPECIALIZATION COURSES **9 CREDITS**

MARKETING SPECIALIZATION

MBA 621	INTERNATIONAL MARKETING	3
MBA 625	INTEGRATED MARKETING COMMUNICATIONS	3
MBA 628	SPECIAL TOPICS IN MARKETING	3

INTERNATIONAL BUSINESS SPECIALIZATION

MBA 661	INTERNATIONAL TRADE AND INVESTMENT	3
MBA 665	INTERNATIONAL FINANCE	3
MBA 668	SPECIAL TOPICS IN INTERNATIONAL BUSINESS	3

FINANCIAL VALUATION AND INVESTMENT MANAGEMENT

MBA 646	MEASURING AND MANAGING VALUE	3
MBA 647	PORTFOLIO MANAGEMENT AND ANALYSIS	3
MBA 648	DEVELOPMENT STRATEGIES	3

MASS COMMUNICATION AND MEDIA MANAGEMENT SPECIALIZATION

COM 500	THEORIES IN COMMUNICATION AND MEDIA	3
COM 510	COMMUNICATION AND MEDIA TECHNOLOGIES	3
COM 515	MEDIA LAW AND REGULATION	3

HOSPITALITY MANAGEMENT

HA 525	FOOD SERVICE ADMINISTRATION	3
HA 530	RESORT DEVELOPMENT AND MANAGEMENT	3
HA 575	SERVICE MANAGEMENT	3

SPORTS AND ATHLETICS ADMINISTRATION

SAM 530	SPORTS ADMINISTRATION	3
SAM 535	ISSUES IN INTERCOLLEGIATE ATHLETICS AND PROFESSIONAL SPORTS	3
SAM 680	BEGINNING INTERNSHIP IN SPORTS AND ATHLETICS ADMINISTRATION or	
SAM 681	ADVANCED INTERNSHIP IN SPORTS AND ATHLETICS ADMINISTRATION	3

Note: Sports Administration students may substitute SAM 530 Sports Administration for MBA 605 and SAM 630 Legal Aspects of Athletics for MBA 610. Program coordinator approval is needed for these substitutions.

AVIATION MANAGEMENT SPECIALIZATION **9 CREDITS**

MBA 671	AVIATION ORGANIZATION OPERATION	3
MBA 675	AIRPORT OPERATIONS	3
MBA 678	SPECIAL TOPICS IN AVIATION MANAGEMENT	3

INTERNATIONAL STUDY OPPORTUNITY **3 CREDITS**

MBA 660	INTERNATIONAL BUSINESS STUDIES ABROAD	3

INDEPENDENT STUDY **(NON-DEGREE CREDIT HOURS)**

MBA 697	INDEPENDENT STUDY	1-3

BUSINESS INTERNSHIP **(NON-DEGREE CREDIT HOURS)**

MBA 698	BUSINESS ADMINISTRATION INTERNSHIP	1-2

DONALD E. AND HELEN L. ROSS COLLEGE OF EDUCATION

Mission Statement

The Donald E. and Helen L. Ross College of Education's programs are delivered via experiential learning, and therefore bring research to practice. These programs challenge students to develop intellectually and personally to their fullest potential, ensuring that they are equipped with the knowledge, skills and competencies required of successful educators to meet the needs of all learners in today's diverse society.

GRADUATE PROGRAMS

MASTER OF EDUCATION

In the Donald E. and Helen L. Ross College of Education, Lynn University, the primary aim in all programs, is to provide students the knowledge, dispositions, skills and understanding necessary to exercise visionary leadership in diverse and dynamic environments. The professional preparation provided by the department stresses strategic planning, collaborative problem solving, interpersonal and inter-group functioning, technological proficiency and effective communication. In our view, the ultimate mission of the department is to prepare students who will create organizational cultures that lead with the head, hand and heart.

I. MASTER OF EDUCATION IN EXCEPTIONAL STUDENT EDUCATION (ESE)

The ESE program provides students with the skills needed to work with a diverse group of children with disabilities in a K-12 setting. The courses focus on learning pedagogical content theory, knowledge and clinical experiences in the field as well as practical application. The intent is to produce graduates who, as teachers, are able to address the needs of the increasingly diverse student population and can provide leadership for innovative programs to coordinate professional activities to better serve these students.

Graduate Admission Standards for M.Ed. Program in ESE

Students are required to meet the following prerequisites for admission to the program:

1. A bachelor's degree from an accredited institution.
2. Undergraduate GPA of 3.0 or higher.
3. Official undergraduate and graduate transcripts of all academic coursework attempted.
4. Current résumé.
5. Statement of professional goals and a writing sample demonstrating the capacity to perform at the graduate level.
6. Two recent letters of recommendation; these can be from professional or academic sources but must be interactions that occurred with the last six months.
7. Official appropriate entrance examination score report (General Knowledge (GK) Test, or Millers Analogies Test (MAT) or GRE).

M.Ed. in ESE Degree Completion Requirements

1. Complete the degree in a maximum of four calendar years from the date on a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA and achieve a B- grade or higher in each course.
3. Complete a minimum of 30-36 credits.
4. Pass FTCE Exceptional Student Education (ESE) certification subject area examination.

Program goals

The goals of the program are to provide a curriculum that:

- Introduces students to a body of diverse theory regarding exceptional student education.
- Focuses on the interpretation of laws and rules that govern the educational institution.
- Enhances effective skills in written and oral communication, mathematical computation, information literacy, intellectual strategies and use of technology.
- Emphasizes the critical examination and evaluation of ethical issues and implications in today's educational establishment.

Expected outcomes

Upon completion of the ESE master's degree program, students will be able to:

- Display knowledge of curriculum and instructional theories, concepts and best practices and apply them to K-12 exceptional student settings.
- Demonstrate effective communication and interpersonal relationship skills.
- Compare and contrast the strategies used to plan, develop, implement and evaluate instructional programs for children with disabilities.
- Use abilities to assist the educational community in helping children with disabilities in inclusion classes.
- Understand, analyze, and interpret the federal, state constitutional, statutory and regulatory provisions governing special education.
- Develop knowledge of policies and procedures for the appropriate use of technology in the field.
- Devise and implement strategies to assist children with disabilities within their environment.

PROGRAM OPTIONS

The Donald E. and Helen L. Ross College of Education offers a Master of Education program in ESE with two tracks and three specializations.

TRACK ONE is for individuals new to education and affords the opportunity to gain initial ESE teaching certification.

This Masters degree requires a minimum of 36 credit hours and requires practicum and student teaching. Students in this track will pick one specialization from the three offered. Students are also required to earn a passing score on the ESE subject area exam. The State of Florida may require additional courses in the field for certification, prior to issuing the five-year certificate.

EXCEPTIONAL STUDENT EDUCATION
TRACK ONE: CORE REQUIREMENTS

ESE 500	FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION	3
ESE 505	ASSESSMENT OF EXCEPTIONAL STUDENTS	3
ESE 510	LITERACY FOR STUDENTS WITH DISABILITIES	3
ESE 515	INSTRUCTIONAL METHODS IN CONTENT AREAS	3
ESE 520	CLASSROOM BEHAVIOR MANAGEMENT	3
ESE 525	TRANSITION PLANNING FOR STUDENTS WITH DISABILITES	3
ESE 530	TECHNOLOGY AND EXCEPTIONAL STUDENTS	3
ESE 580	GRADUATE PRACTICUM IN EXCEPTIONAL STUDENT EDUCATION	3

ESE 581	STUDENT TEACHING IN EXCEPTIONAL STUDENT EDUCATION	3

TOTAL CREDITS 27

SPECIALIZATION: SPECIFIC LEARNING DISABILITIES

ESE 521	SURVEY OF LEARNING DISABILITIES	3
ESE 522	CURRICULUM ADAPTATION/MODIFICATION IN THE CONTENT AREAS	3
ESE 523	COGNITIVE STRATEGY INSTRUCTION	3

TOTAL CREDITS 9

SPECIALIZATION: AUTISM SPECTRUM DISORDERS (ASD)
***Specialization courses: ASD**

ESE 531	INTRODUCATION OF STUDENTS WITH AUSTISM SPECTRUM DISORDERS AND THE NEEDS OF FAMILIES	3
ESE 533	FUNCTIONAL LANGUAGE COMMUNICATION SYSTEMS AND ASSISTIVE TECHNOLOGY	3
ESE 534	AUTISM: METHODS OF ASSESSMENT INSTRUCTION AND INTERVENTION	3

TOTAL CREDITS 9

*Students may use these courses towards the Autism Spectrum Disorder Endorsement offered by the Florida Department of Education.

SPECIALIZATION: APPLIED BEHAVIOR ANALYSIS (ABA)
***Specialization courses: ABA**

ESE 541	PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS	3
ESE 542	APPLICATIONS OF APPLIED BEHAVIOR ANALYSIS	3
ESE 543	EVALUATING INTERVENTION EFFECTS	3

TOTAL CREDITS 9

*Students may use these courses toward the National Applied Behavior Analysis Certification. The additional coursework needed for certification is listed on the following page.

TRACK TWO is for individuals who are already certified teachers but seek a Master's degree in ESE.

This Masters degree requires a minimum of 33 credit hours and does not require practicum or student teaching but instead requires a Graduate Project. Students in this track will pick one specialization from the three offered. Students are also required to earn a passing score on the ESE subject area exam. The State of Florida may require additional courses in the field for certification, prior to issuing the five-year certificate.

EXCEPTIONAL STUDENT EDUCATION
TRACK TWO: CORE REQUIREMENTS

ESE 500	FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION	3
ESE 505	ASSESSMENT OF EXCEPTIONAL STUDENTS	3
ESE 510	LITERACY FOR STUDENTS WITH DISABILITIES	3
ESE 515	INSTRUCTIONAL METHODS IN CONTENT AREAS	3
ESE 520	CLASSROOM BEHAVIOR MANAGEMENT	3
ESE 525	TRANSITION PLANNING FOR STUDENTS WITH DISABILITES	3
ESE 530	TECHNOLOGY AND EXCEPTIONAL STUDENTS	3
ESE 540	GRADUATE CAPSTONE RESEARCH PROJECT	3

TOTAL CREDITS 24

SPECIALIZATION: SPECIFIC LEARNING DISABILITIES

ESE 521	SURVEY OF LEARNING DISABILITIES	3
ESE 522	CURRICULUM ADAPTATION/MODIFICATION IN THE CONTENT AREAS	3
ESE 523	COGNITIVE STRATEGY INSTRUCTION	3

TOTAL CREDITS 9

SPECIALIZATION: AUTISM SPECTRUM DISORDERS (ASD)
***Specialization courses: ASD**

ESE 531	INTRODUCATION OF STUDENTS WITH AUSTISM SPECTRUM DISORDERS AND THE NEEDS OF FAMILIES	3
ESE 533	FUNCTIONAL LANGUAGE COMMUNICATION SYSTEMS AND ASSISTIVE TECHNOLOGY	3
ESE 534	AUTISM: METHODS OF ASSESSMENT INSTRUCTION AND INTERVENTION	3

TOTAL CREDITS 9

*Students may use these courses toward the Autism Spectrum Disorder Endorsement offered by the Florida Department of Education.

SPECIALIZATION: APPLIED BEHAVIOR ANALYSIS (ABA)
***Specialization courses: ABA**

ESE 541	PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS	3
ESE 542	APPLICATIONS OF APPLIED BEHAVIOR ANALYSIS	3
ESE 543	EVALUATING INTERVENTION EFFECTS	3

TOTAL CREDITS 9

*Students may use these courses toward the National Applied Behavior Analysis Certification. The additional coursework needed for certification is listed in the next column.

ADDITIONAL PROGRAMS

AUTISM SPECTRUM DISORDERS SPECIALIZATION PROGRAM

Program Description

This program is intended to meet the specialization requirements for the Endorsement in Autism Spectrum Disorders offered by the State of Florida under the Administrative Rule 6A-4.01796. It consists of 12 credit hours covering the following competencies: (1) the nature of autism spectrum disorders including student characteristics, appropriate learning goals, teaching approaches, environmental and arrangements, (2) the use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with Autism Spectrum Disorders, (3)behavior management and positive behavior supports for students with Autism Spectrum Disorders, and (4) assessment and diagnosis of Autism Spectrum Disorders. All of the courses require field-based experience with students with Autism Spectrum Disorders.

Admission Requirements

In order to be accepted into this specialization program, the applicant must meet the following criteria:

- Hold a bachelor's or higher degree with certification in any exceptional student education area.
- Submit a complete graduate application by the deadline denoted with non-degree seeking status.

AUTISM SPECTRUM DISORDERS SPECIALIZATION PROGRAM
Course Requirements

ESE 531	INTRODUCATION OF STUDENTS WITH AUSTISM SPECTRUM DISORDERS AND THE NEEDS OF FAMILIES	3
ESE 533	FUNCTIONAL LANGUAGE COMMUNICATION SYSTEMS AND ASSISTIVE TECHNOLOGY	3
ESE 534	AUTISM: METHODS OF ASSESSMENT INSTRUCTION AND INTERVENTION	3

ESE 535	BEHAVIOR MANAGEMENT AND POSITIVE BEHAVIOR SUPPORTS FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS	3

TOTAL CREDITS 12

Specialization Program Completion Requirements

In order to complete the Autism Spectrum Disorders Specialization program, students must successfully complete (with a grade of B or better) of all four courses listed above. Once this is achieved each participant's transcript will reflect successful completion of the Autism Spectrum Disorders Specialization Program. Students then may apply to the Florida State Department of Education for the ASD endorsement to be added to their certificate.

APPLIED BEHAVIOR ANALYSIS SPECIALIZATION PROGRAM

Program Description

This program is for individuals seeking to become a Board Certified Behavior Analysts. Each individual must complete a specified number hours of supervised experience in the application of applied behavior analysis and pass the certification exam developed and administered by the BACB. Please visit www.bacb.com for more information.

Admission Requirements

In order to be accepted into this specialization program, the applicant must meet the following criteria:

- Hold a bachelor's or higher degree with certification in any exceptional student education area.
- Submit a complete graduate application by the deadline denoted with non-degree seeking status.

APPLIED BEHAVIOR ANALYSIS SPECIALIZATION PROGRAM
Course Requirements

ESE 541	PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS	3
ESE 542	APPLICATIONS OF APPLIED BEHAVIOR ANALYSIS	3
ESE 543	EVALUATING INTERVENTION EFFECTS	3
ESE 544	PROFESSIONAL ISSUES IN APPLIED BEHAVIOR ANALYSIS	3
ESE 545	BEHAVIORAL ASSESSMENT MODELS IN APPLIED BEHAVIOR ANALYSIS	3
ESE 550	INTENSIVE PRACTICUM I	3
ESE 551	INTENSIVE PRACTICUM II	3

TOTAL CREDITS 18

Specialization Program Completion Requirements

In order to complete the ABA Specialization program, students must successfully complete (with a grade of B or better) all seven courses listed above.

II. MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

SCHOOL ADMINISTRATION K-12

Florida State-Approved for Certification

The School Administration K-12 program in the Donald E. and Helen L. Ross College of Education is a 36 credit hour program leading to the Master of Education degree in Educational Leadership and eligibility for the Florida Educational Leadership Certification (K-12), Level 1.

The program prepares aspiring instructional leaders and administrators to meet the challenges of today's schools. The program of study includes leadership and organizational theory, applied research, professional knowledge, field experiences and school-based internship.

INSTRUCTIONAL DELIVERY

The courses are delivered either online or in the traditional classroom. Web conferencing is also utilized. Course content, irrespective of method of instructional delivery, is identical.

PROGRAM OPTIONS

The program in Educational Leadership offers four (4) options to accommodate students' needs. Program OPTIONS 1 & 4 contains the learning of the Florida Leadership Standards, competencies and skills which are measured through the FELE. Students who complete these program options are prepared to sit for the FELE examination.

1. Master's with Certification Option

Students who are planning to obtain Florida State Certification in Educational Leadership can study for the Master's degree in the Certification Master's option of the Educational Leadership Program.

2. Non-certification Option

Students seeking a Master's degree but do not desire Florida State Certification may enter the Non-certificate Master's Option. With approval of their advisor, students are allowed flexibility in course electives and, depending on their experience and career goals, may substitute some of the core courses in the program for other courses designed to meet their professional needs. In lieu of EDL 699 (Internship in Educational Leadership) a practicum course of three credits is required.

3. International Student Option (non-certification)

International students seeking to earn a Master of Educational Leadership degree in a year may choose this option. The plan of study includes generic educational leadership courses as well as specific courses designed to meet students' identified needs.

4. Educational Leadership Endorsement Program

The Educational Leadership endorsement program is a state-approved program in Florida for add-on certification for teachers. It focuses on preparing prekindergarten through 12th grade teachers for administrative positions in public and nonpublic schools and school systems. This program provides educators with leadership skills through the application of theory to practice. Course content is research-based and infuses best practices in education, while aligning directly with the Florida Department of Education's program certification requirements. The program is for practicing prekindergarten through 12th grade teachers who wish to enter the field of educational leadership OR individuals with a master's degree in an education field who wish to add a certification area in educational leadership.

Coursework for the state approved educational leadership program in Florida is available online. Completers of this program may receive transcript endorsements indicating the completion of a state -approved modified program in Educational Leadership.

Program goals

The goals of the Educational Leadership program are to provide a curriculum that:

- Introduces a body of diverse theory regarding educational leadership.
- Focuses on the interpretation of laws and rules that govern the educational institution.

- Enhances effective skills in written and oral communication, mathematical computation, information literacy, intellectual strategies and use of computers.
- Emphasizes the critical examination and evaluation of ethical issues and implications in today's educational establishment.
- Develops data analytical skills to drive decision making and school improvement.

Expected outcomes

Upon completing of the master's degree program in Educational Leadership, students should be able to:

- Master state educational leadership standards and competencies.
- Demonstrate content areas competencies and skills.
- Display knowledge of basic leadership theories and concepts and apply them to leadership behaviors.
- Understand the relationship between communication and interpersonal relationships.
- Compare and contrast the strategies for evaluating curricular and instructional innovations.
- Develop the ability to plan, develop, implement and evaluate the financial status of an educational institution.
- Analyze the federal, state constitutional, statutory and regulatory provisions governing educational systems.
- Analyze management policies and procedures for appropriate use of technology.
- Analyze federal, state and school data to ensure effective school improvement planning.

Completion of the Florida-approved program in Educational Leadership (Option1) requires the passing of all sections of the Florida Educational Leadership Examination (FELE). Out of state candidates seeking certification or licensure must also pass their state's department of education requirement. Candidates residing in Georgia are required to take and pass GACE (Georgia Assessment for the Certification of Educators). If there is no state test requirement, candidates must complete the PRAXIS II exit exam.

SCHOOL ADMINISTRATION K-12

INSTRUCTIONAL LEADERSHIP

EDL 606	DATA ANALYSIS FOR SCHOOL IMPROVEMENT PLANNING	3
EDL 624	SCHOOL COMMUNICATION, POLICY & PRACTICE	3
EDL 626	CURRICULUM DEVELOPMENT, INSTRUCTION AND ASSESSMENT	3
EDL 670	SPECIAL EDUCATION FOR ADMINISTRATORS	3

OPERATIONAL LEADERSHIP

EDL 621	HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT	3
EDL 635	ADMINISTRATIVE APPLICATIONS OF EDUCATIONAL TECHNOLOGY	3
EDL 623	SCHOOL LAW FOR THE ADMINISTRATOR	3
EDL 625	EDUCATIONAL GOVERNANCE AND FINANCE	3

SCHOOL LEADERSHIP

EDL 605	EDUCATIONAL LEADERSHIP AND ADMINISTRATION	3
EDL 622	ETHICS AND EDUCATIONAL PRACTICE IN A DIVERSE SOCIETY	3
EDL 630	PROBLEM SOLVING AND VISIONARY LEADERSHIP	3

PRACTICE IN THE FIELD

EDL 699	ADMINISTRATIVE/EDUCATIONAL EADERSHIP INTERNSHIP	3

TOTAL CREDITS 36

M.Ed. EDUCATIONAL LEADERSHIP K-12 PROGRAM WITH AUTISM SPECTRUM DISORDERS (ASD)

Students who choose the M.Ed. Educational Leadership, School Administration K-12 with Autism Spectrum Disorders replace EDL 670 Special Education for the School Administrator with ESE 535 Behavior Management and Positive Behavior Supports for Students with Autism Spectrum Disorders.

Three additional classes are required to receive the Autism Spectrum Disorders (ASD) specialization. The remaining 3 classes are:

ESE 531	INTRODUCATION OF STUDENTS WITH AUSTISM SPECTRUM DISORDERS AND THE NEEDS OF FAMILIES	3
ESE 533	FUNCTIONAL LANGUAGE COMMUNICATION SYSTEMS AND ASSISTIVE TECHNOLOGY	3
ESE 534	AUTISM: METHODS OF ASSESSMENT INSTRUCTION AND INTERVENTION	3

In order to complete the Autism Spectrum Disorders specialization, students must successfully complete (with a grade of B or better) of all four courses listed above. Once this is achieved each participant's transcript will reflect successful completion of the Autism Spectrum Disorders specialization. Students then may apply to the Florida State Department of Education for the ASD endorsement to be added to their certificate.

DOCTORATE OF EDUCATION: EDUCATIONAL LEADERSHIP

The Doctor of Education (Ed.D.) in the Donald E. and Helen L. Ross College of Education is a three-year degree program developed in partnership with the Carnegie Foundation, Carnegie Project on the Educational Doctorate (CPED) that equips scholar-practitioners with the skills needed to connect research with practice, lead high-performing organizations and contribute to students learning. The program is geared toward working professionals who want to be leaders in "metropolitan" education systems.

PROGRAM OPTIONS

Two specializations are offered that tailor to the following professional fields:

Educational Leadership K-12 (12 credits) OR
Teacher Preparation/Higher Education (12 credits)

Instructional Delivery

In the fall and spring, classes are delivered face-to-face in the classroom on Saturday. Students also attend summer school.

Program Goals/Learning Outcomes

Graduates of the Ed.D. program with a concentration in Educational Leadership K-12 or Teacher Preparation/ Higher Education will be:

- Scholar practitioners able to use self-analysis, inquiry and purposeful reflection to continually improve their own practice.
- Scholar practitioners, who ask engaging and important questions, formulate appropriate strategies for investigating these questions, conduct investigations with a high degree of competence, analyze and evaluate the results of the investigations, and communicate the results to others.
- Scholar practitioners who understand the dynamics of educational systems and are able to leverage those systems in coherent, aligned strategies for educational change by creating

democratic learning communities that move school systems toward meeting student achievement goals.

- Scholar practitioners who possess the knowledge and ability to ensure that all students are producing high quality work and achieving at optimum levels by fostering effective curricular programs, student-centered learning environments and accountable school cultures that reflect high expectations for student outcomes.
- Scholar practitioners who are culturally competent and advocate purposefully for equity in a diverse metropolitan society.
- Scholar practitioners who inspired shared vision and commitment to high student achievement informed by best practices by developing structures and processes fostering collaboration and inquiry for continuous instructional improvement.
- Scholar practitioners who are practitioner-researchers who purposefully engage in inquiry and construct knowledge that promotes equity in diverse metropolitan areas advancing the public good.
- Scholar practitioners who value the application of theory in practice and conduct systemic institutional inquiry, identifying critical issues using data to drive decision-making.

Program of Study

The Ed.D. at Lynn University in the Ross College of Education is a 51 credit program:

- One Foundational Course
- Four Methods of Inquiry Courses
- Two Problem Based Inquiry Seminars
- Three Problem Based Inquiry Field Based Courses
- Three Capstone Experience
- Four Specialization Courses

TOTAL CREDITS 51

Four program themes

- Leadership
- Accountability
- Equity and Diversity (E & D)
- Learning and Instruction (L & D)

In the second year, students build upon the broad base of knowledge gained in the program while taking specialization courses that align most closely with the student's career objectives. Each specialization exposes students to cutting-edge research and context-specific best practices with an emphasis on the application of theory to practice, utilizing a problem based learning pedagogical approach.

Ed.D. PROGRAM

All students enrolled in the Ed.D. program must complete the following curricular requirements (39 credits) and choose one area of specialization and corresponding number of electives (12 credits). Total credits required for degree completion equals 51. Course requirements for each of the specialization areas are listed after the general program requirements.

FOUNDATION

EDU 701	LEADERSHIP, POLICY AND CONTEXT	3

METHODS OF INQUIRY

EDU 702	METHODS OF INQUIRY I: POLICY AND PROGRAM EVALUATION	3
EDU 704	METHODS OF INQUIRY II: QUANTITATIVE/ QUALITATIVE ANALYSIS	3
EDU 706	METHODS OF INQUIRY III: ANALYZING THE DATA	3
EDU 708	METHODS OF INQUIRY IV: RESEARCH CRITIQUE	3

PROBLEM BASED INQUIRY SEMINAR

EDU 703	PROBLEM-BASED INQUIRY SEMINARS 1 HARTWICK INTERDISCIPLINARY SEMINARS	3
EDU 711	PROBLEM-BASED INQUIRY SEMINARS 2 GLOBAL PERSPECTIVES ON EDUCATION REFORM PROBLEM BASED INQUIRY: FIELD-BASED CLASS	3
EDU 705	PROBLEM-BASED INQUIRY: FIELD-BASED CLASS 1 EDUCATIONAL REFORM IN A METROPOLITAN CONTEXT	3
EDU 707	PROBLEM-BASED INQUIRY: FIELD-BASED CLASS 2 LEADERSHIP IN A METROPOLITICAN CONTEXT	3
EDU 709	PROBLEM-BASED INQUIRY: FIELD-BASED CLASS 3 SOCIAL, PSYCHOLOGICAL AND PHILOSOPHICAL ISSUES IN EDUCATION	3

CAPSTONE

EDU 801	PART I: THE PROBLEM	3
EDU 802	PART II: THE GATHERING OF EVIDENCE	3
EDU 803	PART III: FINDING/REPORT/OUTCOMES	3

SPECIALIZATION-EDUCATIONAL LEADERSHIP K-12

EDU 726	INSTRUCTIONAL & CURRICULUM LEADERSHIP	3
EDU 727	PUBLIC SCHOOL LAW	3
EDU 728	STUDENT MOTIVATION & COGNITION	3
EDU 729	PLANNING & MANAGEMENT IN SCHOOL FUNDING AND FACILITIES	3

SPECIALIZATION –TEACHER PREPARATION/HIGHER EDUCATION

EDU 730	RESEARCH AND PRACTICE IN THE PREPARATION OF TEACHERS	3
EDU 731	TEACHER KNOWLEDGE, CULTURE, CONTENT, AND PEDAGOGY	3
EDU 732	ADULT LEARNING THEORY & TEACHER PREPARATION	3
EDU 733	HIGHER EDUCATION ECONOMICS & FINANCE POLICY	3

TOTAL CREDITS 51

Minimum program requirements are that the candidate must comply with all academic rules, regulations, and time lines set forth by the College of Education and Educational Leadership faculty. These include, but are not limited to, maintaining acceptable degree plan and cumulative grade point average (GPA), completing required course work, passing the mid program performance review and professional portfolio defense (end sixth semester), approval of capstone of study, dissertation of practice proposal, formation of capstone committee, and successful completion, presentation and defense of the dissertation of practice and professional portfolio (eighth semester).

Performance Reviews

Performance in the program will be assessed in several ways. Conventional individual course performance measures (such as grades) are coupled with the mid-program review by program faculty who additionally provide performance feedback on candidate's defense of their electronic professional portfolios. In addition, each candidate must complete a minimum of two critical assignments per class and a capstone of study, dissertation of practice. The former serves to display mastery, synthesis, and application of knowledge and skills gained during the Ed.D. program. The latter will serve as an opportunity to integrate and use skills gained during the course of the program.

Review Criteria

Minimum requirements are that the candidate must comply with all academic rules, regulations, and time lines set forth by the College of Education and Educational Leadership faculty. These include, but are not limited to, maintaining acceptable degree plan and cumulative grade point average (GPA), completing required course work, passing the professional portfolio defense (end sixth semester), approval of capstone of study, dissertation of practice proposal, formation of capstone committee, successfully completing, presenting and defending the dissertation of practice and professional portfolio (eighth semester).

A candidate who has committed academic misconduct must complete the remedial actions required of the misconduct review process. These are all required actions.

Mid-Program Review

Students who are admitted to the doctoral program will have their mid-program review during their fifth semester. Students may be strongly encouraged to continue in the program, recommended to remain in the program, placed on probation, or asked to leave the program as a consequence of this review. This review considers the whole of the student's work to date, including attendance, participation, comprehension, and writing as well as any other factors deemed important by the faculty. The review assesses the student's potential for success at the capstone stage.

All students will be notified by letter of the results of this review; every student so reviewed may make an appointment with the Director of Educational Leadership programs to discuss the results. Students who do not pass the review will be dismissed from the program, effective at the end of the academic year (or the semester in which the review results are reported to the student).

Improvement Process

The improvement process includes the following steps:

1. The student should develop a performance improvement plan with their identified mentor. This plan must include steps and a time line for achieving satisfactory progress over the remaining four semesters.
2. The performance improvement plan should be submitted to the Director of Educational Leadership.
3. After the performance improvement plan is approved by the Director of Educational Leadership, the Doctoral Support Office will schedule an appointment for the student and their mentor to meet with the Director of Educational Leadership and the Dean of the College of Education to discuss the student's performance and the plans for improving it.
4. The Dean if the College of Education will decide whether and when all tasks in the improvement plan of a student are successfully completed. The recommendation by the mentor will be taken into account for this decision.

Appeals Procedure

Students who are asked to leave the program at mid-program review may appeal the procedure by notifying the Dean of the College of Education in writing within two weeks of the date on the letter of notification. The letter should state the grounds of the appeal. If new information is forthcoming, it must be given to the Dean of the College of Education. The Director of Educational Leadership will reconvene the Review Committee to consider the appeal within one week of the date on the letter of notification, and the final decision will be conveyed to the student within a reasonable period thereafter.



EUGENE M. AND CHRISTINE E. LYNN COLLEGE OF INTERNATIONAL COMMUNICATION

MISSION STATEMENT

The Lynn University College of International Communication (CIC) provides students an opportunity to acquire the knowledge, skills and experience necessary to build successful communication careers in the global media marketplace.

The college is committed to blending a strong liberal arts concentration with hands-on experience in radio, television, film, theater, print, graphic design, illustration and computer animation, multimedia journalism, advertising and public relations, political communication, photography, and emergent media in order to best prepare students for leadership roles. Theory courses, both domestic and international in scope, enable students to develop and enhance critical thinking skills and gain a comprehensive command of written, oral and visual expression.

The unique combination of theory, practice and internships gives students a solid foundation for success in the competitive fields of international communication. The college's innovative approach to collaborative education enables students to participate in integrated learning projects that simulate media industries and assist in the transition to positions in communication and media.

FACILITIES

A state-of-the-art digital facility houses broadcast and cinema production and postproduction centers that enable students to develop pre-professional skills and an advanced understanding of studio, field and news production as well as non-linear editing. The faculty provides educational experiences in producing, directing, writing, camera work, lighting, set design, editing, media performance, journalism, public relations, advertising, photography, computer animation and graphic design. Instructional facilities for new media promote the early adoption of developing technologies into the mass media mix, including Web design and maintenance, audio/video streaming on the Internet, interactive business presentations and interactive mass media.

GRADUATE PROGRAM

MASTER OF SCIENCE (M.S.) IN COMMUNICATION AND MEDIA

The Master of Science in Communication and Media is an advanced degree designed for media professionals and recent baccalaureate graduates who plan careers as media scholars and/or practitioners. The program emphasizes the application of technology and new media delivery systems in the evolving mass media environment.

Graduate Admission Standards for M.S. in Communication and Media

Students are required to meet the following prerequisites for admission to the program:

1. A bachelor's degree from an accredited institution.
2. Undergraduate GPA 3.0 or higher.
3. Official undergraduate transcripts.
4. Two letters of recommendation from academic or professional sources.
5. A writing sample demonstrating the capacity to perform at the graduate level.
6. For international students who have not graduated from an accredited undergraduate institution in the United States, a satisfactory TOEFL score (550 paper-based, 213 computer-based or 80 Internet-based) along with an International Transcript Evaluation and a course equivalency report must be provided.

Completion Requirements

1. Complete the degree in four calendar years from the date of a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA and achieve a C (2.0) grade or higher in each course.
3. Complete 36 graduate credits of foundation and specialization course work, including a creative project or thesis.*

* In the Media Studies and Practice specialization, COM 540 and COM 545 may be substituted for the creative project or thesis.

Curriculum

The curriculum seeks a balance of theory and practice by incorporating a substantive foundation of communication and media theory, research, law and history with multiple layers of practical application in content production and delivery.

The interdisciplinary nature of the degree permits students who have undergraduate degrees in a variety of majors to enter the program without penalty. Students without an undergraduate degree in a media-related discipline may be required to complete a limited number of lower-level courses.

The M.S. in Communication and Media is made up of 36 credit hours of academic courses and creative project or thesis. Eighteen (18) of the 36 credits are foundation courses and 18 credits are specialization courses. The creative project/thesis is determined and evaluated by the candidate's graduate committee. M.S. graduate committees are composed of the candidate's major professor and two members of the graduate faculty.

CURRICULUM OVERVIEW: M.S. IN COMMUNICATION AND MEDIA

I. FOUNDATION COURSES		**18 CREDITS**
___ COM 500	THEORIES IN COMMUNICATION AND MEDIA	3
___ COM 505	HISTORY OF COMMUNICATION AND MEDIA	3
___ COM 510	COMMUNICATION & MEDIA TECHNOLOGIES	3
___ COM 515	MEDIA LAW AND REGULATION	3
___ COM 525	INTERNATIONAL MEDIA	3
___ COM 550	MEDIA AND CULTURE	3

II. SPECIALIZATION COURSES
(Choose one specialization from the following)

MEDIA STUDIES AND PRACTICE SPECIALIZATION		**18 CREDITS**
___ COM 520	RESEARCH METHODS FOR COMMUNICATION AND MEDIA	3
___ COM 555	MEDIA, PUBLICS AND SOCIAL CHANGE	3
___ COM 560	GRADUATE MEDIA PRACTICUM I	3
___ COM 565	GRADUATE MEDIA PRACTICUM II	3
___ COM 590*	CREATIVE PROJECT/THESIS SEMINAR I	3
___ COM 595*	CREATIVE PROJECT/THESIS SEMINAR II	3

*The following courses may be substituted for COM 590 and COM 595: COM 540 TOPICS IN COMMUNICATION AND MEDIA I AND COM 545 TOPICS IN COMMUNICATION AND MEDIA II.

DIGITAL ANIMATION SPECIALIZATION **18 CREDITS**

___GVC 540	ADVANCED COMPUTER MODELING FOR ANIMATION	3
___GVC 545	ADVANCED COMPUTER ANIMATION	3
___GVC 560	GRADUATE ANIMATION PRACTICUM I	3
___GVC 565	GRADUATE ANIMATION PRACTICUM II	3
___GVC 590	CREATIVE PROJECT SEMINAR I	3
___GVC 595	CREATIVE PROJECT SEMINAR II	3

Creative Project/Thesis

The creative project offers candidates the opportunity and the means to demonstrate the acquisition, mastery and integration of knowledge and skills in communication and media. Students are expected to select a creative project that fits professional and career objectives.

The thesis is an original work conducted with scholarly rigor. The work must demonstrate the mastery of research skills and be theoretically significant. Students who wish to pursue doctoral studies are encouraged to choose the thesis option.

Grading of the Creative Project/Thesis

All projects/theses must be completed within one year of the date of the accepted proposal. The creative project culminates in a public presentation and the thesis project in an oral defense. The creative project/thesis is graded on a pass/fail basis. In the event of a failing grade, students may resubmit their work within 90 days of the decision.

Students who fail to complete COM/GVC 595 – CREATIVE PROJECT/THESIS SEMINAR II in the term following completion of COM/GVC 590 – CREATIVE PROJECT/THESIS SEMINAR I must reenroll in COM/GVC 595 for one credit in subsequent terms.

Completion of the Creative Project/Thesis

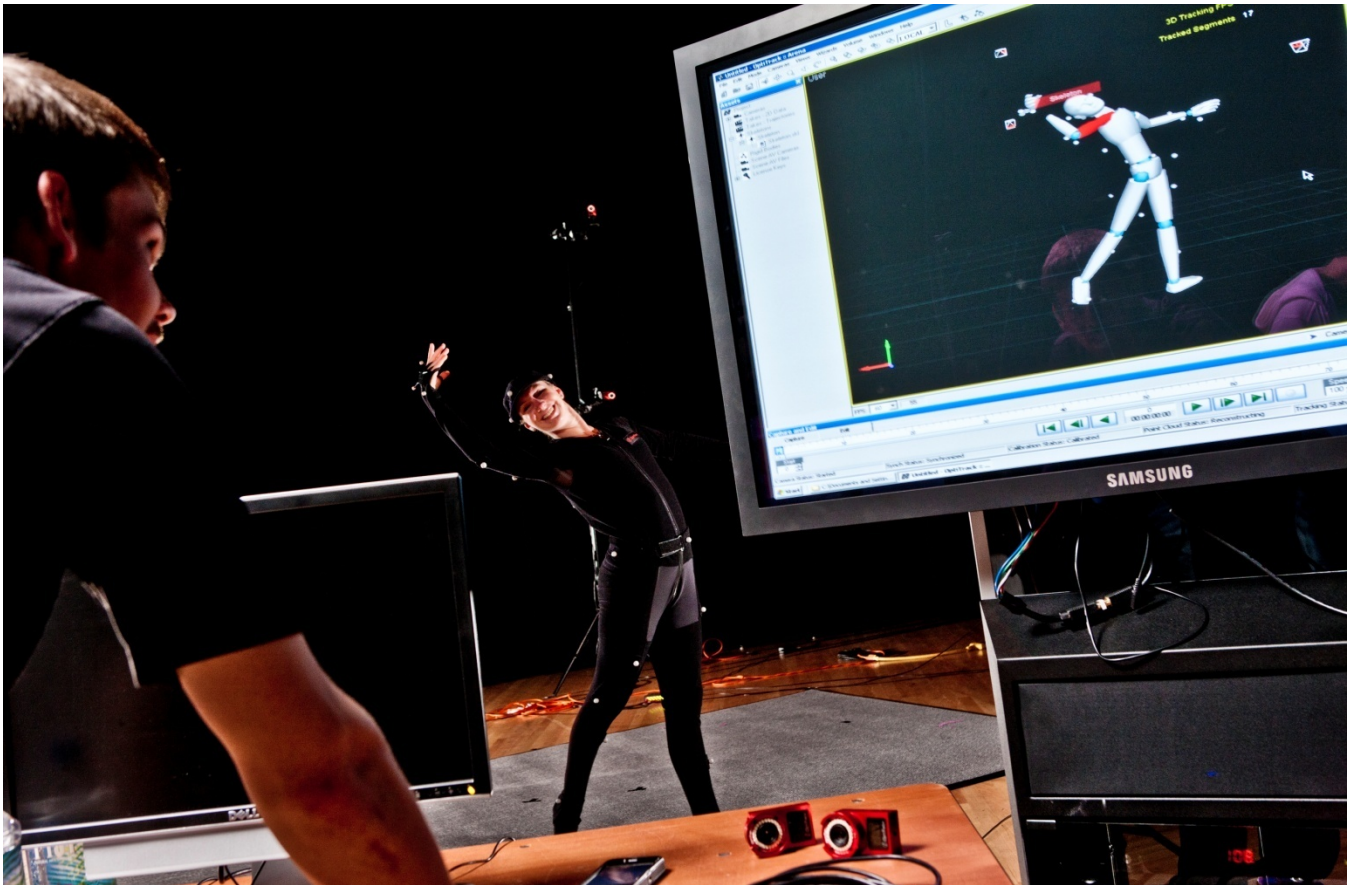
Upon successful completion of the creative project/thesis, the student must submit two copies, one for the university library and one for the College of International Communication.

GRADUATE CERTIFICATE IN DIGITAL ANIMATION

The Graduate Certificate in Digital Animation consists of 18 credits of graduate course work that comprise theories, concepts and practices of animation. The required courses correspond to courses in the Digital Animation specialization in the M.S. in Communication and Media. Students enrolled in the Media Studies and Practice specialization in the M.S. in Communication and Media program or who have completed the latter are eligible to enroll in the Graduate Certificate in Digital Animation program. Students who hold master's degrees in other academic areas and/or students who hold a bachelor's degree from an accredited institution must meet the graduate admission standards for the M.S. in Communication and Media.

CERTIFICATE IN DIGITAL ANIMATION **18 CREDITS**

___GVC 540	ADVANCED COMPUTER MODELING FOR ANIMATION	3
___GVC 545	ADVANCED COMPUTER ANIMATION	3
___GVC 560	GRADUATE ANIMATION PRACTICUM I	3
___GVC 565	GRADUATE ANIMATION PRACTICUM II	3
___GVC 590	CREATIVE PROJECT SEMINAR I	3
___GVC 595	CREATIVE PROJECT SEMINAR II	3



CONSERVATORY OF MUSIC

MISSION STATEMENT

The mission of the Conservatory of Music at Lynn University is to provide high-quality professional education for gifted young musicians and set a superior standard for music education worldwide. Primary among the goals of the Conservatory is the nurture and education of the student body with a thorough attention to musicianship, artistry and skills needed to be competitive in the field of music performance. The aim is to train instrumental music students of high achievement through intensive programs of study in order to prepare them for performance careers. In addition, the Conservatory of Music offers a major in music composition. The Conservatory faculty forms a community of exceptionally accomplished and dedicated individuals striving toward similar goals. The artist-faculty maintain active performance careers and bring their experience and expertise to the aspiring student body.

The Conservatory offers baccalaureate and post-baccalaureate level programs of study to music students who have previous extensive preparation in musical performance and/or composition. The program focuses on rigorous, professional instruction and offers a full and progressive curriculum leading to the Bachelor of Music degree, Professional Performance Certificate or Master of Music degree. Students are selected for enrollment from across the United States and globally through a stringent audition process. Artistic talent and ability, along with potential for growth, are the primary criteria for admission. Following are the requirements for obtaining post-baccalaureate degrees from the Conservatory:

GRADUATE PROGRAM

MASTER OF MUSIC (M.M.)

Graduate Admission Standards for M.M. in Music
Students are required to meet the following prerequisites for admission to the program:

1. A bachelor's degree from an accredited institution.
2. Official undergraduate transcripts.
3. Two Conservatory recommendation forms.
4. An audition for performance and instrumental collaborative piano majors; a portfolio of three original compositions and, if available, recordings for composition majors.
5. For international students who have not graduated from an accredited undergraduate institution in the United States, a satisfactory TOEFL score (550 paper-based, 213 computer-based or 80 internet-based) along with an International Transcript Evaluation and a course equivalency report must be provided.

MAJOR: PERFORMANCE

This is a two-year program of study at the post-baccalaureate level for students of piano, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, bass trombone, tuba, harp or percussion**.** Students will hone their technical skills, expand their repertoire, acquire performance experience and develop the ability to communicate an artistic vision. Each student will have the opportunity to bring his/her talent to fruition through extensive performance experiences and through expanded theoretical and historical knowledge. Academic and practical training will provide comprehension, application and synthesis of knowledge.

The Master of Music degree in Performance is designed to prepare each candidate for a variety of music and music-related professions. Its purpose is to train the graduate student and to provide this student with the tools needed to attain professional competence and specialization in the area of performance.

M.M. Degree in Performance Completion Requirements

1. Complete the degree in four calendar years from the date on a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA**.**
3. Complete 36 credits of music courses, including four semesters of applied music study (16 credits, 20 credits for pianists), four academic music courses (12 credits), four semesters of Performance Forum (0 credit), various performance requirements (a full recital, a concerto performance, a chamber work performance – each 0 credit), participate in two January Terms (0 credit) and pass a comprehensive exam (0 credit) given near the conclusion of degree study. String, wind, brass, harp and percussion students are required to complete four semesters of large ensemble (4 credits), four semesters of small ensemble (4 credits) and perform a mock audition (0 credit). Piano students are required to complete four semesters of small ensemble (4 credits) and perform a sight reading jury for pianists (0 credit).
4. Pass proficiency exams in music history and music theory.

M.M. IN PERFORMANCE

GENERAL MUSIC REQUIREMENTS		**16 CREDITS**
MUG 580	MUSIC ENTREPRENEURSHIP	3*
MUH 530	BIBLIOGRAPHY AND RESEARCH SKILLS	3*
MUR 501	PERFORMANCE FORUM	0
MUR 600	GRADUATE RECITAL	0
MUR 601	COMPREHENSIVE EXAM	0
MUS 511	SMALL ENSEMBLE	4
MUH 500+	MUSIC HISTORY ELECTIVE	3
MUT 570	ANALYTICAL TECHNIQUES OF MUSIC	3
FOR STRINGS, WINDS, BRASS, HARP & PERCUSSION		**20 CREDITS**
MUS 501	APPLIED INSTRUMENT: MM	16
MUS 521	LARGE ENSEMBLE	4
MUS 525	ORCHESTRAL REPERTOIRE (Winds, Brass & Percussion only)	0
FOR PIANISTS		**20 CREDITS**
MUS 501	APPLIED INSTRUMENT: MM	20
		TOTAL CREDITS: 36

* For pianists only: MUG 529 **or** MUP 525 may be substituted for MUG 580**.**

MAJOR: INSTRUMENTAL COLLABORATIVE PIANO

This is a two-year program of study at the post-baccalaureate level for students of collaborative piano. Students will pursue advanced studies in instrumental collaboration through extensive practical experience in both the studio and on stage through a practicum divided evenly between strings (one year) and woodwinds, brass and percussion (one year). Weekly applied lessons, chamber coachings, seminar participation and a bi-monthly studio class compliment coursework in piano literature, pedagogy and other music academics providing the student with the tools needed to attain professional competence and specialization in the area of instrumental collaboration.

M.M. Degree in Collaborative Piano Completion Requirements

1. Complete the degree in four calendar years from the date on a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA.
3. Complete 36 credits of music courses, including four semesters of applied music study (12 credits), four semesters of small ensemble (4 credits)**,** one academic music course (3 credits), collaborative piano courses (14 credits), Piano Pedagogy (3 credits), a sight reading jury for pianists (0 credit), four semesters of Performance Forum (0 credit), two full student collaborative recitals (0 credit)**,** participate in two January Terms (0 credit) and pass a comprehensive exam (0 credit) given near the conclusion of degree study.
4. Pass proficiency exams in music history and music theory.

M.M. IN INSTRUMENTAL COLLABORATIVE PIANO

MUS 501	APPLIED INSTRUMENT: MM	12
MUP 526	ADVANCED COLLABORATIVE PIANO LITERATURE I	2
MUP 527	ADVANCED COLLABORATIVE PIANO LITERATURE II	2
MUP 529	PIANO PEDAGOGY	3
MUP 601	SEMINAR IN COLLABORATIVE PIANO I	1
MUP 602	SEMINAR IN COLLABORATIVE PIANO II	1
MUP 603	COLLABORATIVE PIANO: PRACTICUM	8*
MUR 501	PERFORMANCE FORUM	0
MUR 600	GRADUATE RECITAL	0 **
MUR 601	COMPREHENSIVE EXAM	0
MUS 511	SMALL ENSEMBLE	4
MUG, MUH, MUT 500+	MUSIC ACADEMIC ELECTIVE	3***

TOTAL CREDITS: 36

Juries are held in the spring semester and collaborative piano students are required to participate in one jury during their degree program.

* M.M. students: Five documented hours per week. Candidates will complete two semesters of string practicum and one each of woodwinds and bras/percussion in no predetermined order. Assignments will include participation in lessons, master classes and studio class as assigned by teacher.

**Students will be required to perform two complete student collaborative recitals.

***Music Academic Electives may be selected from the following courses: MUG 580 Music Entrepreneurship, MUH 530 Bibliography and Research Skills, MUH 562, 563, 566, 568 Seminars in Music History (various topics) and MUT 570 Analytical Techniques of Music.

MAJOR: COMPOSITION

This is a two-year program of study at the post-baccalaureate level for students of music composition. Students will pursue advanced studies in composition through private study and will complement this study with graduate-level course work in music theory, music history and other music electives. The Master of Music degree in Composition is designed to train and provide the graduate student with the tools needed to attain professional competence and specialization in the area of composition and to continue graduate studies at the doctoral level.

M.M. Degree in Composition Completion Requirements

1. Complete the degree in four calendar years from the date on a student's initial registration or be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA.
3. Complete 36 credits of music courses, including four semesters of applied music-composition study (16 credits), four academic music courses (12 credits), four semesters of Performance Forum (0 credit), music electives (8 credits), a full recital of original compositions, participate in two January Terms (0 credit) and pass a comprehensive exam (0 credit) given near the conclusion of degree study.
4. Pass proficiency exams in music history and music theory.

M.M. IN COMPOSITION

MUS 501	APPLIED INSTRUMENT: MM	16
MUG 580	MUSIC ENTREPRENEURSHIP	3
MUH 530	BIBLIOGRAPHY AND RESEARCH SKILLS	3
MUR 501	PERFORMANCE FORUM	0
MUR 600	GRADUATE RECITAL	0
MUR 601	COMPREHENSIVE EXAM	0
MUH 500+	MUSIC HISTORY ELECTIVE	3
MUT 570	ANALYTICAL TECHNIQUES OF MUSIC	3
MU- 500+	GRADUATE MUSIC ELECTIVES	8

TOTAL CREDITS: 36

GRADUATE CERTIFICATE PROGRAM

PROFESSIONAL PERFORMANCE CERTIFICATE (PPC)

This is a two-year program of study at the post-baccalaureate level for students of piano, instrumental collaborative piano, violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, trumpet, French horn, trombone, bass trombone, tuba, harp or percussion, with primary focus on advanced performance and the preparation of students for the professional world. The requirements for completion of this program include intensive applied study with specific performance requirements encompassing recitals, concerti, orchestral excerpts and chamber music, four semesters of Performance Forum (0 credits) and four semesters of the January Term (0 credit). In addition, students enrolled in the Professional Performance Certificate program fulfill their remaining performance requirements in a preferred area of specialization (i.e., solo, chamber music, orchestral or a combination of these). Entrance to the Professional Performance Certificate program is limited to those who have completed a Bachelor of Music in Performance degree or an approved equivalent course of study and who pass an entrance audition on their major instrument.

GENERAL MUSIC REQUIREMENTS — 4 CREDITS

MUS 511	SMALL ENSEMBLE	4
MUR 501	PERFORMANCE FORUM	0
MUR 600	GRADUATE RECITAL	0*

FOR STRINGS, WINDS, BRASS, HARP & PERCUSSION — 20 CREDITS

MUS 601	APPLIED INSTRUMENT: PPC	16
MUS 521	LARGE ENSEMBLE	4
MUS 525	ORCHESTRAL REPERTOIRE (Winds, Brass & Percussion only)	0

FOR PIANISTS — 16 CREDITS

MUS 601	APPLIED INSTRUMENT: PPC	16

FOR INSTRUMENTAL COLLABORATIVE PIANISTS — 22 CREDITS

MUS 601	APPLIED INSTRUMENT: PPC	12
MUP 601	SEMINAR IN COLLABORATIVE PIANO I	1
MUP 602	SEMINAR IN COLLABORATIVE PIANO II	1
MUP 603	COLLABORATIVE PIANO: PRACTICUM	8

STRINGS, WINDS, BRASS, HARP & PERCUSSION TOTAL CREDITS: 24
PIANO TOTAL CREDITS: 20
INSTRUMENTAL COLLABORATIVE PIANO TOTAL CREDITS: 26

*Students specializing in Instrumental Collaborative Piano will be required to perform three collaborative recitals.

Chapter IX.

Undergraduate and Graduate Course Descriptions

Undergraduate Course Designation Guide

ACC	Accounting
AFS	Air Force Studies
AVM	Aviation Management
BUS	Business
CMS	Computer Management Systems
COM	Communication/Mass Communication
CRJ	Criminal Justice
DBRA	Dialogue of Belief and Reason With An American Focus
DBRAE	Dialogue of Belief and Reason With An American & English Focus
DBRG	Dialogue of Belief and Reason With A Global Focus
DBRGE	Dialogue of Belief and Reason With A Global & English Focus
DBRO	Dialogue of Belief and Reason With No Focus
DJCA	Dialogue of Justice and Civic Life With An American Focus
DJCAE	Dialogue of Justice and Civic Life With An American & English Focus
DJCG	Dialogue of Justice and Civic Life With A Global Focus
DJCGE	Dialogue of Justice and Civic Life With A Global & English Focus
DJCO	Dialogue of Justice and Civic Life With No Focus
DQR	Dialogue of Quantitative Reasoning
DSL	Dialogue of Scientific Literacy
DSSA	Dialogue of Self and Society With An American Focus
DSSAE	Dialogue of Self and Society With An American & English Focus
DSSG	Dialogue of Self and Society With A Global Focus
DSSGE	Dialogue of Self and Society With A Global & English Focus
DSSO	Dialogue of Self and Society With No Focus
ECE	Early Childhood Education
EDM	Emergency Disaster Management
EDU	Education
ENG	English
ESE	Exceptional Student Education
ESL	ESOL
GVC	Graphic and Visual Communication
HA	Hospitality Management
HIS	History
HS	Human Services
HUM	Humanities
INB	International Business
INT	International Internship
IRPS	International Relations/Political Science
LAN	Language
LDR	Leadership
MAT	Mathematics
MKT	Marketing
MUG	Music General
MUH	Music History
MUP	Music for Pianists
MUR	Music Recitals/Performances
MUS	Applied Music/Ensembles
MUT	Music Theory
PSY	Psychology
SCI	Science
SOC	Sociology

Graduate Course Designation Guide

CJA	Criminal Justice Administration
COM	Communication and Media
EDL	Educational Leadership
EDU	Education
ESE	Exceptional Student Education
ESL	ESOL
EPA	Emergency Planning and Administration
HA	Hospitality Administration
LDR	Leadership
MBA	Master of Business Administration
MS	Master of Science
MUG	Music General
MUH	Music History
MUP	Music for Pianists
MUR	Music Recitals/Performances
MUS	Applied Music/Ensembles
MUT	Music Theory
PSY	Psychology
RES	Research
SAM	Sports and Athletics Administration

Course Number Guide

The first (left-hand) digit of the course number has the following significance:

Freshman Courses	100 Level (lower division courses)
Sophomore Courses	200 Level (lower division courses)
Junior Courses	300 Level (upper division courses)
Senior Courses	400 Level (upper division courses)
Master Level Courses	500 – 700 Level

COURSE DESCRIPTIONS

ACC 201 ACCOUNTING FOR FINANCIAL REPORTING 3 CREDITS
A study of the fundamental principles and procedures of accounting as applied to sole proprietorships, partnerships and corporations. Emphasis is on the accounting cycle, asset valuation, income determination and preparation of financial statements. Advisory note: Students receiving a grade less than C may experience academic difficulty in ACC 202.

ACC 202 ACCOUNTING FOR DECISION MAKING 3 CREDITS
The study of managerial or cost accounting concepts and techniques with applications to planning and control. Emphasis is on cost-profit-volume analysis, branch accounting, variable and absorption costing, cash flows, budgets and statement analysis. Prerequisite: ACC 201.

AFS 100 FOUNDATIONS OF THE U.S. AIR FORCE 1 CREDIT
This course is designed to show the potential Air Force officer what role today's Air Force plays in the defense of our nation, what role they can fill in today's Air Force, and finally what the Air Force offers them both today in AFROTC and later, should they choose the Air Force as a profession after AFROTC.

AFS 101 FOUNDATIONS OF THE U.S. AIR FORCE 1 CREDIT
A continuation of AFS 100. Prerequisite: AFS 100. Offered: Spring.

AFS 200 EVOLUTION OF USAF AIR/SPACE POWER 1 CREDIT
This course is designed to examine general aspects of air and space power through a historical perspective. It will cover the time period from the first balloons and dirigibles to the space-age global positioning systems to the Persian Gulf War. Historical examples will be provided to extrapolate the development of Air Force capabilities and missions to demonstrate the evolution of what has become today's U.S. Air Force air and space power.

AFS 201 EVOLUTION OF USAF AIR/SPACE POWER 1 CREDIT
A continuation of AFS 200. Prerequisite: AFS 200. Offered: Spring.

AFS 300 LEADERSHIP AND MANAGEMENT 3 CREDITS
This is a survey course designed to give cadets an overview of the subject; it is not a content course. Covered are listening, speaking and writing skills in the peculiar Air Force format. Additionally, students will be expected to comprehend various aspects of Air Force leadership, individual leadership, Air Force officers' duties and responsibilities, as well as how to apply concepts of ethical behavior.

AFS 301 LEADERSHIP AND MANAGEMENT 3 CREDITS
A continuation of AFS 300. Prerequisite AFS 300. Offered: Spring.

AFS 400 NATIONAL SECURITY POLICY 3 CREDITS
Focus is on the examination of the national security process, regional studies, advanced military justice, civilian control of the military, preparation for active duty and current issues affecting military professionalism.

AFS 401 NATIONAL SECURITY POLICY 3 CREDITS
A continuation of AFS 400. Prerequisite AFS 400. Offered: Spring.

AVM 102 AVIATION HISTORY 3 CREDITS
A survey of the entire spectrum of aviation—its evolution from balloons to supersonic transports and space travel, its contemporary situation and problems, as well as its potential.

AVM 120 PRIMARY FLIGHT THEORY AND TRAINING, SOLO 3 CREDITS
Provides the student with the theoretical knowledge and practical skills to meet all FAA requirements for solo flight under FAR Part 141 in a single-engine, land class airplane. Lab fee: $100.

AVM 121 PRIMARY FLIGHT THEORY AND TRAINING, PPL 3 CREDITS
Provides the student with the theoretical knowledge and practical skill to complete all FAA written, oral and flight training requirements for the award of the Private Pilot License for single-engine, land class aircraft as required under FAR Part 141. Lab fee: $100. Prerequisite: AVM 120.

AVM 220 INSTRUMENT FLIGHT THEORY AND TRAINING, BASIC 3 CREDITS
Instrument flight theory and training accomplished in compliance with FAR Part 141 that prepares the student to accomplish a ground and flight progress check covering basic attitude instrument flying and basic instrument navigation. Lab fee: $100. Prerequisite: AVM 121.

AVM 221 INSTRUMENT FLIGHT THEORY AND TRAINING, ADVANCED 3 CREDITS
Advanced instrument flight theory and training accomplished in compliance with FAR Part 141 that prepares the student for the FAA written, oral and flight training leading to the instrument rating. Lab fee: $100. Prerequisite: AVM 220.

AVM 226 AVIATION WEATHER 3 CREDITS
A study of atmospheric phenomena, weather principles, forecasting techniques and weather information dissemination as they relate to and impact flight operations.

AVM 230 COMMERCIAL FLIGHT THEORY 3 CREDITS
Provides the required flight theory and prepares the student for the FAA written and oral tests for the commercial pilot certificate. Prerequisite: AVM 221, or instrument rating. Lab fee: $100.

AVM 231 COMMERCIAL FLIGHT TRAINING 1 CREDIT
Completes the required flight knowledge and skills and prepares the student for the FAA flight test leading to the commercial pilot certificate. Prerequisite: AVM 230 or instrument rating.

AVM 250 AVIATION SAFETY AND HUMAN FACTORS 3 CREDITS
A study of the physiological, psychological and physical factors that directly affect air operations and flight safety. Included are reviews and discussions of safety parameters and aircraft accidents and incidents that reflect human factor involvement.

AVM 310 FLIGHT INSTRUCTION METHODS AND PROCEDURES 4 CREDITS
Methodology and requirements of flight instruction that prepare the student for the FAA flight instructor's examination. Flight training and successful completion of all training requirements for the commercial flight instructor's ratings are involved. Lab fee: $30.

AVM 330 AIR TRANSPORTATION INDUSTRY 3 CREDITS
An overview of the contemporary air transportation industry, both domestic and foreign, including the industry's evolution, structure, regulation, administration, aircraft and its future.

AVM 331 AVIATION REGULATION AND LAW 3 CREDITS
A study of the evolution of aviation regulation and law that together govern air transportation and the aviation industry. Included are certain sections of current Federal Aviation Regulations (FARs), landmark court cases that have significantly affected air travel and various conventions and agreements by which domestic and international air transportation are governed.

AVM 346 FIXED-BASE OPERATIONS MANAGEMENT 3 CREDITS
An analysis of all aspects of fixed-base operations, including flight training, charters and rentals, contract services, transient flight operations, and community relations. Study also will include an overview of the contemporary air transportation industry, both domestic and foreign, including the industry's evolution, structure, regulation, administration and its aircraft.

AVM 441 AIRLINE AND AIRPORT OPERATIONS MANAGEMENT 3 CREDITS
An analysis of the application of contemporary management techniques of the airline and airport industries. Included are management functions, current issues, domestic and foreign operations, domestic and foreign regulations, aircraft selection, labor

relations, airport master plans and strategic planning. The course will include a major student project.

AVM 471 AIRLINE EMERGENCY CABIN TRAINING 3 CREDITS
At the completion of this course, students will have a basic understanding of airline emergency situation procedures and demonstrate the ability to make appropriate responses. Includes 30 hours of classroom instruction and 15 hours of practical demonstration and practice on aircraft mockups and use of emergency equipment. Prerequisite: Enrollment in the aviation program or approval of the department head.

AVM 472 B-727 PILOT FAMILIARIZATION 3 CREDITS
At the completion of this course, students will have a basic understanding of major B-727 aircraft systems, including Powerplant, Pneumatic, Electrical, Hydraulic, Flight Control, Fuel, Avionics and Instruments. They also will be familiar with preflight planning requirements, to include aircraft limitations and performance, weight and balance computations and use of the National Airspace System. Students are instructed in the location, function and operation of major aircraft systems, including cockpit controls and indications. Includes 45 hours of classroom and part task mockup (PTM) instruction. Prerequisite: AVM 471.

AVM 473 B-727 PILOT SIMULATOR FAMILIARIZATION 3 CREDITS
At the completion of this course students will have basic knowledge and skills for the operation of primary and secondary cockpit controls of the B-727. They will be able to perform normal take-offs and landings, climbs and descents, and turns to headings. They will be able to control the aircraft in both visual and instrument flight conditions. In addition, they will practice and demonstrate basic understanding of steeps turns, approach to stalls, emergency descents, instrument approaches and other advanced maneuvers. They also will experience abnormal and emergency flight situations and demonstrate a basic understanding of appropriate pilot responses. Includes 45 hours of instruction. Includes 20 hours in a full flight simulator (motion and visual). Ten hours will be pilot-in-command (PIC) instruction while occupying the captain position and 10 hours will be support duties from the first officer position, or as an observer. In addition, each four-hour simulator session will include a one-hour briefing and a one-hour debriefing. Prerequisite: AVM 472.

AVM 474 B-737 PILOT FAMILIARIZATION 3 CREDITS
At the completion of this course, students will have a basic understanding of major B-737 aircraft systems, including Powerplant, Pneumatic, Electrical, Hydraulic, Flight Control, Fuel, Avionics and Instruments. They also will be familiar with preflight planning requirements, to include aircraft limitations and performance, weight and balance computations and use of the National Airspace System. Includes 45 hours of classroom and part task mockup (PTM) instruction. Students are instructed in the location, function and operation of major aircraft systems, including cockpit controls and indications.

AVM 475 B-737 PILOT SIMULATOR FAMILIARIZATION 3 CREDITS
At the completion of this course, students will have basic knowledge and skills for the operation of primary and secondary cockpit controls of the B-737. They will be able to perform normal take-offs and landings, climbs and descents and turns to headings. They will be able to control the aircraft in both visual and instrument flight conditions. In addition, they will practice and demonstrate basic understanding of steep turns, approach to stalls, emergency descents, instrument approaches and other advanced maneuvers. They also will experience abnormal and emergency flight situations and demonstrate a basic understanding of appropriate pilot responses. Includes 45 hours of instruction. Includes 20 hours in a full flight simulator (motion and visual). Ten hours will be pilot-in-command (PIC) instruction while occupying the captain position, and ten hours will be support duties from the first officer position, or as an observer. In addition, each four-hour simulator session will include a one-hour briefing and a one-hour debriefing. Prerequisite: AVM 474.

AVM 476 B-747 PILOT FAMILIARIZATION 3 CREDITS
At the completion of this course, students will have a basic understanding of major B-747 aircraft systems, including Powerplant, Pneumatic, Electrical, Hydraulic, Flight Control, Fuel, Avionics and Instruments. They also will be familiar with preflight planning requirements, to include aircraft limitations and performance, weight and balance computations and use of the National Airspace System. Includes 45 hours of classroom and part task mockup (PTM) instruction. Students are instructed in the location, function and operation of major aircraft systems, including cockpit controls and indications.

AVM 477 AIRLINE TRANSPORT PILOT (ATP) CERTIFICATE 3 CREDITS
This course will result in attaining the Airline Transport Pilot (ATP) certificate. Lynn University is authorized under our FAR Part 142 certificate to provide ATP training. The syllabus is FAA approved. Lynn students will receive academic credit for this work. A student may take the ATP credit or the 737 familiarization credit, but not both. Prerequisites: FAA Commercial License and 1500 flying hours. A lab fee is required.

AVM 481 AVIATION SEMINAR 3 CREDITS
A series of discussions and an analysis of contemporary management problems in aviation. Individual student research and reports are required. Prerequisite: Permission of advisor/dean.

AVM 482 AIR TRAFFIC BASICS 3 CREDITS
Every day, thousands of Air Traffic Controllers across the country work tirelessly to ensure the safe flow of traffic throughout the National Airspace System. This course, Air Traffic Basics, is designed to expose students to this dynamic and rewarding career path. Upon completion of the course, students will be prepared to take the AT-SAT air traffic control entrance exam. The test is administered at various times throughout the year by the FAA.

BUS 101 APPAREL INDUSTRY 3 CREDITS
An examination of the scope of fashion industry opportunities. The production and distribution of fashion products are explored, leading to an awareness of interaction of various aspects of the industry.

BUS 170 MICROECONOMICS 3 CREDITS
Introduces the student to the basic principles of microeconomics, which are concerned with the interrelationship of individual business firms, industries, consumers, workers and other factors of production that comprise a modern economy.

BUS 171 MACROECONOMICS 3 CREDITS
Introduces the student to the basic principles of macroeconomic concepts and their importance in our economy. Concepts include national income, total consumption, total investment and the influence of the nation's economy upon contemporary social problems.

BUS 240 RETAIL BUYING 3 CREDITS
The course focuses on the role of the buyer in the retail organization and on buying techniques in the planning, obtaining and controlling of merchandise assortments. Consumer buying motivations are analyzed in terms of implications for retail buying. Prerequisite: BUS 101 and DQR 100.

BUS 255 FUNDAMENTALS OF E-BUSINESS 3 CREDITS
This course provides an overview of electronic business, the Internet, the World Wide Web and enabling technologies. The course explores how today's advanced technologies impact business systems and processes. It also discusses connectivity and the relationship between the organization and its constituencies, which may include customers and suppliers, among others. It also will address corporate, national and global information infrastructures. Additionally, this course will cover important peripheral matters such as auditing procedures, risks, ethics, privacy, and legal and security issues.

BUS 270 MANAGING ORGANIZATIONS 3 CREDITS
Introduction to the basic concepts of organizational management. Emphasis is on analysis of managerial functions and organizational behavior factors that influence effective management.

BUS 297 INDEPENDENT STUDY 1-3 CREDITS

BUS 300 FASHION EVENTS MANAGEMENT 3 CREDITS
Fashion events and their role in retail sales are examined. Course requirements include research, analysis and forecasting of fashion trends and presentation of fashion events. Individual projects are required, including detailed plans for a fashion event. Group projects are also incorporated in the course, including community contacts with local apparel firms. Prerequisites: BUS 101, BUS 240, MKT 250.

BUS 310 SMALL BUSINESS MANAGEMENT 3 CREDITS
A study of how small businesses and entrepreneurial ventures are started. The course concentrates on formulating a basic understanding of small businesses and new business ventures. Particular emphasis is given to recognizing and evaluating new opportunities and on how to begin gathering resources for opportunities that prove viable. Prerequisites: BUS 270.

BUS 311 FINANCIAL MANAGEMENT 3 CREDITS
Covers the theories, practices, procedures and problems involved in modern corporate financial management and financial analysis common to investment and business financial management decisions, with special attention paid to the analysis of corporate equity and debt securities.

BUS 316 RETAILING MANAGEMENT 3 CREDITS
Study of organization and operation of retail establishments from a management perspective. Topics include customer service, information systems, staffing and managing responsibilities. Prerequisites: BUS 101.

BUS 321 INVESTMENTS 3 CREDITS
The role of investment banking in the financial organization is covered, along with investment banking houses, relations of investment banking to other financial institutions, regulation of investment banking and the security markets and current problems and developments in investment banking. Prerequisites: BUS 311.

BUS 322 STATISTICS FOR BUSINESS AND ECONOMICS 3 CREDITS
A conceptual introduction to the field of statistics and its many applications, particularly in the fields of business and economics. Topics include descriptive statistics, probability distributions, sampling, hypothesis testing, regression analysis and statistics methods for quality control. Prerequisite: DQR 200 and CMS 350.

BUS 350 HUMAN RESOURCE MANAGEMENT 3 CREDITS
A comprehensive study of the practice of modern manpower management. Areas of concentration include employee recruitment, placement and development; performance appraisal techniques; comprehensive systems; employee benefits design; and training program design and evolution. Prerequisite: BUS 270.

BUS 370 BUSINESS – SPECIAL TOPICS 3 CREDITS
A course that will explore different areas of business. Topics may include specific industries, organizational behavior, legal aspects, finance, management strategies and e-commerce. Prerequisite: BUS 270. Can be repeated for credit as topics change.

BUS 397 INDEPENDENT STUDY 1-3 CREDITS

BUS 371 FASHION INDUSTRY TOUR 3 CREDITS
Held in a fashion center, this seminar consists of an orientation to the city and seminars in a variety of areas by professionals in the field of sales, apparel design, fashion retail, advertising, apparel manufacturing and journalism. The offering provides an overview of the fashion industry at work. Discussion and required written projects focus on current topics of concern to the primary and secondary markets and retailers. Enrollment is limited. Prerequisites: Completed 60 credits and permission of the instructor.

BUS 372 THE LEGAL ENVIRONMENT OF BUSINESS 3 CREDITS
This course addresses the legal and ethical assumptions of laws and administrative rules and procedures that affect the management process. Prerequisite: BUS 270.

BUS 411 MANAGING APPAREL PRODUCT DEVELOPMENT 3 CREDITS
Topics include analysis of design and construction methods, CAD techniques, global sourcing, apparel manufacturing processes, quality control and management of apparel production. Student projects required. Prerequisites: Senior Standing.

BUS 425 OPERATIONS MANAGEMENT 3 CREDITS
Survey and analysis of the various quantitative tools and techniques used to make strategic and tactical decisions to increase productivity in the manufacturing and service sectors. Topics include linear programming, forecasting, decision analysis, scheduling, quality and inventory management. A basic understanding of college level algebra is required, as well as simple spreadsheet (EXCEL) skills. Prerequisites: BUS 322 and CMS 350.

BUS 435 PROJECT MANAGEMENT 3 CREDITS
Overview of the concepts, practices and quantitative techniques necessary to manage interrelated tasks and resources necessary to successfully complete a project. Topics will include all phases of the project life cycle, planning and control and project personnel management. Project simulations and Microsoft Project will be used throughout the course.

BUS 446 ENTREPRENEURSHIP, CREATIVITY AND ETHICS 3 CREDITS
Course content explores historical and external forces that impact entrepreneurial efforts in business enterprises. Emphasis will be on the role of government as it influences business goals, structures and operations of U.S. enterprises. Legal and regulatory constraints as well as political, social and technological factors that influence managerial/nonmanagerial behavior in the firm and the firm's impact on society will be discussed. Prerequisites: ACC 202 and MKT 250.

BUS 460 BUSINESS STRATEGY 3 CREDITS
Theory and practice of determining and implementing policy. Actual case studies of business organizations, including the determination of top-level company policy in such functional areas as finance, marketing and production are studied. Prerequisite: Senior business majors only.

BUS 480 APPAREL INDUSTRY SEMINAR 3 CREDITS
A capstone course for fashion students to integrate merchandising, management, design production and marketing topics in preparation for employment in the industry. Guest speakers are incorporated. Student presentations required. Prerequisites: Senior standing.

BUS 495 INTERNATIONAL STUDY ABROAD PROGRAM 6 CREDITS
A four- to five-month internship in the student's area of study will be conducted through a partner university or college. The partnership schools (for example, Lynn University's sister campus in Dublin, Irish American University; Katoh Schools and Fuji Phoenix College in Gotemba, Japan; and École Condé in Lyon, France) cooperate with Lynn University in the administrative and academic support of each other's students in their respective countries. The study abroad program offers language and other appropriate area study courses, plus living accommodations and, where possible, work assignments in local community businesses. The study abroad program is mentored by a business faculty member. This experience provides the opportunity for the student to live and develop in another country both socially and academically. Participation in the study abroad program requires that a sufficient number of concentration courses plus other language requirements be met to the satisfaction of the College of Business and Management. Prerequisite: Permission of advisor or dean.

BUS 497 INDEPENDENT STUDY 1-3 CREDITS

BUS 498/499 BUSINESS INTERNSHIPS 3-6 CREDITS
Opportunity for business students to gain on-the-job experience through an internship placement. Prerequisites: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval. Offered: Fall, Spring, Summer.

CJA 540 TERRORISM: ITS EFFECT ON CRIMINAL JUSTICE AND EMERGENCY PLANNING 3 CREDITS
This course is designed to prepare students with the necessary basic theoretical knowledge and ability to reasonably analyze the fundamental principles involved in political terrorism. Students will examine a variety of events, ranging from low-level threats and acts of violence, which may represent significant risk to human life and property to large-scale acts of violence involving weapons of mass destruction that may have devastating, long-term effects.

CJA 608 ETHICS IN THE ADMINISTRATION OF JUSTICE 3 CREDITS
This course conducts an inquiry into the principles of justice and ethics as they relate to the administration of criminal justice in contemporary American society. Students are immersed in a compendium of ethical theory and relate theory to an in-depth analysis of the diverse ethical issues encountered in the criminal justice profession. Using a case study approach, students examine diverse ethical theories and apply them to such topics as discretion, investigations, prosecutions, incarceration, use of deadly force, misconduct across the criminal justice spectrum, civil disobedience, undercover operations and privacy.

CJA 636 SEMINAR IN CIVIL RIGHTS AND CIVIL LIBERTIES 3 CREDITS
Analyzes the legal, philosophical and social interests surrounding issues of freedom, liberty and the fundamental rights granted by the Constitution of the United States. Freedom of speech, assembly, religion and equal treatment before the law are explored.

CJA 656 CONFLICT RESOLUTION IN THE ADMINISTRATION OF CRIMINAL JUSTICE 3 CREDITS
An examination of the theory, research and practice of conflict resolution across the different components of the criminal justice system. Varieties of theory, such as Individual Characteristics Theory, Social Process Theory, Social Structure Theory, Formal Theories and Human Needs Theory are reviewed. Practices such as coercion, negotiating and bargaining, adjudication, mediation and arbitration are examined in light of existing research in the field.

CJA 657 CRIMINAL JUSTICE ADMINISTRATION AND THE COMMUNITY 3 CREDITS
Examines the relationships between criminal justice agencies and the communities they serve. Analyzes various definitions and the nature of community as a concept and relates the roles (real and perceived) of diverse agencies to each community. Reviews how issues of public policy, service provision and victimization are related to how people define themselves and are defined by others on the basis of community.

CJA 659 GLOBAL PERSPECTIVES IN CRIMINAL JUSTICE 3 CREDITS
Examines the law enforcement, judicial and phenological models of different countries throughout the world for analysis of the construction and execution of criminal justice from a global perspective. The course considers the philosophical ideals, varied political histories, nature and dynamics of criminal justice policies as they impact upon the international character of contemporary criminal justice.

CJA 661 YOUTH AND DELINQUENCY 3 CREDITS
Examines the historical treatments of the legal and social constructions of children and youth. Considers the theories, social context, institutional responses and public policies related to juvenile delinquency. Emerging trends in delinquency are compared across continents and diverse criminal justice systems.

CJA 665 GRADUATE PROJECT IN CRIMINAL JUSTICE ADMINISTRATION 3 CREDITS
Culminating graduate projects represent a topic of professional interest selected by the student and approved by the advisor for its relevance and importance in the criminal justice field. In the project, the student must reflect the integration of theory with practice and demonstrate expertise in subject matter. Final projects are presented in a seminar.

CMS 200 COMPUTER APPLICATIONS 3 CREDITS
An introduction to computers and to how they can be used as a tool in business and society. The course prepares the student to understand the many facets associated with the application of computers and provides an opportunity to develop the Microsoft Office skills necessary to utilize computers as a tool in both their professional and personal environments. Lab fee: $30.

CMS 315 MANAGEMENT INFORMATION SYSTEMS 3 CREDITS
An introduction to the concept of information systems and their interaction related to business problems. The course introduces the student to the form of structured information systems and provides a basis for students to specify and develop programs and systems using directed structured analysis and programming methods. Lab fee: $30. Prerequisites: CMS 200 and BUS 270.

CMS 350 SPREADSHEET DESIGN AND APPLICATION 3 CREDITS
Concepts and principles of spreadsheet programs and their use in the manipulation and management of numerical data are explored. The course is directed toward students in all disciplines. Microsoft Excel will be used. Activities in the course include constructing advanced financial spreadsheet models, printing graphs from spreadsheets, searching and sorting spreadsheet databases and automating spreadsheet options with macro programs. Lab fee: $30. Prerequisite: CMS 200.

COM 101 INTRODUCTION TO COMMUNICATION & MEDIA 3 CREDITS
An overview of communication media, encompassing structures, processes, functions and effects. Areas of study include: television, film, sound recording, radio, graphics, drama, animation, photography, journalism, public relations, advertising, Internet media, political communication and human expression.

COM 103 ACTING I 3 CREDITS
This course explores acting as a means of improving communication skills, creativity, imagination and self-expression. The student actor gains practice in applying the theories and techniques of acting in performance.

COM 108 MEDIA LITERACY 3 CREDITS
A study of how individuals can function as better informed media consumers and more accurately interpret media content, including advertising, programming, text and images of newspapers, magazines, radio, television, and film. Examines strategies and tactics employed by commercial media to influence consumers.

COM 110 INTRODUCTION TO JOURNALISM 3 CREDITS
A survey of past, present and future journalistic practices, with an emphasis on professional standards, ethics and the growing role of the Internet.

COM 111 PRESENTATIONAL COMMUNICATION 3 CREDITS
A practical study in effective oral communication across a variety of delivery platforms and media.

COM 113 THEATER APPRECIATION 3 CREDITS
This course provides a broad understanding of the history of the theater and the elements of theatrical production. The course includes an analysis of the structure of a play, the nature of the theater and key historical eras within the development of theater as an art form.

COM 115 INTRODUCTION TO ADVERTISING AND PUBLIC RELATIONS 3 CREDITS
An introduction to the advertising and public relations industries including basic concepts and terminology related to the field. The course focuses on the emergence of the industry and various stages of change in the industry as well as the creation of messages, media planning and strategy.

COM 130 UNDERSTANDING FILM 3 CREDITS
Study of cinema as an art form, a craft and a major commercial industry. Students learn about the language and grammar of cinema, narrative structure, stylistic techniques and the basics of film criticism.

COM 140 AUDIO PRODUCTION 3 CREDITS
Introduction to sound (voice, music, sound effects) in radio, television and motion pictures. An overview of technology and its use in audio recording and editing. Lab fee: $40.

COM 145 TELEVISION PRODUCTION 3 CREDITS
An introductory course exploring the methods and equipment for TV production, including lighting, audio, camera, video switching, control room operation, set design and on-air performance. Projects include producing commercials and newscasts. Lab fee: $40.

COM 150 FILM PRODUCTION 3 CREDITS
This course is an introduction to the basic principles and techniques of fictional narrative motion picture production. Students produce short film projects, emphasizing dramatic development and creative visual storytelling through image composition, camera movement, editing and sound. Lab fee: $40.

COM 203 ACTING II 3 CREDITS
This intermediate course gives the student actor further experience in applying the techniques of acting through in-depth scene study and analysis of comedic and dramatic plays and screenplays. In addition to scene work, the course emphasizes students acquiring greater skills in vocal and physical expression. Prerequisite: COM 103.

COM 206 INTERNET MEDIA 3 CREDITS
This course analyzes key issues, differences and similarities among national media landscapes, media audiences and the impact of new media technologies. Content analysis provides insight into the evolution of media systems.

COM 210 NEWS REPORTING 3 CREDITS
An intermediate level course to sharpen the skills and techniques for news writing and reporting for print or electronic media. Exercises include information gathering and story presentation for all media. Students also study the balance between the rights of an individual and the ethical and moral responsibilities in journalism.

COM 212 PUBLIC RELATIONS PLANNING AND STRATEGY 3 CREDITS
This course provides a theoretical and practical foundation for the study and application of public relations as a management function in the overall organizational strategy and in identification. Analyzes the implications of public relations on management decisions and the constituencies they effect.

COM 221 ORAL INTERPRETATION 3 CREDITS
Narrative, dramatic and lyric modes of interpreting and delivering published material such as poetry, story excerpts and other creative and expository genres, with emphasis on oral presentation techniques.

COM 224 MULTIMEDIA JOURNALISM 3 CREDITS
This course demonstrates how a single story can fulfill its potential through a variety of media platforms, what makes a news story effective and how to recognize the best medium for delivery (the Web, television, radio, newspaper, magazine—or more likely, a combination of all five). Focuses on how to tailor a story in a form appropriate for the Web, print, PDA screen and broadcast. Lab fee: $30.

COM 227 DIGITAL CINEMATOGRAPHY 3 CREDITS
A course designed to acquaint students with the basic elements of pre-visualization and digital cinematographic techniques that are applied in a variety of production platforms. Lab fee: $40.

COM 231 POLITICAL CAMPAIGNS AND THE NEW MEDIA 3 CREDITS
This course introduces students to the range of communication practices in contemporary political campaigns. Integrates political communication theory with practical applications using emergent media technologies. Equips students with entry-level skills for employment in political and public life.

COM 233 WORLD DRAMA 3 CREDITS
A study of dramatic literature from the ancient Greeks to the present, including such dramatists as Sophocles, Shakespeare and Ibsen.

COM 235 FILM HISTORY (1895-1950) 3 CREDITS
An introduction to the historical evolution of motion pictures from a novelty entertainment to an art and industry. Topics include the modest beginning in New York, the move to Hollywood, the rise of the star system, the emergence of the studios, introduction of sound and the beginning of the demise of the studio system in 1948.

COM 241 GROUP COMMUNICATION 3 CREDITS
A study of the theory and practice of group/team communication, emphasizing student participation and development as a group. The course develops skills in group leadership, group participation, group analysis and group management.

COM 243 RADIO-TELEVISION PERFORMANCE 3 CREDITS
History and evolution of the modern media and the communicator's role in media development. Study of voice maintenance. Methods of organizing and delivering broadcast messages, including using mood, pace, force of presentation, inflection, melody, interview and TelePrompTer techniques and appropriate wardrobe and makeup.

COM 255 FILM AND TV EDITING 3 CREDITS
Theories and applications of non-linear video editing, examining the skill, form and concept of post-production techniques. Students learn the art of storytelling through a variety of methods and styles. Topics include narrative film-style editing and montage-style editing used in music videos and commercials. Lectures and laboratory. Lab fee: $40.

COM 263 SCRIPT ANALYSIS 3 CREDITS
The study of scripts from the perspective of a critical analysis of a dramatic work. Perspective and methodology facilitates the identification of dramatic elements, such as genre, style, event, character, architecture, action, obstacle and visual imagery.

COM 280 CONTENT DESIGN 3 CREDITS
This course introduces the student to the methodology of conceptualizing appropriate design for books, magazines, newspapers, Web sites, corporate annual reports and other commercial media.

COM 290 BRANDING 3 CREDITS
This course focuses upon the process of creating and establishing a brand. The complete life-cycle of the brand is studied as well as the profitability of branding.

COM 299 TOPICS IN COMMUNICATION 3 CREDITS
Specialized courses on cinema, various trends in radio, TV and new media or any other topic not covered in the existing courses but relevant to the study of communication and mass media.

COM 300 AUDIO PRACTICUM 3 CREDITS
An independent study of sound recording and its application in radio, television, film or the Internet. Audio projects vary in nature and scope. Prerequisite: COM 140.

COM 301 INTERPERSONAL COMMUNICATION 3 CREDITS
This course examines the nature of the communication process as it occurs in the "one-on-one" (dyadic) context. Emphasizes the impact of socialization on the acquisition of language, beliefs and values, self-concept formation, relationship stages, conflict, etc.

COM 303 ACTING III 3 CREDITS
This advanced course gives the acting student experience in scene analysis and the subtleties of acting required in the performance of the classics of theater on the stage or for film. Classic works covered in the course include the plays of Shakespeare and Chekhov. Acting III furthers the acting student's training in more advanced vocal and physical techniques and expression. Prerequisite: COM 203.

COM 304 INVESTIGATIVE JOURNALISM 3 CREDITS
An examination of the role and practice of investigative reporters, producers and editors, including a review of the history of journalistic investigations that have brought societal and legislative changes in America. Considers ethical and legal responsibilities in investigative journalism, along with the use of hidden cameras, audio intercepts, libel and defamation, misrepresentation, "ambush" interviews and entrapment. Prerequisite: COM 110.

COM 305 MEDIA AND SOCIETY 3 CREDITS
Investigation of social, psychological, political and economic implications of the mass media for a society and its subcultures.

COM 306 ADVANCED TELEVISION PRODUCTION 3 CREDITS
An advanced TV production course that focuses on the principles and techniques of producing studio and on-location programs. Students plan, script, storyboard, record and edit news packages, interviews, and narrative and dramatic programming. Lab fee: $40. Prerequisite: COM 145 and COM 255.

COM 307 ADVANCED FILM PRODUCTION 3 CREDITS
An advanced film production course focused on the creative and technical components of screenwriting, directing/shot selection, cinematography, casting and editing for a five-to-ten-minute narrative continuity film. Lab fee: $40. Prerequisite: COM 150 and COM 255.

COM 310 ONLINE AND PRINT JOURNALISM I 3 CREDITS
Workshop for planning, production and distribution of online and print news media. Students produce and publish Lynn University's student newspaper, the iPulse. Lab fee: $30.

COM 313 THEATRICAL DESIGN AND PRODUCTION 3 CREDITS
Set construction, painting and techniques of mounting and shifting stage scenery. Knowledge of stage and theater terminology is stressed. Lab fee: $40.

COM 315 NARRATIVE WRITING FOR FILM AND TV 3 CREDITS
Art and craft of screenwriting for narrative film or long form television. Students study character development, scene writing and story structure. The final project is a screenplay in a professional format.

COM 320 INTERNATIONAL MEDIA 3 CREDITS
This comparative analysis of media around the world includes an in-depth study of different forms of control, access, ownership, distribution and uses of mass media and the role of international media in communication among and between nations and people.

COM 321 GENDER COMMUNICATION 3 CREDITS
This course examines a variety of relationships between communication and gender. It emphasizes how communication creates and maintains gender and power roles and how communication behaviors reflect, maintain and influence social and political conceptions of gender.

COM 323 HISTORY OF THE THEATER 3 CREDITS
This course surveys the major periods of theater history from the origins of dramatic expression to contemporary drama. The plays of the course will be examined within their historical, social and cultural contexts. The course will focus on key figures—playwrights, actors, directors—as well as the history of the methods of dramatic production. Course work will consist of selected readings, video clips, group research, discussions and creative projects.

COM 325 WRITING FOR RADIO-TV-FILM 3 CREDITS
Art and craft of storytelling as it applies to film, television and radio formats. Students study the foundations for each form and write short original screenplays, sitcoms and documentary scripts.

COM 330 ORGANIZATIONAL COMMUNICATION 3 CREDITS
A study of communication within an organization as well as communicating with clients, competitors and regulatory agencies. Addressed are principles of communication in groups, effective leadership and empowerment as they apply to media organizations.

COM 333 PERFORMANCE TECHNIQUES FOR BUSINESS 3 CREDITS
This course prepares students for business presentations and interviews, providing a unique broadening of business communication through the exploration and understanding of the process of acting. Emphasis on methods that shape a strong business persona and empower the student to effectively present information and concepts.

COM 335 FILM HISTORY (1950–present) 3 CREDITS
Study of the motion picture industry after the decline of the studio system, the rise of independent film production and the interaction with television.

COM 336 HISTORY OF RADIO, TELEVISION, INTERNET MEDIA 3 CREDITS
This course examines the history of radio, television and Internet media through their development, evolution, operation, economics, programming and internal and external control.

COM 340 ADVERTISING WRITING AND DESIGN 3 CREDITS
This course reviews the principles and guidelines established for writing and design of contemporary media advertisements. A practical approach is taken in order to study and execute the creation of ads as well as the planning and development of campaigns. Lab fee: $30.

COM 341 PERSUASION AND PROPAGANDA 3 CREDITS
An analysis of the forces that shape public opinion and spread ideas, including a discussion of the positive and negative aspects of propaganda.

COM 343 DIRECTING THE ACTOR 3 CREDITS
This course covers the skills in the art of theater and film directing through the study of the elements and processes of directing, short scene projects in staging using personal materials and plays from an anthology of contemporary plays, short reports on the work of prominent directors, planning and staging a longer scene from a play, and critiquing the work of others.

COM 345 TELEVISION PRACTICUM 3 CREDITS
Students develop, write, produce and edit special projects for specific clients. Projects vary in nature and scope. Prerequisites: Junior standing and COM 306.

COM 350 COMMUNICATION LAW AND ETHICS 3 CREDITS
Legal and ethical aspects of mass communication practices, including libel law, advertising law, invasion of privacy, copyright and trademark law, First Amendment aspects, the Freedom of Information Act and broadcast regulation.

COM 353 ACTING FOR THE CAMERA 3 CREDITS
This course offers instruction and practice in the techniques of acting for both television and film productions. Emphasis is placed on truthful acting within the medium of the camera. Students study both the practical and artistic issues that must be taken into consideration when acting for the camera, such as continuity problems, hitting their mark, toning down their projection and displacing scenic reality. Students gain knowledge of equipment, terminology and protocol.

COM 355 FILM PRACTICUM 3 CREDITS
Students develop, write, produce and edit a film. Lab fee: $40. Prerequisites: Junior standing, COM 150 and COM 255.

COM 356 MEDIA AESTHETICS 3 CREDITS
A study of aesthetics in media, including video, television, motion pictures and the Internet. Explores the major aesthetic elements—light and color, space, time, and motion and sound—and their use in media.

COM 360 COMMUNICATION THEORIES 3 CREDITS
Discussion of the process of communication theory construction, including a survey of social science paradigms and major humanistic theories of communication.

COM 363 DRAMA PRACTICUM 1 CREDIT
Students participate in a theatrical production through acting, set, costume, lighting and sound design. This course may be repeated twice.

COM 365 MAGAZINE PRODUCTION 3 CREDITS
Study of the nature and types of magazines, their construction, their place in society and in the media industry.

COM 366 ALTERNATIVE TO THE INTERNATIONAL EXPERIENCE 3 CREDITS
This course incorporates interactive assignments and research activities focusing on understanding how culture impacts communication in the international online delivery environment.

COM 370 PROGRAMMING STRATEGIES FOR RADIO, TELEVISION AND INTERNET MEDIA 3 CREDITS
Categories and sources for selecting materials used in radio, television, cable and the Internet to attract, build and sustain the audience.

COM 373 VOICE AND MOVEMENT 3 CREDITS
This course provides students an examination of vocal production and articulation, as well as movement and relaxation methods that pertain to performing as an actor. Students study tools of the craft, such as freeing the body and voice, liberating emotional and creative power and practicing self-discovery through acting. Students analyze poems, scenes and monologues to discover new ways to bring literature to life with the use of their voice and physical body.

COM 375 ADVERTISING, PUBLIC RELATIONS AND SOCIETY 3 CREDITS
This course examines history, organization and the role of advertising and public relations in American society. Advertising and public relations media such as newspapers, magazines, radio, television, cable and the Internet are explored.

COM 380 DOCUMENTARY PRODUCTION 3 CREDITS
An examination of American and international nonfiction film. The study and practice of documentary production from script to screen. Lectures and laboratory. Lab fee: $40.

COM 381 COMMUNICATION ANALYSIS AND CRITICISM 3 CREDITS
This upper-level course studies the skills of communication criticism in social, cultural and political domains of communication. The course interprets the meaning of communication events and social transactions and assesses their significance through rhetorical criticism.

COM 385 ONLINE AND PRINT JOURNALISM II 3 CREDITS
Advanced workshop for planning, production and distribution of online and print news media. Students produce and publish Lynn University's iPulse. Lab fee: $30. Prerequisite: COM 310.

COM 390 PHOTOJOURNALISM 3 CREDITS
Study of pictorial narrative and the process of capturing the critical visual experience. Concentrates on developing the photo essay through digital technology. Lab fee: $30.

COM 393 DRAMATIC THEORY 3 CREDITS
This course examines the major writings in drama theory and criticism. Encompasses the various types of theories of dramatic art, acting, directing and design and places those concepts within their historical and cultural contexts.

COM 399 ISSUES IN COMMUNICATION 3 CREDITS
A variable topic seminar dealing with research and issues in mass communication.

COM 410 FILM THEORY 3 CREDITS
This course examines the basic concepts and core writings that have laid the foundation to contemporary discourse of film theory and criticism. Students analyze theoretical essays that demonstrate the evolution of film theory with an emphasis on its international nature. Prerequisite: COM 130.

COM 421 COMMUNICATION AND SOCIAL CHANGE 3 CREDITS
This course examines the role of language in shaping social, political and cultural institutions in contemporary American society. It looks at how organized collectives can come together to bring about or resist a program of change, especially with the use of new media technologies. The course considers a variety of approaches to studying social change and applies these approaches to both historical and contemporary social movements.

COM 423 THE BUSINESS OF DRAMA 3 CREDITS
This is a final preparatory course for students entering the dramatic industry for film, television and/or theater. Auditioning, networking, union affiliation, fiscal responsibilities, marketing and employment opportunities within the industry are studied.

COM 430 INTERNATIONAL FILM 3 CREDITS
A sociopolitical overview of the development of cinema in Europe, Russia and Asia. Special attention is paid to forms in narrative, structure, genre and aesthetic.

COM 435 MEDIA MANAGEMENT 3 CREDITS
An introduction to the business aspect of the communication industries. Topics include human resource management, marketing, operations management, finance, accounting and ethical concerns in managing a print, broadcast or new media service.

COM 440 PUBLIC RELATIONS PRACTICES 3 CREDITS
This course defines and conceptualizes the history, ethics and techniques for molding and cultivating favorable public opinion through print and non-print mass media. Includes relationships among publicity, public relations and mass media. Prerequisite: COM 115.

COM 450 PROJECTS IN RADIO-TV-FILM PRODUCTION 3 CREDITS
An experiential learning course. Students complete professional quality radio and video productions. Lab fee: $40. Prerequisite: COM 306, COM 307 or COM 300 and 75 credits completed.

COM 451 INTERCULTURAL COMMUNICATION 3 CREDITS
A study of the influence of culture on communication, this course examines worldwide perception and symbols as the basic units of culture and contact, and interaction and behavior as the basic units of communication. The course also offers a professional practicum in research, counseling management and education for the management of productive intercultural relationships and functional intercultural systems.

COM 475 SENIOR COMMUNICATION SEMINAR 3 CREDITS
A capstone course that enables students to apply theoretical and practical knowledge to develop either a research paper or a video or dramatic project that serves as an e-portfolio item. Students complete a comprehensive e-portfolio. Prerequisites: COM 101 or COM 105 and 75 credits completed.

COM 480 DOMESTIC INTERNSHIP 1-6 CREDITS
Practical work experience in a mass communication business such as a radio or television station, production facility, advertising or public relations agency, or serving in program development, production, advertising or marketing. Instructor and sponsor oversee and evaluate student work. Prerequisites: Permission of college internship liaison and/or college approval, COM 101 or COM 105, 2.5 or higher GPA and Senior standing.

COM 485 INTERNATIONAL MEDIA INTERNSHIP 1-6 CREDITS
Practical work experience in an international mass communication business serving in program development, production, advertising or marketing. Instructor and sponsor oversee and evaluate student work. Prerequisites: Permission of college internship liaison and/or college approval, COM 101 or COM 105, 2.5 or higher GPA and Senior standing.

COM 492 STRATEGIES IN ADVERTISING RESEARCH 3 CREDITS
Examines the theoretical and practical concerns underlying procedures commonly used in advertising research including content analysis, survey research, historical research, legal research and secondary analysis.

COM 498 INDEPENDENT STUDY IN COMUNICATION AND MEDIA 1-4 CREDITS
Opportunity for students to study areas of special interest in communication and media. Student registration dependent on approval of a written course proposal. Prerequisite: Permission of college dean.

COM 500 THEORIES IN COMMUNICATION AND MEDIA 3 CREDITS
Comparison of theories of communication and media. Examines history and development of interdisciplinary theories about media processes and effects as well as roles, functions and consequences of media communication in society.

COM 505 HISTORY OF COMMUNICATION AND MEDIA 3 CREDITS
An examination of the historical development and cross-media influence with a focus on the creation, adoption and evolution of newspapers, books, magazines, radio, film, television, cable media and the Internet.

COM 510 COMMUNICATION AND MEDIA TECHNOLOGIES 3 CREDITS
Studies the development, implementation, role and impact of technology in communication and media with a focus on emergent technologies and how they are adopted by the mass media.

COM 515 MEDIA LAW AND REGULATION 3 CREDITS
Examines the development and impact of media communication law, including the international and domestic regulation of the electronic media.

COM 520 RESEARCH METHODS FOR COMMUNICATION AND MEDIA 3 CREDITS
Introduces students to the research process, planning and design. Focuses on methods most relevant to communication and media, including experimental design, content analysis and survey research and examines the historical development of media communication studies in social sciences, humanities and legal areas.

COM 525 INTERNATIONAL MEDIA 3 CREDITS
This course addresses two areas of international media: A comparative analysis of media systems across national borders and an examination of international media systems and services. Focuses on the relevance of journalism and mass communication in international affairs.

COM 540 TOPICS IN COMMUNICATION AND MEDIA I 3 CREDITS
Specialized course on a variable topic relevant to the study of media and communication. Topics may include advertising, public relations, journalism, film, broadcasting, media delivery systems, media management and emergent media technologies.

COM 545 TOPICS IN COMMUNICATION AND MEDIA II 3 CREDITS
Specialized course on a variable topic relevant to the study of communication and media. Topics may include advertising, public relations, journalism, film, broadcasting, media delivery systems, media management and emergent media technologies.

COM 550 MEDIA AND CULTURE 3 CREDITS
This course offers an overview of media research on cultural differences relating to domestic and international concerns. Theories and research pertaining to international media and multicultural communication are reviewed.

COM 555 MEDIA, PUBLICS AND SOCIAL CHANGE 3 CREDITS
This course emphasizes the function of communication in promoting social change. The role of media is considered in the understanding of forces promoting or resisting social change. Special attention is given to marginalized groups and their attempts to influence the public sphere.

COM 560 GRADUATE MEDIA PRACTICUM I 3 CREDITS
Provides an opportunity for students to apply theoretical concepts to the process of media communication. Working in small groups, students identify an area in media utilization and develop and apply procedures that enhance or facilitate the communication process. Students present progress reports and defend program activities and decisions.

COM 565 GRADUATE MEDIA PRACTICUM II 3 CREDITS
Provides an opportunity for students to apply theoretical concepts to the process of media communication. Working individually, students identify an area in media utilization and develop and apply procedures that enhance or facilitate the communication process. Students present progress reports and defend program activities and decisions.

COM 590 CREATIVE PROJECT/THESIS SEMINAR I 3 CREDITS
Under the guidance of creative project/thesis chair and committee, students prepare a proposal.

COM 595 CREATIVE PROJECT/THESIS SEMINAR II 1-3 CREDITS
Under the guidance of chair and committee, students complete their creative project/thesis. Consecutive enrollment in this course is required until the creative project/thesis is completed. Credits are conferred upon successful completion/defense of the creative project/thesis.

CRJ 101 INTRODUCTION TO CRIMINAL JUSTICE 3 CREDITS
A survey of the agencies and processes involved in the administration of criminal justice. This includes a review of the functions of legislature, the police, the prosecutor, the courts and an analysis of the problems of law enforcement in a democratic society.

CRJ 201 CRIME AND DELINQUENCY 1-3 CREDITS
A general orientation to the field of criminology, which considers the following topics: development of delinquent and criminal behavior, initial handling and proper referral and preventive police techniques. Specific police problems also are studied, such as addicts, the mentally ill and compulsive and habitual offenders. Special attention is given to police handling of juveniles and youths.

CRJ 203 CRIMINAL LAW AND PROCEDURE 3 CREDITS
A survey of substantive American criminal law and an analysis of the accused's procedural rights.

CRJ 302 ISSUES IN CORRECTIONS 3 CREDITS
This course examines contemporary issues surrounding the legal and social construction of confinement against a background of controversy, idealism and unfulfilled social promise. The nature of punishment and its purpose is examined. Alternative correctional models are reviewed and future trends are considered.

CRJ 320 CRIMINOLOGY 3 CREDITS
This course presents an examination of the systematic study of the nature, extent, etiology and control of law-breaking behavior. It seeks to establish empirical knowledge about crime and its control, based upon qualitative and quantitative research that forms a basis for understanding, explanation, prediction, prevention and criminal justice policy.

CRJ 321 COMPARATIVE POLICE SYSTEMS 3 CREDITS
This course compares and contrasts the law enforcement systems of different countries throughout the world, highlighting important features and differences of each. Students learn how law enforcement systems may vary across cultures and why. Each student will be responsible for the in-depth examination of a particular system against a comparative systems background.

CRJ 330 THE AMERICAN JUDICIARY 3 CREDITS
This course examines the structure and process of the American judicial system from a local, state and federal perspective, with emphasis upon civil, criminal, administrative and regulatory issues. Consideration is given to legal and political influences upon the judicial system and the court's role in influencing public policy in the criminal justice system.

CRJ 400 GENDER, CRIME AND CRIMINAL JUSTICE 3 CREDITS
An overview of how gender affects women's involvement in the criminal justice system as offenders, victims and professionals.

Considerable attention is given to women as victims of crime, the social system and the criminal justice process.

CRJ 401 TRIAL ADVOCACY 3 CREDITS
This course examines the structure and process of the American judicial system from a trial advocacy perspective, with emphasis upon the criminal court process and procedures inside an American courtroom. Students will participate in a mock jury trial based on a fictitious fact pattern studied in class.

CRJ 402 ETHICS, EVIDENCE AND LAW 3 CREDITS
This course is a detailed examination of the Rules of Criminal Procedure and the Rules of Evidence in the context of a fundamentally constitutional right to a fair trial. The trial of People v. O.J. Simpson will be thoroughly discussed with special emphasis on applying Florida Criminal Procedure and Evidence. Students will have the opportunity to compare and contrast the legal roles and ethical dilemmas encountered by attorneys, judges and law enforcement agents. Course success will require significant preparation of the materials and good writing skills. Interactive group discussions will be utilized to evaluate trial strategy and to understand the methods and ethical obligations of law enforcement assigned to collect evidence. The role of the media in the courtroom will also be explored.

CRJ 405 TERRORISM 3 CREDITS
This course will examine terrorist culture and will analyze the origins, motives, operations and psychology of terrorism. Case studies will be presented to illustrate the variety of both international and domestic terrorist events. Techniques of counter-terrorism will be analyzed, and their impact on civil rights and civil liberties will be evaluated.

CRJ 410 VIOLENCE AND SOCIAL CHANGE 3 CREDITS
This course examines the theory, nature and content of violence as an act of human behavior, an entity, a social structure, a system or a process. Attention is given to ethno-violence. Relationships to victimization theory are explored, as well as cultural models of violence.

CRJ 412 CRIME AND PUNISHMENT 3 CREDITS
This course is an interdisciplinary study of the concepts of crime and punishment as social values and how these values are reflected upon by different academic disciplines in the context of events important to people in society.

CRJ 420 ETHICS IN CRIMINAL JUSTICE 3 CREDITS
An identification and in-depth analysis of the diverse ethical issues encountered in the criminal justice profession. Using a case study approach, traditional ethical theories will be examined and applied to such topics as discretion, affirmative action, use of deadly force, misconduct, civil disobedience, undercover operations and privacy.

CRJ 450 RESEARCH IN CRIMINAL JUSTICE 3 CREDITS
This course consists of a study of research design and qualitative and quantitative methods of data collection and analysis. A properly formatted, well-developed, research-based paper is a requirement for the course. Students develop an independent project and oral presentation of their findings.

CRJ 480 SENIOR SEMINAR IN CRIMINAL JUSTICE 3 CREDITS
An intensive study of a selected topic relative to the concept of criminal justice. Emphasis is placed on meaningful research in the area selected.

CRJ 490 CRIMINAL JUSTICE INTERNSHIP 3–12 CREDITS
Practical work experience in a criminal justice agency in one of the major sectors of the field: law enforcement, courts or corrections; or in a private firm serving these interests. Instructor and sponsor oversee and evaluate student work. Prerequisites: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval.

DBR DIALOGUE OF BELIEF AND REASON 3 CREDITS
From ancient civilizations to the present, the desire to understand the nature of existence and the mysteries of life has inspired human thought, creativity, aesthetics and artistry while occupying a central place in both religious and secular worldviews. Transcending any singular discipline or faith tradition, these seminars explore the historical and cross-cultural significance of belief systems and practices focused on the sacred, scientific and secular explanations of human existence and the physical and natural world. Seminars that fulfill this requirement will also explore ethics as the legitimate domain of both theological and philosophical inquiry.

DBRA 100 HISTORICAL ISSUES:
THE SEARCH FOR KNOWLEDGE 3 CREDITS
This course will examine, compare, and contrast the various religious and philosophical perspectives from ancient to modern times in the core readings of "The Dialogues of Learning- Level I". These historical texts address timeless and universal issues: the meaning of life, identity, the nature of virtue and ethical behavior, and understanding the natural world and our place within it. We will also study the search for knowledge, how the ideas that we have attained, and how mankind has tried to develop, store, and share that knowledge from antiquity to today.

DBRA 200 CIVILIZATION AND CIVILITY 3 CREDITS
In this course we will examine the concepts of belief and reason thru the writings of philosophers from the Ancient World to the 20th century. We will examine the underlying meanings and assumptions found in the writings and how they developed into the essential concepts in our understanding of the world and the cultural and religious implications to society. We will apply this knowledge of belief and reasoning systems to examine our own lives, study social and historical issues, and the questions of faith and spirituality. Also important to our study will be to compare and contrast our beliefs with others in order to examine our own beliefs and question their relevance in society's future.

DBRA 200 THE POWER OF ORATORY 3 CREDITS
In this course we will examine the concepts of belief and reason thru the writings of philosophers from the Ancient World to the 20th century. We will examine the underlying meanings and assumptions found in the writings and how they developed into the essential concepts in our understanding of the world and the cultural and religious implications to society. We will apply this knowledge of belief and reasoning systems to examine our own lives, study social and historical issues, and the questions of faith and spirituality. Also important to our study will be to compare and contrast our beliefs with others in order to examine our own beliefs and question their relevance in society's future.

DBRAE 100 IS LIFE WORTH LIVING? 3 CREDITS
Consider disease, disaster, war, and now the economy! Is life truly worth living? This is the same question that philosopher William James asked his students at Harvard over a century ago and that this course will ask again as we explore James and the ideas of other philosophers on why we should get out of bed each day and face what life has in store for us. Meets standard 100 level college writing requirement (Gordon Rule).

DBRAE 100 AMERICAN PURITANISM 3 CREDITS
American Puritanism is a Level One course with an American focus. Additional readings will be drawn from the genres of non-fiction, poetry, the novel, and drama for the purpose of introducing to students the role American Puritanism has played in shaping the United States. From the one volume Norton Introduction to Literature, we will read from William Bradford's *Of Plymouth Plantation*, poetry by Anne Bradstreet and Edward Taylor, a sermon from Jonathan Edwards, and two short stories by Nathaniel Hawthorne. Students will also read Hawthorne's *The Scarlet Letter* and Arthur Miller's *The Crucible*. Appropriate films and handouts may also be selected. Meets standard 100 level college writing requirement (Gordon Rule).

DBRG 100 WORLD PHILOSOPHY 3 CREDITS
This course introduces students to philosophical thinking by exposing them to the basic human questions that characterize the philosophy of all cultures. Emphasizing the relevance of philosophy to everyday life in many non-Western societies, we will read works of Buddhist, Taoist, African, Latin American, and Middle Eastern origin, and consider a variety of perspectives, including the voices of women, indigenous people, and philosophical fiction. Works will be placed in historical, cultural, and geographic context to reveal how much of what we know about these cultures is governed by stereotypes and misleading distortions. Classic themes of the Western philosophical tradition will be addressed, while stressing the universality of the search for the meaning in life.

DBRG 100 THE GARDEN OF GOOD & EVIL 3 CREDITS
"All that is required for evil to prevail is for good men to do nothing," said Edmond Burke. This course will explore good and evil from a moral and civic perspective. It will consider the perception that something accepted in one culture is taboo in another by examining how good and evil affect our perception and cognitive reasoning. It will study the influence these themes have on the persuasive nature of the media from a historical perspective.

DBRG 200 NATURE, JUSTIFICATION, OF BELIEF AND REASON 3 CREDITS
This course investigates the nature, justification, and use of the concepts of belief and reason through various different global cultural contexts, expressed mainly by religious, philosophical, and literary writings. Some of the questions we shall explore are: What exactly do the different traditions mean by "reason" and by "belief." What is a belief? How are beliefs justified? Are beliefs understood as cognitive or emotive in nature, or perhaps something else? What are the various different ways beliefs are formed; in other words, on bases of what do we come to believe something? Religious authority? Psychological necessity? Pragmatic convenience? How are reason and belief related? What exactly is the role of reason in different cultural contexts? Are these roles compatible or incompatible with one another? Our approach to these and other questions will be primarily historical while paying close attention to the themes outlined above.

DBRG 200 EAST AND WEST 3 CREDITS
In this class, students will examine the similarities and differences between Asian and European systems of belief and reason. The lines between East and West are not as strong as many often assume, and East and West have interacted for centuries. The course will explore the concepts of belief and reason through various historical, anthropological and philosophical perspectives.

DBRG 200 IN SEARCH OF THE HOLY GRAIL 3 CREDITS
This Dialogue course will survey philosophical and religious traditions that have provided depth to the development of human understanding of life. Represented in the "Dialogues of Learning—level II," the course will analyze the lives and ideas of historical figures who have sought the "Holy Grail," and as a result, have contributed to societal progress across the murky waters of the unknown. The course will pay significant attention to understanding such figures in their historical context in order to impart to the student the concrete relationship between ideas, experience, and culture. Emphasis will be given on student participation in evaluating and assessing the contribution of such men and women to their own understanding of the quest for immortality, power, happiness, and the good life. In addition, the course will function as an introduction to the main theories of wellbeing and happiness. We shall examine the ancient proposals of hedonism (happiness is pleasure), eudemonism (happiness is flourishing) and a modern proposal of desire fulfillment (happiness is getting what you want).

DBRG 300 RELIGION AND LITERATURE 3 CREDITS
This course will examine religious concepts and themes in a variety of literary forms, including those of parable, poetry, fiction, non-fiction and essays. Each of the texts selected will offer possibilities for complex, multi-layered interpretation as we consider the relationship between religion and literature, the role of religion in the creation of literature and how literary ideas have shaped religious texts. Literary works will be chosen from the ancient world to the 20th century. Themes such as creation, divine justice, death and immortality, good and evil, salvation, and life's meaning will be explored.

DBRG 300 FAITH AND FANATICISM 3 CREDITS
This 300-level Dialogue of Belief and Reason will examine the causes and effects of British imperialism and Irish-Americans on the emergence of Irish nation states following the Famine of the 19th Century and the Irish Renaissance at the turn of the century. Using selected social, literary and film texts, students will deconstruct the reasons and the beliefs that led to the Easter Rising of 1916, the civil war in 1923-23 that followed the partition of Ireland, the decline of faith in the Catholic Church during the 20th century, their Church's many abuses that have recently been revealed, and the social reconstruction of identity in the north and south of Ireland. Finally, students will examine the economic and cultural collision in Northern Ireland that led to the outbreak of hostilities in the late 60s and "The Troubles" that continued until The Good Friday Agreement of 1998, while the Celtic Tiger's economic boom was in full flower in the south before it died two years ago.

DBRG 400 AMORAL CAPITALISM 3 CREDITS
This course will explore the theoretical roots of capitalism with the perspective that capitalism itself takes no position on morality and that its sole focus is the creation of wealth. This focus had lead companies to engage in unethical and in some cases immoral behavior in the pursuit of increasing return on shareholder profit. There is a widely known saying is that business ethics is an oxymoron. The saying takes on new meaning now that business is conducted on an increasingly international scale subject to different nations having different legal, moral and ethical traditions. This course confronts a number of morally and challenging legal issues that arise on both a domestic and international scale. We will examine the arguments raised by proponents of conflicting viewpoints and assess the competing interests that motivate them. We will examine ongoing and emerging controversies regarding such topics as the conduct of multi-national corporations, the globalization of the economy, labor rights, environmentalism, and information technology. The course will then focus on system of ethics as they can be applied to business and review the phenomena of moral capitalism, a modern movement whose intention is to infuse a system of ethics into capitalist business ventures.

DBRGE 100 INVESTIGATING THE DIVINE 3 CREDITS
In this course, students will be introduced to the emerging field known as Theopoetics, an interdisciplinary study combining elements of poetic analysis, process theology, narrative theology and postmodern philosophy. Our core reading selections from the ancient world to the 21st century will provide a basis for understanding the dialectical relationship between belief and reason. Meets standard 100 level college writing requirement (Gordon Rule).

DBRGE 100 QUEST FOR IDENTITY 3 CREDITS
This course will survey selected readings from many of the primary global spiritual, mythological, folkloric and philosophical belief systems, and the rationale(s) that seek to affirm or deny those beliefs. Specifically, this course will address the Judeo-Christian, Islamic, Buddhist, Hindu, Native American, and African belief systems, and will survey philosophers from Socrates and Confucius to Immanuel Kant and Jean Paul Sartre. Meets standard 100 level college writing requirement (Gordon Rule).

DBRG 300 WHY TRAGEDY? 3 CREDITS
This course will examine dramatic expressions of the tragic experience in plays and films, as well as through analyses of tragic events, such as the attack on the World Trade Center on Sept. 11, 2001, to seek an understanding of the nature and effects of tragedy. Through readings from literary, historical, cultural and philosophical perspectives, the course will attempt to answer such essential questions as the role and purpose of tragedy in our lives, how it is perceived and understood, how it relates to society as a whole and how one can play a part in coping with tragedy.

DBRO 100 BELIEF AND REASON ARE FUNNY 3 CREDITS
This course takes the most serious of themes and questions surrounding concepts that have puzzled thinkers for ages, tips them upside down and makes us see their lighter, as well as meaningful sides. Through comparative study of classical and contemporary readings, introspective essays, and comedic films students will explore how when belief and faith intervene with reason and reality, as they do in the worlds of these films, the results can be both hilarious, yet very revealing about who we are as people.

DBRO 300 WOMEN MYSTICS IN THE MIDDLE AGES 3 CREDITS
This course will explore the writings of women mystics from the Western tradition and seek to answer such questions as: What are the central themes found in each woman's hagiography. How did the social and historical milieu of these women mystics influence their spirituality and images used in their writings. Why do we speak of some religious figures as mystics and describe others in different terms? How do these women spanning from the Middle Ages to the 20th century speak to us today if at all?

DBRO 300 MALTHUS, DARWIN AND GOLTON 3 CREDITS
The works of these three men, from the very end of the 18th Century and throughout the 19th, changed the world, creating new ways of thinking about ourselves, and controversies that we still struggle with today. Their ideas revolutionized both the natural and social sciences; they led to some of our greatest discoveries, and some of our worst mistakes and injustices. This course examines ideas that started with Malthus, and how they led to Darwin, Galton, and beyond. It will study the work of each, the relationships between their works, the consequences of them, and how they each affect us still.

DJC DIALOGUE OF JUSTICE AND CIVIC LIFE 3 CREDITS
Pursuant to our educational goals of preparing students to be responsible, informed and ethical citizens-locally and globally, these seminars focus on the ideas, values, institutions and practices that have defined civic life within human societies. Civic engagement is impossible unless students acquire the skills, knowledge and perspective that will allow them to understand the political life. These seminars will also examine the nature of society and "the State" and the concepts of freedom, equality, justice and power from both a historical and cross-cultural perspective.

DJCA 100 ETHICAL DECISION MAKING THROUGH THE CINEMATIC PROCESS 3 CREDITS
This course will use films to provide students with a foundation for ethical decision making in the contexts of altruistic considerations, idealistic considerations, individual considerations and pragmatic considerations. The students will explore how others have made decisions in various environmental situations. Ensuing discussion and reflection will provide a basis for forming an opinion as to why the decision was appropriate or not. It is expected that by the end of the course students will have a template for ethical decision making.

DJCA 100 FOUNDATIONS OF AMERICAN LIBERTY AND JUSTICE 3 CREDITS
This course will explore the form and function of the founding documents of the United States of America, including the Declaration of Independence and the Constitution, with its Amendments, as they relate to questions of freedom, equality, justice, fundamental fairness, and civic life. In addition to a thorough consideration of those primary documents, students will consider the literary, historical and philosophical underpinnings that have led to their development, and begin the process of comparing the aspirations and results of the American system with other systems, past and present, in the world.

DJCA 100 LEADERSHIP IN ACTION: A SERVICE LEARNING EXPERIENCE 3 CREDITS
This course will enhance the student's understanding of leadership and its application as related to the Dialogues of Justice and Civic Life. Students are expected to apply the styles and concepts of leadership to the ideas, values, institutions and practices that define civic life. Students will do so through civic engagement and service learning. Service learning is a requirement of this course.

DJCA 100 WHAT WILL BECOME OF THE CHILDREN? SOCIAL LOCATION AND LIFE CHANCES 3 CREDITS
This course examines how the structure of society impacts individuals, with particular emphasis on the influence of poverty in the lives of children in the U.S. The concept of social location posits that where people are situated in the social structure determines their likelihood of being productive successful citizens. The course looks specifically how class and race influence children in urban areas, and ultimately their contribution as citizens.

DJCA 100 CRIMINALIZING YOUTH 3 CREDITS
Criminal and non-criminal offenses of youths that bring them within the jurisdiction of juvenile courts will be the focus of this course. Substantive and procedural law issues will be explored. Special attention will also be given to the unique juvenile court, originally chartered to "rehabilitate" juveniles rather than punish them but currently under enormous pressure to punish.

DJCA 100 GIVE ME LIBERTY AND GIVE ME JUSTICE 3 CREDITS
This course is an overview of the American Criminal Justice System by examining each of its three components: law enforcement, judicial administration and corrections. Students will be asked to critically analyze the process of the American Criminal Justice System as it unfolds regularly in the streets, in the courtroom and in the correctional system.

DJCA 200 NATIVE AMERICANS AND JUSTICE 3 CREDITS
Native Americans have suffered a long history of injustices, from enslavement by Conquistadors in the 16th century, to a list of broken treaties and confinement on reservations by the U.S. government. This course will trace the origins of the special and somewhat ambiguous political status of Native American groups as "Domestic Sovereign Nations." We will also analyze their options for adjudication and corrections within either the various levels of the U.S. criminal justice system, or within traditional tribal systems of justice.

DJCA 200 CROSSFIRE: POLICY ISSUES IN AMERICAN 3 CREDITS
This course exposes students to the historical and ideological underpinnings of America's political parties and explores the debates surrounding the most contentious policy issues of the day, including the environment, censorship, terrorism, teen pregnancy, gun control, and healthcare

DJCA 200 HUMAN RIGHTS IN AMERICAN HISTORY 3 CREDITS
This course examines the history of the struggle to extend and honor human rights in the US. Human rights, as a concept, will be defined in a board sense and both treated in historic context and in comparative perspective. Students will learn how certain groups of people were disenfranchised throughout American history and will examine the movements that extended basic rights to them. Students will not only analyze the causes and consequences of discrimination but will think critically about their own beliefs and values.

DJCA 200 GREAT DICTATORS OF THE 20TH CENTURY 3 CREDITS
American notions of justice, fairness, equality, and liberty are founded upon the principles elucidated in the Declaration of Independence, including the notion that governments exist and function by the consent of the governed and that each individual has human rights that exist as a function of their own personal existence. Americans may take for granted the values of the rule of law, Constitutional limitations upon the powers of the central government, the protections afforded by the separation of powers, and the democratically elected republican form of government. In brief, Americans' fundamental creed is that THE PEOPLE OWN the government, and the government SERVES THE PEOPLE. In this course, we observe the extremes of the other major form of governance in the world, wherein the GOVERNMENT OWNS the

people, and the people serve the government. In this case, the "government" is headed by a strongman or dictator.

DJCA 200 THE VOICE OF WOMEN THROUGHOUT HISTORY: WHAT DID THEY HAVE TO SAY? 3 CREDITS
One of the consequences of inequality and injustice in society is the silencing of certain voices. This course examines women's contribution to American society and the ways in which their contributions were ignored or overlooked. We will also analyze how society has changed in response women's voices and the resultant impact on the lives of both men and women in America.

DJCA 300 G THE BROTHERS FOUR 3 CREDITS
Four brothers, sons of Rose and Ambassador Joseph P. Kennedy, have had a major impact on the country for the past 70 years. One brother become President of the United States; another become a Senator representing the State of New York; a third brother was a World War II hero, who disappeared while on a secret mission; and the fourth brother, a Senator from Massachusetts, who became known as the "Lion of the Senate," served for 47 years. Each of their lives had elements of tragedy and perseverance, jubilation and extreme regret, and yet each of them provided leadership in their various professions despite personal problems which would have severely damaged or ended the career of less determined men. The Brothers Four will be a personal humane review of the lives of four men who created history in their professional careers.

DJCA 400 CONSTITUTIONAL LAW 3 CREDITS
This course will survey the complex universe of Constitutional Law in the United States. Students will be exposed to the founding documents and a full array of U.S. Supreme Court cases. Following a brief history of the development of the Constitution, students will examine in detail that document and the key U.S. Supreme Court cases that have sought to interpret it. Students will be exposed to both the governmental organization and individual personal rights aspects of the Constitution and Amendments.

DJCAE 100 MURDER THEY WROTE 3 CREDITS
"In this class you will explore important questions of life and death!" Through core readings, students will explore the concepts of freedom, justice, and equality in the United States and in other cultures and societies. They will examine and evaluate the challenges of equality and inequality, freedom and oppression, justice and discrimination from a historical, American and global context. Finally, they will assess through critical reflection their own values and responsibilities in terms of civic engagement and citizenship. In the second part of the course, students will explore how other societies, historically and globally, have viewed murder, suicide, and capital punishment. Meets standard 100 level college writing requirement (Gordon Rule).

DJCAE 100 FACTS & FICTION: JUDICIAL & CIVIC LIFE IN FICTION 3 CREDITS
Compare and consider how vital national and global issues encompassing judicial and civic life are at times reflected in fictional narratives. This course will draw upon relevant non-fiction and fictional literary multimedia works to enhance the students understanding of the core readings. These literary, audio, and visual works will facilitate the students' ability to integrate the core documents and readings into their developing world view of justice and civic life. Meets standard 100 level college writing requirement (Gordon Rule).

DJCAE 100 FROM EVE TO EVITA: THERE IS NOTHING LIKE A DAME 3 CREDITS
This course explores a variety of global women's issues, including the history of the women's movement around the world, notable women in history, portrayal of women in fairy tales, literature and the media, and status of women around the world. Meets standard 100 level college writing requirement (Gordon Rule).

DJCAE 200 THE ART OF PROTEST 3 CREDITS
Students will explore various artistic and literary forms of protest, including murals, posters, bumper stickers, t-shirts, graffiti, protest poetry and songs, rap music, and parody. Meets standard 200 level college writing requirement (Gordon Rule).

DJCG 200 ISLAM AND ISRAEL 3 CREDITS
Is there a possibility of long-term peace in the Middle East? Historically, Christian wars to "free" the Holy Land were called Crusades and the religious wars of Muslim radicals were called Jihad or holy wars. Today, these terms are still used in the Middle East, although the context may be different. Israel, since 1948, has occupied Palestine, which historically was considered by Muslims as their homeland. Because America is a formal ally of Israel, many Muslim nations around the world regard America as an enemy. The class will become involved in assembling evidence to offer possible solutions to issues such as why the fighting continues in the Middle East, and how social and economic problems might be resolved.

DJCG 200 JUSTICE AND GENOCIDE IN GLOBAL CONTEXT 3 CREDITS
Issues of genocide continue to be a part of the global arena into the 21st century. There are hot spots all around the world where genocide is an imminent threat, although violence against certain ethnic groups on a smaller scale occurs virtually everywhere. This course will explore the history and structure of genocidal conflict through the examination of some of the more prominent attempts at ethnic, religious and socio-political extinction. As part of the civic engagement component of this course, students will participate in some of the global efforts to bring awareness of, and participate in, the attempts to end genocidal conflict.

DJCG 200 JUSTICE AT THE MARGINS 3 CREDITS
This course probes the core issues of justice and civic engagement with respect to marginalized, disenfranchised and/or "voiceless" individuals, groups and communities. Human rights provide the context for addressing the topics of discrimination, oppression and denial of justice. Environmental issues and animal rights also are included in the consideration of the "voiceless" – as the Lorax of Dr. Seuss queries: who will speak for the trees. Primary and secondary readings as well as films, documentaries and service learning provide the basis for the dialogue about justice at the margins.

DJCG 300 A LAW AND SOCIAL CONTROL: CROSS CULTURAL MODELS FOR CONFLICT RESOLUTION AND PREVENTION 3 CREDITS
The adversarial nature of the American legal system might lead an observer to believe that all issues of social control and conflict need to have a "winner" and a "loser." However, the Western world is increasingly borrowing alternate, non-Western models for social control, which are based in cooperation and not in retribution. John Braithwaite of the Australian National University, the originator of the Restorative Justice movement, derived much of his inspiration from aboriginal cultures in Australia. In this course, students will explore systems of law and social control drawn from such diverse places as China, Native American groups, Medieval Europe and Oceania. Students will learn different control mechanisms substantively, and will argue their merits theoretically.

DJCG 300 GREAT POLAR EXPEDITIONS 3 CREDITS
This course will survey the complex universe of leadership in the context of scientific expedition and discovery. Students will be exposed to the primary and secondary source documents regarding the great polar exploration and discovery expeditions of the late 19th and early 20th centuries to consider leadership and management styles – some successful, others catastrophic – to determine whether lessons of value can be obtained. Students will review the kinds of information that the various expeditions were looking for as they probed uncharted territory and the methods in which they determined both their information and mission-survival needs. The course will consider the technology available to the various expeditions to accomplish their tasks and the manner in which they borrowed from others or innovated. Students will consider the kinds of fuel (calories) and provisions, including food, necessary to sustain each expedition, the quantity needed on a daily basis, and calculate

the weights they would need to carry in order to accomplish their goals and survive.

DJCO 300 THE NUREMBERG TRIALS 3 CREDITS
This course will examine the lessons of Nuremberg and the legacies that resulted from the Nuremberg trials including the precedents established for war crimes, military tribunals and the international court of justice. Students will have the opportunity to study both the historical and legal perspective of the Nuremberg trials by working with primary documents from the trials to examine the issues of justice, injustice, racism and power as revealed by the horrifying crimes of the Nazis during World War II.

DQR 100 WHY NUMBERS MATTER: INTRODUCTION TO QUANTITATIVE REASONING 3 CREDITS
This course emphasizes a practical approach to problem solving using quantitative reasoning. Students will explore mathematical principles needed to make sound decisions throughout life. Relevant applications engage students while underscoring the essential uses of mathematics in everyday life. Topics include, but are not limited to, approaches in problem solving, numbers in the real world, managing finances, functions and linear modeling.

DQR 200 THE GAMES THEY PLAY: QUANTITATIVE REASONING 3 CREDITS
This course emphasizes a practical approach to the fundamentals of statistical reasoning and analysis, probability theory, and exponential and logarithmic modeling. Relevant applications from games, sports and news articles engage students while underscoring the essential uses of these mathematical concepts in everyday life.

DQR 200 NUMBERS IN THE NEWS 3 CREDITS
This course emphasizes a practical approach to the fundamentals of statistical reasoning and analysis, probability theory, and exponential modeling through the analysis and discussion of current news reports in both the print and television media. Relevant applications engage students while underscoring the essential uses of these mathematical concepts in every-day life and as expressed in the media.

DQR 300 ENVIRONMENTAL ECONOMICS 3 CREDITS
This course takes a multidisciplinary approach to environmental issues, problems, and policy, with a focus on an economic perspective. A unified and integrated treatment of science and policy is emphasized in order to be informed and active participants in designing and implementing policy solutions to local and global environmental problems. The unifying theme of this course is that of transforming cultures from a state of consumerism to that of sustainability. Readings and corresponding student writings will draw from a variety of disciplines and include the following: management priorities; the role of education for sustainability; cities of the future; the role of religion in shaping world views; media literacy, citizenship, and sustainability; as well as the power of social movements.

DQR300 ENVIRONMENTAL SUSTAINABILITY 3 CREDITS
This course takes a multidisciplinary approach to environmental issues, problems, and policy, with a focus on an economic perspective. A unified and integrated treatment of science and policy is emphasized in order to be informed and active participants in designing and implementing policy solutions to local and global environmental problems. The unifying theme of this course is that of transforming cultures from a state of consumerism to that of sustainability. Readings will draw from a variety of disciplines emphasizing said theme and include the following: management priorities; the role of education for sustainability; cities of the future; the role of religion in shaping world views; media literacy, citizenship, and sustainability; as well as the power of social movements.

DSL DIALOGUE OF SCIENTIFIC LITERACY 3 CREDITS
To prepare students for the 21st century, it is critical that they develop the skills and knowledge to understand and interpret scientific information and the impact of science on their lives, the environment and society.

DSL 100 THE SCIENTIFIC IMAGINATION 3 CREDITS
This course introduces the student to the history of modern scientific discovery, and through that history, the inner workings of science, the interrelation between science and society, and the state of current scientific knowledge about a wide array of phenomena in the natural universe. Using Bill Bryson's book *A Short History of Nearly Everything* as a starting point, students cover the history and politics of science in the 19th and 20th centuries, the major discoveries made by science, the effects of those discoveries on human societies, and how social forces have shaped scientific discovery. Using a short reading entitled: *What is Science? And Why Should I Care?,* students are introduced to the scientific method and the nature of scientific inquiry.

DSL 200 SCIENTIFIC PERSPECTIVES IN GLOBAL CHANGE 3 CREDITS
This course is an exploration of the topic of global climate change. The first half of the course focuses on the basics of the various sciences involved in the phenomenon of global warming: physics, chemistry, biology, atmospheric and oceanographic science, geology, etc. Rather than a survey of each of these sciences, particular aspects of each science are covered in some depth in the context of the role they play in creating and controlling the global and local climates. The second half of the course focuses on the various ways in which technology might be able to play a role in preventing or controlling climate change, as well as the complicating factors that limit each of these technologies. Students research ways in which this issue and these technologies apply to their own major field of study and subsequent professional career fields of interest.

DSL300 ENVIRONMENTAL ECONOMICS 3 CREDITS
This course takes a multidisciplinary approach to environmental issues, problems, and policy, with a focus on an economic perspective. A unified and integrated treatment of science and policy is emphasized in order to be informed and active participants in designing and implementing policy solutions to local and global environmental problems. The unifying theme of this course is that of transforming cultures from a state of consumerism to that of sustainability. Readings and corresponding student writings will draw from a variety of disciplines and include the following: management priorities; the role of education for sustainability; cities of the future; the role of religion in shaping world views; media literacy, citizenship, and sustainability; as well as the power of social movements.

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DSL 300 GREAT POLAR EXPEDITIONS 3 CREDITS
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the weights they would need to carry in order to accomplish their goals and survive.

DSS DIALOGUE OF SELF AND SOCIETY 3 CREDITS
For every individual and society, the most fundamental of all questions is both the simplest and the most profound, who am I, what is my purpose? The desire and need to "know thyself," as Socrates recognized, is the root of all knowledge, wisdom and virtue. To seek self-awareness and acquire self-knowledge requires all of the skills, knowledge and multiple perspectives expressed in our learning outcomes for the 21st century. Individual identity is a social as well as personal phenomenon. Seminars that will fulfill this requirement will focus on the development of identity and the "situated self" historically and in the contemporary environment from an interdisciplinary perspective.

DSSA 100 ALL THE THINGS I KNOW ABOUT MYSELF, I LEARNED FROM DR. SEUSS 3 CREDITS
This course will explore the student's understanding of themselves through a personal journey beginning with their first memory of their favorite story and culminating in the development of their personal narrative. Readings and related materials will help the student to identify the impact of their family relationships and family roles on the development of their identity. This identity will be manifested through the expression of their personal narrative and their ability to construct and deconstruct these stories.

DSSA 100 GENDER AND THE BODY 3 CREDITS
The purpose of Gender and the Body is to explore the philosophical and rhetorical dimensions of bodily experiences as they contribute to identity and self. In doing so, we will examine issues of identity, subjectivity and embodiment. Part of the way we will explore these issues is through an investigation of sex, gender, body image, race, and sexuality as they are experienced and represented within American society.

DSSA 100 IDENTITY IN AMERICAN YOUTH FILMS 3 CREDITS
"Discover how the world you experienced in high school and will experience in college is reflected through American youth films, consumed by you and subsequently shaped your perceptions of yourself." The overall objective of this course is for students to gain critical awareness of their "self" in the context of the social environment in which they were shaped: high school. As recent graduates, they are able to freshly look back and consider the often invisible factors that played a crucial role in their development such as family, values, race, class, gender, sexual orientation, violence, sex, stereotypes, failure, fantasy, individuality versus collectivity, and their embedded relation to the ever changing landscape of American culture.

DSSA 200 ALL ALONE IS ALL WE ARE 3 CREDITS
This course will define society and its relation to personal growth and insight of the individual through the understanding and synthesis of existential literature and music lyrics. In this course students will analyze, identify and create answers to the simplest and most abstract questions; what is my meaning and purpose in life and society? Students will demonstrate their command and understanding for existential philosophy and its eternal link with literature and music. Students will elucidate the process of social change, the development of human societies and the interrelationships between individuals and society throughout this course. Finally, students will identify their understanding of the meaning of being human in modern society.

DSSA 200 TUESDAYS WITH MORRIE 3 CREDITS
This course will include both a historical and current readings relating to how other people and society create power and influence in shaping our personalities. The story Tuesdays with Morrie will be one of the main focuses of the class demonstrating how one relationship can be so powerful and influential. Themes from the course will include empirical findings on the self and how others influence or developing self. These will include topics such as attribution theory, cognitive dissonance, compliance, conformity, and obedience. By reading and studying these readings students will identify and define the most significant theories and definitions of self from a historical, interdisciplinary and cross cultural perspective, identify and define the self as a construct in relationship to others and identify and define how representations of self reflect and determine identity.

DSSA 200 WHERE DO I BELONG: EMERGING SELF 3 CREDITS
This course examines how the communities we live in influence social and individual development and emergent concepts of self and society. The course will focus on the characteristics of communities, and how these impact social relationships, participation, and meaningful connections. It will introduce students to both a historical and contemporary understanding of the structure of communities and relate this to their understanding of how their communities reflect personal values and belief systems.

DSSA 200 THE JOY LUCK CLUB 3 CREDITS
How are individuals impacted by their ethnic background and cultural traditions? Based on the film, *The Joy Luck Club,* this course is an analysis of global interdisciplinary readings with a focus on the nuances of various cultures and the factors that shape the development of the situated self within the context of assimilating or defying traditions.

DSSAE 100 THE EMERGING SELF IN THE 1960' 3 CREDITS
The overall objective of this course is for students to gain a greater understanding of how the "self" or personal identity is constituted. The course uses a specific historical context in order to do this: America of the 1960's – an era in which the concept of "self" was at its apotheosis. In the course, students will examine the artistic representations of the search for self in literature, fiction and non-fiction, music, theater, film, fashion and the visual arts and consider them as reflections of the social and cultural changes of the 60's. Meets standard 100 level college writing requirement (Gordon Rule).

DSSAE 100 INVENTING CONSCIOUSNESS: DEFINING AND UNDERSTANDING THE SELF 3 CREDITS
This course will explore these questions as well as others from an historical, political, philosophical, psychological, literary, religious and scientific perspective. In addition to the core texts, we will examine key concepts from philosopher Alva Noe's, *Out of Our Heads: Why You Are Not Your Brain, and Other Lessons from the Biology of Consciousness.* Noe suggests that "rather than being something that happens inside us, consciousness is something we do" linking consciousness with action and "how we interact with the world around us." Meets standard 100 level college writing requirement (Gordon Rule).

DSSAE 100 13 THINGS TO READ, TALK, AND WRITE ABOUT 3 CREDITS
13 Things to Read, Talk, and Write About – Students will examine a range of issues affecting them in society, including religion, education, changing family roles, technology, and the economy. Meets standard 100 level college writing requirement (Gordon Rule).

DSSAE 100 THE IRISH-AMERICAN IDENTITY 3 CREDITS
This interdisciplinary Dialogue will introduce students to the Irish–American experience of identity, ranging from the immigrant's perspective to the second generation's assimilation into the mainstream and to the succeeding generations' ascension in American society that so often results in a compelling need to the return to the "aulde sod" to discover the roots of their identity. It examines the economic, political, and artistic contributions made to American society by the Irish immigrants and their descendants, and reciprocally, the American contribution to Irish society by those who "made good" and helped create prosperity and peace in Ireland. Meets standard 100 level college writing requirement (Gordon Rule).

DSSAE 200 THE SILVER SCREEN AND THE AMERICAN DREAM 3 CREDITS
This interdisciplinary course will introduce students to a formal understanding of the American Dream and its many interpretations as expressed by an American original – Hollywood. Beginning with D.W.

Griffith's silent classic "The Birth of a Nation" and extending into the present as far as Oliver Stone's "W," this course will examine the underpinnings of core beliefs and myths interpreted by a series of 14 American films. Related texts and selected readings will further examine the sociological and historical context of these films, presented in a chronological order based upon the era in which they were produced as well as the era they portrayed. Meets standard 200 level college writing requirement (Gordon Rule).

DSSG 100 NAKED MASKS:
THE SELF BEHIND THE IMAGE 3 CREDITS
Students will examine the history and evolution of mask in societies around the world and analyze the affect the mask has had on modern social interaction. They will analyze and compare the ancient uses of mask and how the masks one wears today influence interpersonal communication in today's society. A mask will be constructed and used in class to discover new and innovative ways of communicating in socially improvised situations. Students will create a new persona, an alter ego, which will allow them to investigate and analyze behavioral tendencies.

DSSG 200 GLOBAL CRISES: INDIVIDUAL RESPONSE
AND RESPONSIBILITY 3 CREDITS
Food, fuel and water are essential goods and necessary for daily life yet dwindling access is placing each and every global citizen in grave jeopardy. Discover the geographic importance of accessibility and the differences in resource access and use, trace the trade routes and uncover the roots of the food, water and fuel crises. Close examination of the ongoing global impact on the environment will be included as this has played a significant role in the perpetuation of the food, fuel and water crises. Gaining an appreciation of one's previous role in furthering these crises will lead to individual action and response. Students will devise an action plan to make a personal impact on these crises.

DSSG 200 THE BLOGOSPHERE IDENTITY 3 CREDITS
Students will further develop their knowledge and understanding of the role that the self plays in society. This role of self will be submerged into the digital world as students will create and implement a blog on blogger.com. Each student will select a personal goal that must have an impact on society and will update their blog regularly as they track their daily trials in accomplishing their personal goal.

DSSG 200 OEDIPUS TO OPRAH 3 CREDITS
This course will examine the role that literature, drama, film and mass-media have played in transforming the human social conscience. The dialogue readings will provide a lens through which one can observe significant social changes in an historical context. This course will have a global perspective that will focus on how these social changes affect the self in society.

DSSG 300 AGING POPULATION:
WHY I SHOULD CARE? 3 CREDITS
This course will provide an approach to the study of aging by studying the developmental process of aging conceptually from biological, psychological, sociological and cultural perspectives. The major theories, social problems and models of understanding aging will be examined in relationship to their importance to changes in personal health, behavior, cognitive functioning, family dynamics and social relationships. Existential themes such as "the meaning of life" will also be addressed. Ultimately the student will be challenged to evaluate assumptions associated with aging and gain a deeper understanding of themselves and their families in the context of contemporary society.

DSSG 300 FRENCH & FRANCOPHONE CULTURES 3 CREDITS
Immersion in French and francophone Cultures with Basic French Conversation. This course will be an introduction to continental France from a historical, geographic, political, and cultural perspective to provide students with fundamental information to comprehend the background as well as contemporary life. In addition, several former French colonies will be analyzed in terms of their current global status and the reasons for this placement. Students will also be introduced to practical French conversation and short literary works.

DSSGE 100 IDENTITIES IN CRISES 3 CREDITS
This course will use short fiction, plays, poetry, essays, and a variety of videos in conjunction with the core readings to help students examine how societal customs, popular culture, technology, and family traditions coalesce to shape one's individual identity. Rather than teaching poetry, drama, short fiction, etc. as separate entities, this course will focus on the interconnectedness of these genres and how they relate to "Self and Society" by using shared themes to connect the selected material. The students will explore constructs of the self by examining the implications of a variety of materials relating to the self and society using literary, historical, and theoretical perspectives. Meets standard 100 level college writing requirement (Gordon Rule).

DSSGE 100 OUR CONFLICTED SELVES 3 CREDITS
This course will use fiction and non-fiction works as well as videos to illustrate how the global community, popular culture, technology, and family traditions coalesce to shed light on the "heart in conflict with itself" (William Faulkner). Rather than teaching poetry, drama, short fiction, etc. as separate entities, this course will focus on the interconnectedness of these genres and how they relate to "Self and Society" by using shared themes to connect the selected material. The students will examine and discuss constructs of the self by considering the implications of a diverse selection of materials as they relate to the individual and society. While these selected texts at first may appear disparate, the course will reveal common human values by exploring connections among the various works through careful grouping, critical textual analysis, and classroom discussions. Meets standard 100 level college writing requirement (Gordon Rule).

DSSGE 100 THE NAMESAKE 3 CREDITS
Based on *The Namesake*, this course is an analysis of global interdisciplinary writings with a focus on the uniqueness of the individual and the nuances of culture and other factors integrated to form one's identity. This course will also foster an appreciation and recognition of difference and diversity of "others" and their path toward the development of the self. This course will integrate novels, essays, sociological and psychological theories and technology to study the formation of the self from a historical as well as current perspective. Meets standard 100 level college writing requirement (Gordon Rule).

DSSGE 200 THE MATRIX: DYSTOPIAN SOCIETIES
IN LITERATURE AND FILM 3 CREDITS
Big Brother is watching! As in the film The Matrix, society has turned away from utopian ideals to the dark world of the dystopia. The course will examine what makes good societies go bad in films, such as The Matrix and Blade Runner, as well as in classic works of literature, such as Huxley's Brave New World. Meets standard 200 level college writing requirement (Gordon Rule).

DSSGE 200 HONORS: PLEASANTVILLE 3 CREDITS
How is an individual molded by society? Based on the film *Pleasantville,* this course will show how individuals who are propelled back into an earlier time period have difficulties adjusting to the culture and society which contrasts strongly to their own. Meets standard 200 level college writing requirement (Gordon Rule).

DSSG 300 SELF, SIBLINGS & SOCIETY ON STAGE 3 CREDITS
This course will use the transformative power of theater on an individual's life and future pursuits to build on the core texts examined in Self and Society, Levels I and II. The class will read and analyze diverse short and full-length stage plays to examine how societal customs, technology and family traditions coalesce to shape one's individual identity. This will be accomplished by carefully considering relationships within various dramatic works, utilizing supplementary materials related to the works, and through critical textual analysis and group discussions.

DSSO 100 SPLIT PERSONALITY: THE MANY
SIDES OF YOURSELF 3 CREDITS
Explore the many different sides of yourself through activities, practice and creative outlets. Each student will be exploring their own individual sense of self; that self's impact on society and how that

affects their creativity. Through various activities students will investigate who they are, who they have been and who they may want to become. Students will uncover the many different sides of themselves.

DSSO 100 DIGITAL IDENTITY 3 CREDITS
This course is an exploration of individual identity and its juxtaposition with digital identity. Students will examine how the digital revolution influences the perception of self and that self's impact on society.

DSSO 100 SELF AS LEARNER 3 CREDITS
Self as Learner has been designed to introduce students to the theory of multiple intelligences and the relationship of cognitive potential to learning. The course provides students, through lectures, various inventories, and working with the support of faculty, an understanding of their cognitive strengths and the sensory modalities that will assist then in the way they approach their courses, choose and appropriate college major, and ultimately, a career.

DSSO 300 EVERYONE SPEAKS SPORT 3 CREDITS
Sport has the innate ability to break down barriers and connect cultures from around the globe with a simple tweet of the whistle. Different cultures, languages, colors, and creeds are instantly equalized when they meet in competition, leveling the playing field for all. Sport often reflects the political conflicts that shape our global society and has been used as a powerful tool among nations. It has been utilized as an instrument to educate and inspire youth in the role of responsible global citizenship, while simultaneously segregating men and women around the world. This course will examine the role of sport in society, investigating it's political power to divide, it's magical power to inspire, and it's universal power to unite.

ECE 105 INTRODUCTION TO EARLY CHILDHOOD EDUCATION 3 CREDITS
Investigation of the historical, philosophical and sociological perspectives in early childhood education as they relate to the programs currently available for young children including the principles and practices utilized for the development of scientific, creative, social and cultural concepts.

ECE 230 CREATIVE ACTIVITIES 3 CREDITS
Integration of art, music and movement in the pre-primary and primary environment (age three through grade three) with developmental emphases on the use of art supplies and techniques, acquisition of basic movement skills and familiarization with types of music and musical instruments for use in multicultural classrooms.

ECE 240 PRE-PRIMARY LANGUAGE ARTS 3 CREDITS
Emphasis upon developing and using meaningful strategies for involving all children in language arts experiences at the pre-primary/primary level, age three through grade three.

ECE 250 PRE-PRIMARY MATH AND SCIENCE 3 CREDITS
An introduction to the math and science concepts appropriate to the developmental level of the pre-primary/primary child, age 3 through grade three. Activities will be examined and creative ideas explored as the student develops math and science lesson plans appropriate for diverse learners.

ECE 460 CHILDREN AT RISK 3 CREDITS
A study of research-based information of the identification, resources and effective instructional practices for all children with special needs who are at risk of academic failure from age three through grade three. Procedures and intervention approaches for appropriate and effective family support are discussed.

EDL 523 CROSS-CULTURAL COMMUNICATIONS AND UNDERSTANDING 3 CREDITS
Identification of cultural issues related to communication, classroom interaction, academic content, as well as parental and community involvement. Activities designed to foster the importance and appreciation of greater understanding and empathy among ethno linguistic groups. There will be an emphasis on development of teaching strategies for multicultural classrooms. Field experience required.

EDL 605 EDUCATIONAL LEADERSHIP AND ADMINISTRATION 3 CREDITS
The course provides an introduction to the profession of Educational Administration by focusing on foundational concepts and theories significant to the understanding of education and educational administration. The primary focus of the course is on the role and functions of instructional leaders as they endeavor to facilitate, support learning and instruction in complex educational organizations. It offers a critical examination of a wide range of topics central to educational administration, such as organization, community, power, authority, change, leadership, management and values in diverse educational settings.

EDL 606 DATA ANALYSIS FOR SCHOOL IMPROVEMENT PLANNING 3 CREDITS
The course provides a broad overview of statistical concepts and procedures commonly used in education. Course participants will learn how to analyze and act on student performance data to improve classroom instruction and student performance. The role of instructional leaders in the development of teacher competencies for data analysis and implementation of instructional strategies and practices based on data and trend analysis will be examined. Strategies will be explored connecting assessment to instructional decisions using a popular statistical data analysis package.

EDL 621 HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT 3 CREDITS
The course assists students in understanding the various processes utilized in the selection, retention and development of education staff and administrators. The focus of the course is directed toward recruitment, selection, placement, appraisal and evaluation as well as programs of compensation for personnel. Among topics analyzed are budget, recruitment, supervision, selection and retention, interview formats, placement and induction policies, staff development, motivation, rewards, affirmative action, sexual harassment and collective/collaborative bargaining.

EDL 622 ETHICS AND EDUCATIONAL PRACTICE IN A DIVERSE SOCIETY 3 CREDITS
The course prepares school leaders to act with integrity in complex contexts by examining the roles, practices, and responsibilities of educational leaders from the perspective of multiple cultures and diversity. Ethical issues related to equity, service, advocacy, and professional behaviors of educators in multicultural settings are discussed.

EDL 623 SCHOOL LAW FOR THE ADMINISTRATOR 3 CREDITS
The course focuses on ethical and legal standards affecting the decision making of educational leaders. Exploration of the historical and contemporary legal challenges in educational systems and management of the litigious environment as they impact public schooling and the practice of educational leadership are explored. Problem-based cases relating to constitutional, statutory and common laws are analyzed.

EDL 624 SCHOOL COMMUNICATION, POLICY AND PRACTICE 3 CREDITS
The course prepares aspiring school leaders to understand and use the principles of interpersonal, oral and written communication, and follow a professional code of ethics and values in diverse settings. The primary focus is on emerging communication technology, handling crisis communication, legal and management issues, impacting media communication, role of instructional leaders in building parental support, and developing community relations to enhance learning.

EDL 625 EDUCATIONAL GOVERNANCE AND FINANCE 3 CREDITS
Administrative structure and linkage of educational systems to varying local, state and national constituencies that have legislative and financial impact on institutional renewal and change. Student will analyze federal, state and local education budgets.

EDL 626 CURRICULUM DEVELOPMENT, INSTRUCTION AND ASSESSMENT 3 CREDITS
Study of effective principles of curriculum development in schools as related to standards-based instruction and assessment. Attention is

given to the educator's role in understanding curriculum, theory behind curriculum development, program models and implementing standards-based curriculum instruction and assessment.

EDL 630 PROBLEM SOLVING AND VISIONARY LEADERSHIP 3 CREDITS
Management of change processes and change strategies in formal and informal organizations are discussed. Planning, implementation and assessment process of the leader's vision for program innovation are also addressed. Students will develop change strategies and will apply them to selected situations.

EDL 635 ADMINISTRATIVE APPLICATIONS OF EDUCATIONAL TECHNOLOGY 3 CREDITS
The course explores the role of technology and its impact on traditional and non-traditional educational systems, the historical perspectives on traditional and non-traditional ways of educating coupled with theories of how one communicates and learns, the range and mix of technology available as instructional tools to enhance learning across culturally diverse groups and environments, and the future directions of technological innovations in educational systems.

EDL 670 SPECIAL EDUCATION FOR ADMINISTRATORS 3 CREDITS
The course examines current issues in the field of special education in relation to the role and responsibilities of the administrator, director or supervisor of special education at the school district, state and federal levels. Statutory requirements, fiscal basis, organizational structures, relationship to general school administration, instructional and related services delivery systems are explored. Program planning, RTI, child placement, least restrictive environment and assessment will be addressed.

EDL 699 ADMINISTRATIVE/EDUCATIONAL LEADERSHIP INTERNSHIP 3 CREDITS
A beginning level field experience in which the candidate demonstrates (a) familiarity with a topical and important educational leadership issue at the administrative level (principal, assistant principal, dean, etc.), (b) the ability to design and build a professional portfolio, and (c) apply critical thinking skills in analyzing outcomes, drawing conclusions and making recommendations through the design and implementation of a faculty approved project proposal. Seminars will focus on performance analysis of behavior and ethical decision making in the field, application of theory to practice, and achievement of required program outcomes.

EDL 750 SPECIAL TOPICS IN EDUCATIONAL LEADERSHIP 3 CREDITS
Current issues and problems in academic educational systems.

ZEDU 001 GENERAL KNOWLEDGE PREPARATION CLASS NON-CREDIT 3 HOURS
This course reviews skills, competencies and strategies necessary for successfully completing the General Knowledge Exam. Math review includes arithmetic, algebra, geometry/measurement, probability/statistics and logical reasoning. Verbal preparation includes reading comprehension, English language skills and essay writing. Offered: Day Fall, Spring.

EDU 100 LANGUAGE AND LEARNING DEVELOPMENT 3 CREDITS
This course has been designed to help students understand the notion of multiple intelligences and the relationship of intelligence to learning. Linguistic intelligence as it relates to learning differences will be discussed at length. Additionally, the course will enable students, through lectures and working with the support of learning disabilities personnel, to identify their learning styles, cognitive strengths and weaknesses, and the sensory modalities that will assist students in their pursuit of college education. Offered: Day Fall, Day Spring.

EDU 101 INTRODUCTION TO EDUCATION 3 CREDITS
An introduction to the historical, philosophical and sociological foundation of education as well as the legal, social, financial and political environment of schools. The course is designed to introduce the prospective teacher to some of the issues (and the backgrounds of these issues) currently found in education. The course will also help the student develop a basis for making decisions about whether teaching is going to be his/her profession of choice. Five hours of field observations required.

EDU 160 CHILD DEVELOPMENT 3 CREDITS
This course analyzes the concept of child development from birth to 12-years of age in American society both in a historical and contemporary context, as well as examines leaderships impact on concepts of socialization and education while providing the student with practical applications of teaching. Five hours of field observations required.

EDU 210 DIFFERENTIATED INSTRUCTION AND EFFECTIVE TEACHING STRATEGIES 3 CREDITS
An overview of the developments in curriculum design, innovative program models, current and effective instructional methods and strategies for planning and delivering instruction to all students in a variety of classroom settings and for a variety of purposes. It is designed to prepare elementary teachers to select, plan, adapt, implement and evaluate instructional materials, content and other resources appropriate to and reflective of both instructional goals and the needs of diverse student populations. Eight hours of field observations required. Pre-requisite: EDU 101, Introduction to Education.

EDU 214 ART, MUSIC, PE AND HEALTH 3 CREDITS
The development of instructional skills, techniques and strategies for teaching art, music, and movement in the elementary school. The course will also cover school safety and overall health and wellness of students. Eight hours of field observations required.

EDU 215 CHILDREN'S LITERATURE 3 CREDITS
The information presented in this course introduces pre- and in-service teachers to several children's books and allows them to make knowledgeable decisions in the selection and use of these children's books as a result of studying, discussing and using the six genres of children's literature in and outside the classroom setting. It prepares teachers to integrate literature throughout the curriculum and helps them to collect an extensive selection of children's literature for use in their future classrooms. Eight hours of field observations required.

EDU 315 LITERACY IN THE PRIMARY GRADES 3 CREDITS
Approaches, methods and materials appropriate to teaching young students to read are covered. Emphasis will be on emergent literacy, sequential development of skills, perceptual development, word attack skills, vocabulary, comprehension and oral language development as all are a part of a balanced literacy approach to reading. Ten (10) hours of field observations required.

EDU 316 LITERACY IN THE INTERMEDIATE GRADES 3 CREDITS
The information presented in this course is needed by all teachers who wish to use researched-based strategies to teach reading to intermediate elementary students. Pre-service teachers will learn how to include the essential components of reading into a typical literacy block; develop an in-depth knowledge of several reading approaches; and have a full understanding of, and employ the six traits of writing. Ten (10) hours of field observations required.

EDU 317 SCIENCE IN THE ELEMENTARY SCHOOL 3 CREDITS
The purpose of this course is to provide meaningful and practical learning experiences that will prepare students to create effective science learning environments for elementary school students. Students will participate in the same kind of inquiry-based experiences that they will use in their own teaching with emphasis on applying the scientific process and proper laboratory procedures. Topics include light and color, matter, forces, motion, energy, geology, weather and astronomy. Ten (10) hours of field observations required.

EDU 318 MATH IN THE ELEMENTARY SCHOOL I 3 CREDITS
This course focuses developing conceptual understanding of the properties of the natural numbers, integers, rational and real number systems with an emphasis on problem solving and critical thinking. The mathematical content will be integrated with current research on mathematical instructional strategies, the use of manipulatives, lesson

planning, evaluation of mathematical learning and diagnostic techniques. The goal is to increase the conceptual understanding of the pre-service teacher and to increase their ability to analyze the mathematical ideas, structure and research of the K- 6 mathematic curriculum. Ten (10) hours of field observations required.

EDU 319 TEACHING SOCIAL STUDIES 3 CREDITS
This course is designed to introduce students to the world of social studies teaching and learning in the elementary school. Instructional skills, techniques and strategies will be taught; these will aid in developing social studies understanding and the ability to think and act as democratic citizens in a multicultural society through the discussion of geography, history and government. Ten (10) hours of field observations required.

EDU 330 DIVERSE POPULATIONS 3 CREDITS
This course is designed to provide students with a general understanding of the characteristics of individuals from diverse populations. Ten (10) hours of field observations required.

EDU 415 MANAGING THE CLASSROOM 3 CREDITS
This course is designed to provide students with skills and competencies to improve instruction and learning through good classroom management by establishing a learning environment and instructional program that is well organized and efficient. Twelve (12) hours of field observation required.

EDU 418 MATH IN THE ELEMENTARY SCHOOL II 3 CREDITS
This course focuses developing conceptual understanding of algebra, number theory, geometry and measurement with an emphasis on problem solving and critical thinking. The mathematical content will be integrated with current research on mathematical instructional strategies, the use of manipulatives, lesson planning, evaluation of mathematical learning and diagnostic techniques. Students learn new instructional and assessment strategies and increase technology abilities developed in EDU 318. Twelve (12) hours of field observation required.

EDU 419 SCIENCE IN THE ELEMENTARY SCHOOL II 3 CREDITS
The purpose of this course is to provide meaningful and practical learning experiences that will prepare methods students to create effective science learning environments for elementary school students. This course develops a strong conceptual understanding of life science. Students will participate in the same kind of inquiry-based experiences that they will use in their own teaching. Topics will include characteristics of life, plants and animals as well as ecology. Students learn new instructional and assessment strategies and increase technology abilities developed in EDU 317. Twelve (12) hours of field observation required.

EDU 420 ASSESSMENT FOR INSTRUCTION 4 CREDITS
Development of instructional objectives and classroom assessment techniques for diverse student populations as well as interpretation of standardized assessments using measurement results for evaluating student progress will be examined. This course examines the interrelationships among content standards, instructional objectives, planning and assessment. In addition, this course will include literacy assessments, specifically running records and informal reading inventories. This course includes a lab that meets for 1 ½ separate from the course hours, this will be part in class and part field experience based. Fifteen hours of field observations required. Fifteen (15) hours of field observation required.

EDU 480 PRACTICUM 3 CREDITS
The guided practice of teaching under supervision of an ESOL endorsed classroom teacher in two diverse classrooms at different grade levels. Requires the utilization of knowledge, attitudes and skills in elementary/secondary school instructional situations. Teacher candidates are required to complete 75 hours of contact time in a primary grade classroom and 75 hours in an intermediate grade classroom. Pre-requisite: Pass all four General Knowledge tests and be formally admitted to the Ross College of Education.

EDU 481 STUDENT TEACHING 12 CREDITS
Student teaching is designed to be both an integrative and culminating experience for the education student. The experience is designed to provide an opportunity to put theory into practice, to develop effective teaching skills and behaviors, and to self evaluate and identify strengths and areas needing further development in a diverse classroom under the supervision of an ESOL endorsed teacher. During this 15 week full-time placement, Teacher Candidates will demonstrate competency in the Florida Educator Accomplished Practices (FEAPs) at the pre-professional.

EDU 640 STRATEGIC PLANNING AND ASSESSMENT FOR EDUCATIONAL SYSTEMS 3 CREDITS
Elements of strategic planning for innovation in educational systems: Environmental scanning, SWOT analysis, renewing the organizational mission, goals and objectives to address new needs. The course will address the defining roles and levels of strategy for each institutional unit/subunit in implementing and assuring the strategic control is both informed and responsive.

EDU 701 INTRODUCTION: LEADERSHIP, POLICY AND CONTEXT 3 CREDITS
The course systematically examines the structure and function of educational policies and problems of research in a political context.

EDU 702 METHODS OF INQUIRY I: POLICY AND PROGRAM EVALUATION 3 CREDITS
This course provides an introduction and overview of program/policy evaluation and policy analysis concepts and methods in education. The two primary objectives for this class are to help doctoral candidates 1) become consumers of educational research and be better equipped to read, understand, and think critically about educational policy and program evaluation, and 2) build a foundation for thinking about what research and statistical methods to use as they develop, conduct and oversee program/policy evaluations as part of their own work. Taken with EDU 701.

EDU 703 PROBLEM-BASED INQUIRY SEMINAR I HARTWICK INTERDISCIPLINARY SEMINARS 3 CREDITS
The Hartwick interdisciplinary seminars foster the development of knowledge, skills, and dispositions that will enable educational leaders to ensure that diverse students reach challenging learning goals. The course seeks to develop educational leaders who are committed to using their knowledge of central concepts of leadership theory, policy, and context to ensure learning and success for all students.

EDU 704 METHODS OF INQUIRY II: QUANTITATIVE/QUALITATIVE ANALYSIS 3 CREDITS
This course helps candidates, in the context of action research, develop data collection tools, produce high-quality quantitative and qualitative data, and construct evidence for claims the researcher wishes to make.

EDU 705 PROBLEM-BASED INQUIRY: FIELD-BASED CLASS I EDUCATIONAL REFORM IN A METROPOLITAN CONTEXT 3 CREDITS
This problem-based inquiry (PBI) course fosters application of knowledge and recognizes that a laboratory of practice is critical to applying prior and new knowledge gained from these experiences. PBI also develops problem-solving skills, the implementation of solutions, and collaboration and self-directed learning which support methods of inquiry and practical application throughout the program.

EDU 706 METHODS OF INQUIRY III: ANALYZING THE DATA 3 CREDITS
This is the third class of a four-course sequence designed to provide an overview of qualitative and quantitative research design and analysis in social and behavioral research. Emphasis is placed on understanding the process of social and educational research in field settings, developing data collection tools, producing high-quality quantitative and qualitative data, and constructing evidence for claims the researcher wishes to make. The class projects will build upon readings and themes addressed in EDU 702 (Policy and

Program Evaluation) and EDU 704 (Quantitative and Qualitative Analysis).Builds from Methods of Inquiry I/II and field-based seminars.

EDU 707 PROBLEM-BASED INQUIRY: FIELD-BASED CLASS II LEADERSHIP IN A METROPOLITAN CONTEXT 3 CREDITS
This second problem-based inquiry (PBI) field course furthers the application of knowledge gained in PBI field based class I. The course supports candidate's development of problem-solving skills, the implementation of solutions and collaboration as well as self-directed learning which support methods of inquiry and practical application throughout the program.

EDU 708 METHODS OF INQUIRY IV: RESEARCH CRITIQUE 3 CREDITS
This course is concerned with providing a sound foundation to literature analysis as the basis for research through the analysis of style, content and structure. Candidates will be required to review research-based literature related to problem-based inquiry methods presented throughout the semester.

EDU 709 PROBLEM-BASED INQUIRY: FIELD-BASED CLASS III SOCIAL, PSYCHOLOGICAL AND PHILOSOPHICAL ISSUES IN EDUCATION 3 CREDITS
The third problem based inquiry (PBI) course again furthers the study of and application of knowledge gained in PBI field based class I/II. The course surveys trends on educational sociology and the politics of schooling; key issues of educational psychology with respect to the impact of culture, class, race and gender; and undergirding philosophy of education policy. The course supports student's development of problem solving skills, reflection, implementation of solutions, collaboration and self-directed learning which support methods of inquiry and practical application throughout the program.

EDU 711 PROBLEM-BASED INQUIRY SEMINAR II GLOBAL PERSPECTIVES ON EDUCATION REFORM 3 CREDITS
The second problem-based inquiry seminar is an introduction to the field of comparative education (educational philosophies, methods, patterns of control, financing, organization, and relationship within the larger society in selected countries of the world). A comprehensive social science methodology is utilized which examines historical, political, economic and social factors that serve as the foundation for educational systems of nations. The course enables students to identify strengths and limitations of international comparative research, and to learn about relevant studies and scholars dealing with methodological and conceptual issues of comparative education. A special emphasis is placed on policy borrowing and lending, and globalization studies. Through examination of cases, students are expected to learn multiple aspects of issues in educational change and to develop analytical and critical thinking.

EDU 726 INSTRUCTUIONAL AND CURRICULUM LEADERSHIP 3 CREDITS
This course presents curriculum and instruction from a leadership perspective within the contexts of K-12 schools, national and state colleges. Candidates examine contemporary issues in school curriculum, including policy initiatives and reform efforts affecting curricular decision-making. The course prepares candidates to analyze and design appropriate strategies for implementing and evaluating curricula and to investigate the implications of curricula for educational programming. Candidates also learn specific foundations and procedures for professional development that have well-documented effects on student achievement.

EDU 727 PUBLIC SCHOOL LAW 3 CREDITS
This course examines key legal issues that govern daily and long-range decisions of educational leaders focusing specifically on understanding Florida and federal codes, case law, policies and significant precedents and will emphasize analysis of key legal concepts and application of law to major areas including finance, personnel, risk management, curriculum, student services, teacher rights, torts, student's rights, and access. Candidates will examine trends in law and the initiation and influence of educational law to positively influence educational institutions.

EDU 728 STUDENT MOTIVATION AND COGNITION 3 CREDITS
The course focuses on research of student cognition and motivation. Candidates will examine different learning and motivation theories and research. Particular emphasis will be placed on how findings from different studies apply to practical educational problems.

EDU 729 PLANNING AND MANAGEMENT IN SCHOOL FUNDING AND FACILTITIES 3 CREDITS
A study of the historical development, design and management, of school facilities, and systems of financing education. Topics include forecasting need, potential sources of revenue, state and local systems of finance, financial management, budget development and construction management. Selected state models for funding education will be examined for managing. Specialization courses will be determined by the student at the end of the first year of study.

EDU 730 RESEARCH AND PRACTICE IN THE PREPARATION OF TEACHERS 3 CREDITS
The course examines a systematic consideration of the history, structure and function of teacher preparation programs, policies and challenges viewed in a national context providing an introduction and overview of the teacher preparation program process. It also examines past, present and future perspectives on university pedagogy in these programs in respect to the ever-increasing diversity of classroom student populations encountered by teaching professionals today. Two primary objectives for this class are to help candidates 1) become consumers of educational research and be better equipped to read, understand, and think critically about teacher preparation programs in the 21st century, and 2) build a foundation for thinking about what research and pedagogical challenges they face as they develop, conduct and oversee pre-service teacher education programs as part of their own work.

EDU 731 TEACHER KNOWLEDGE, CULTURE, CONTENT AND PEDAGOGY 3 CREDITS
In this course candidates will explore the interaction between teacher preparation programs, federal and state policy, and their impact on the teacher in the classroom. What are the sources of the pedagogical content knowledge base for teaching? How does the cultural context impact the conceptualization of this knowledge base? What are the processes of pedagogical reasoning and action? What are the implications for teaching preparation, and policy?

EDU 732 ADULT LEARNING THEORY & TEACHER PREPARATION 3 CREDITS
The course focuses on research and material about learning theories in Adult Education, models, and principles and their application to the instructional process with adults. Candidates exam the social and individual psychological aspects of adult learning, patterns of participation and motivation, and the contextual influences and theoretical perspectives specific to adult learning and instruction.

EDU 733 EMERGING TRENDS IN TEACHER EDUCATION: FINANCE, GOVERNANCE, LAW AND TECHNOLOGY 3 CREDITS
The course exposes future higher education faculty to policy issues concerning finance, governance, law and technology in higher education institutions.

EDU 801 CAPSTONE PART I: THE PROBLEM/PROFILE 3 CREDITS
The capstone is student-centered, student-directed and requires the command, analysis and synthesis of knowledge and skills. The first capstone course enables a candidate to verify his or her ability to develop a problem of inquiry and examine the profile of local issues to form opinions about, and develop research that addresses a problem.

EDU 802 CAPSTONE PART II: THE GATHERING OF EVIDENCE 3 CREDITS
The second capstone course is concerned with a candidate's ability to research and gather significant documentation, data and evidence that forms a review of the literature on an identified problem that is a comprehensive analysis of the research.

EDU 803 CAPSTONE PART III: FINDING/REPORT/OUTCOMES 3 CREDITS
The third capstone course provides a method of summative evaluation in which the candidate is given an opportunity to demonstrate integrated knowledge and growth in the program through the oral presentation of the capstone, dissertation of practice, the executive report and the portfolio.

ENG 101 ENGLISH COMPOSITION I 3 CREDITS
A course in clear, effective expression designed to develop ability in composition. Students study the essay and are trained in the use of library materials for preparing research papers. Includes writing lab requirement. This course fulfills the Gordon Rule. Students will write a minimum of 6,000 words. Students must earn a C- or higher to move on to ENG 102. Offered every semester. Prerequisite: Pass grade in ENG 099 or appropriate score on the placement test.

ENG 102 ENGLISH COMPOSITION II/WORLD LITERATURE 3 CREDITS
A course in effective writing, emphasizing analysis of works of literature. Students study the various literary genres, reading and writing critically on a global canon. This course fulfills the Gordon Rule. Students will write a minimum of 6,000 words. Prerequisite: C- or higher in ENG 101. Offered: Every semester.

ENG 201 STUDIES IN POETRY 3 CREDITS
A survey of the genre, using a global canon to study the formal elements and various forms of poetry. Offered: Fall of odd-numbered years.

ENG 202 STUDIES IN SHORT FICTION 3 CREDITS
A survey of the genre, using a global canon to study the formal elements of the short story. Offered: Spring of odd-numbered years.

ENG 203 STUDIES IN DRAMA 3 CREDITS
A survey of the genre, using a global canon to study the formal elements of dramatic literature. Offered: Spring of even-numbered years.

ENG 204 STUDIES IN THE NOVEL 3 CREDITS
A survey of the genre, using a global canon to study the formal elements of the novel. Offered: Fall of even-numbered years.

ENG 311 CREATIVE WRITING 3 CREDITS
A practical course in writing poetry in fall of even-numbered years, fiction in the fall of odd-numbered years and drama in the spring of odd-numbered years.

ENG 315 MEDIEVAL & RENAISSANCE LITERATURE 3 CREDITS
The course gives students a broad, multidisciplinary training in the literature, history and culture of Europe from the Middle Ages to the early modern period. Offered: Fall of odd-numbered years.

ENG 325 SHAKESPEARE 3 CREDITS
An intensive study of the plays and sonnets of William Shakespeare. Offered: Spring.

ENG 330 AMERICAN LITERATURE I 3 CREDITS
A survey of American authors from the Colonial Period, the Age of Reason and the Romantic Era. Offered: Fall of odd-numbered years.

ENG 331 AMERICAN LITERATURE II 3 CREDITS
A survey of American authors from the Age of Realism through the 20th century. Offered: Spring of even-numbered years.

ENG 340 BRITISH LITERATURE I 3 CREDITS
A survey of major British authors up to and including the Renaissance. Offered: Fall of even-numbered years.

ENG 341 BRITISH LITERATURE II 3 CREDITS
A survey of major British authors after the Renaissance and through the 20th Century. Offered: Spring of odd-numbered years.

ENG 350 INTRODUCTION TO GENDER AND MULTICULTURALISM IN LITERATURE 3 CREDITS
This course is an analysis and appreciation of writings from a variety of diverse global groups with an emphasis on the uniqueness and nuances of culture and identity, the individual, and an acknowledgement and recognition of differences among these various groups. It will also examine the development of gender formation and sexual identity as a social, political and historical construct and its representation in multicultural literature. Offered: Spring of odd-numbered years.

ENG 405 SEMINAR IN GENDER AND LITERATURE 3 CREDITS
This course will enable students to comprehend the genesis of stereotypical gender roles and how this perception is formed by social, political and historical influences. This course also will present how this constricting perception of behavior has evolved into a more humanistic attitude toward equality in society and how these conceptions are represented in literature and various other cultural expression. Offered: Spring of even-numbered years.

ENG 420 TOPICS IN LITERATURE 3 CREDITS
An advanced study of selected themes, genres and authors. Offered: Fall of even-numbered years and Spring of odd-numbered years.

ENG 470 WRITING THE MAJOR THESIS 3 CREDITS
This is an upper-division writing workshop in which students receive instruction and feedback in writing as well as reinforcement of writing skills. Taught by an English professor, the course allows students to develop writing projects for assignments in their major program and to receive guidance on these projects from the planning stages through completion. Input from faculty members in the student's major program is encouraged. Offered: Every semester.

ENG 480 LITERARY THEORY 3 CREDITS
This capstone class provides tools for critical thinking that cut across existing disciplines and demand reflection on categories which structure academic discourse. The course will introduce a diversity of literary theories through readings in drama, fiction and poetry. Prerequisite: Permission of instructor. Offered: Fall of even-numbered years.

EPA 540 TERRORISM: ITS EFFECT ON CRIMINAL JUSTICE AND EMERGENCY PLANNING 3 CREDITS
This course is designed to prepare students with the necessary, basic theoretical knowledge and ability to reasonably analyze the fundamental principles involved in political terrorism. Students will examine a variety of events, ranging from low-level threats and acts of violence that may represent significant risk to human life and property, to large-scale acts of violence involving weapons of mass destruction that may have devastating, long-term effects.

EPA 620 INTERNSHIP IN EMERGENCY PLANNING AND ADMINISTRATION 3 CREDITS
The internship in Emergency Planning and Administration is a practical experiential field placement in a public or private emergency administration setting. The internship combines practicum-based learning combined with applied research. Prerequisites: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval.

EPA 630 TECHNOLOGY IN EMERGENCY PLANNING AND ADMINISTRATION 3 CREDITS
This course examines the nature and extent of current and emerging technologies in the field of Emergency Planning and Administration. It analyzes technology applications and their role in emergency planning, response, recovery and mitigation. Problems and issues associated with the introduction and use of technology applications for emergency management are considered. Various information systems that support decision making in emergency administration are examined.

EPA 640 PLANNING PROCESSES FOR EMERGENCY ADMINISTRATION 3 CREDITS
This course will examine various planning process models and methods used within the context of emergency planning and administration. Students will analyze how the planning process enables critical thinking by professionals and alternatives available in the event of an emergency. This course also considers the dynamics of coordination and cooperation among and between agencies that is required for effective emergency planning to occur.

EPA 651 THE SOCIAL DIMENSIONS OF DISASTER 3 CREDITS
This course involves an analysis of sociological research regarding individual, group, organizational and community responses to, and recovery from, disasters. It examines how social science research can be used as a basis for modifying public policy related to emergency planning and administration. The course considers some theoretical principles that govern the design and implementation of effective disaster warning systems, myths concerning disaster response and how people will behave, and theoretical principles most relevant to the implementation of an effective local emergency management program.

EPA 652 POLITICAL AND PUBLIC POLICY BASIS OF EMERGENCY PLANNING AND ADMINISTRATION 3 CREDITS
This course is an examination of the political and public policy environment in which emergency planning and administration is practiced. It examines the political dynamics of emergency management and analyzes government decision making before, during and after disasters. Students study how political factors play a role in all phases of emergency and disaster management. Students also analyze various disaster policy studies for lessons learned.

EPA 654 LIVING IN A HAZARDOUS ENVIRONMENT 3 CREDITS
An examination of selected natural hazards and their distribution, technical hazards and their origin and the frequency and impact of hazardous events. The course analyzes hazard perception and public response to natural hazards and technological failures, examines the consequences of hazards on society over time and assesses various mitigation strategies. Trends in hazards research are considered, and a variety of national and international issues are explored through case studies.

EPA 655 VULNERABILITY ANALYSIS AND HAZARD MITIGATION 3 CREDITS
This course will examine hazard, risk and vulnerability analysis within the context of emergency planning and administration. The concept of hazard mitigation will be framed and analyzed as a tool to reduce vulnerability to humans and the built environment, thereby reducing potential damages from future disasters. The student will review federal, state and local mitigation programs, and intergovernmental relationships will be explored. The role of the private sector and non-governmental organizations (NGOs) will be examined, and the economic effectiveness of vulnerability analysis will be assessed.

EPA 665 GRADUATE PROJECT IN EMERGENCY PLANNING AND ADMINISTRATION 3 CREDITS
The culminating graduate project represents a topic of professional interest selected by the student and approved by his or her advisor for relevance and importance in the field of emergency planning and administration. In the project, the student must reflect the integration of theory and practice and demonstrate mastery in the subject matter. Final projects are presented in a seminar.

ESE 251 EXCEPTIONAL PEOPLE 3 CREDITS
An introduction to persons with disabilities and other persons considered to be diverse within society, the school and the community. Students will explore causes of disabilities and services available for these individuals.

ESE 275 INCLUSIVE EDUCATION 3 CREDITS
Review of research based information on the identification and remediation of exceptional students in the general education classroom. Development of practical teaching strategies general educators need to respond effectively to exceptional students in general education classroom settings. Various teaching strategies including: learning strategies, universal design, direct instruction, cooperative learning, and peer tutoring as well as how to make appropriate accommodations and modifications will be examined. Eight hours of field observations required.

ESE 500 FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION 3 CREDITS
An exploration and analysis of exceptional student education with a focus on government policy, particularly P.L. 94-142 and the ADA; topics contributing to the history of special education; legal and ethical issues in exceptional student education; and major theories associated with educating students with mild moderate and severe disabilities. A minimum of 10 hours of field experience required.

ESE 505 ASSESSMENT OF EXCEPTIONAL STUDENTS 3 CREDITS
The purpose of this course is to offer an advance set of skills in assessment as it applies to the characteristics and needs of the students with disabilities. The course will emphasize the basic considerations of assessment and measurement, as well as the actual assessment instruments, techniques and decisions which lead to appropriate educational programming for students with disabilities. The course will also examine the use of informal methods used in special education classrooms; portfolio assessment, authentic assessment, observation, anecdotal and various recording methods will also be covered. A minimum of 10 hours of field experience required. Pre or co requisite: ESE 500

ESE 510 LITERACY FOR STUDENTS WITH DISABILITIES 3 CREDITS
This course presents the fundamentals of reading theory, instruction and assessment. Teaching strategies based on current special education methods and materials will be presented. Emphasis is placed on the development and utilization of a broad spectrum of pedagogical methodologies designed to foster reading literacy. Diagnostic, prescriptive and evaluative techniques appropriate to the child with disabilities are addressed. Critical assessment of commercial reading and other language arts programs/materials is included. A minimum of 10 hours of field experience required. Prerequisite: ESE 500.

ESE 515 INSTRUCTIONAL METHODS IN CONTENT AREAS 3 CREDITS
An in-depth study of the characteristics and needs of students with disabilities along with the use of various teaching strategies and individual instructional methods such as differentiated instruction, and understanding by design. The course will examine the use of various learning strategies and inclusive practices for students with disabilities across content areas. A minimum of 10 hours of field experience required. Prerequisite: ESE 500

ESE 520 CLASSROOM BEHAVIOR MANAGEMENT 3 CREDITS
This course provides students with the fundamental principles of behavior management and application of these principles to solving classroom management problems. In addition, there will be specific focus on current practice and research on the evaluation and treatment services for students with disabilities. Special Note: It is intended that this course may be applied toward State Endorsement in Autism Administrative Rule 6A-4.01796 2(c) Behavior management and positive behavior supports for students with autism. Students seeking State Endorsement in Autism must complete the field work experience in a setting with a student with an autism spectrum disorder. A minimum of 10 hours of field experience required. Prerequisite: ESE 500 and ESE 515.

ESE 521 SURVEY OF LEARNING DISABILITIES 3 CREDITS
This course provides a historical overview of services, assessment, theories of intervention strategies and classroom models for children with learning disorders. The etiology of learning disabilities and its prolific growth will be presented as well as what schools and teachers must do to accommodate these learners. This course will also examine national organizations, definitions, discrepancy of potential and achievement and other identification issues for these learners. Minimum of 10 hours field experience required.

ESE 522 CURRICULUM ADAPTATION/MODIFICATION IN THE CONTENT AREAS 3 CREDITS
IDEIA (Individuals with Disabilities Education Improvement Act) affords students with learning disabilities special services within the least restrictive environment. These services include accommodations and modifications as documented by the child's IEP. This course will cover mandated modifications in the areas of environmental/management, materials, content, instructional and testing/evaluation modification across content areas in order to maintain the child with special needs in the general education classroom and curriculum. A minimum of 10 hours of field experience required.

ESE 525 TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES 3 CREDITS
Comprehensive guide to collegiate, counseling, residential, social and vocational programs, and serving adolescents and young adults with disabilities. This course presents information to enable students to plan, implement, and evaluate programs for adolescents and young adults with disabilities so that they can lead a satisfactory and successful adult life. Principles in this course can be applied to the secondary school, residential, social and vocational, and counseling-based programs where students with disabilities are served. A minimum of 10 hours of field experience required.

ESE 530 TECHNOLOGY AND EXCEPTIONAL STUDENTS 3 CREDITS
A practical on-line course that builds on basic computer knowledge to increase teacher skill and student learning with a personal computer. The course will focus on adaptations and modifications of technology (hard and software) for students with disabilities. Application of email and web resources for instructing students with disabilities will be explored.

ESE 531 INTRODUCTION TO AUTISM SPECTRUM DISORDERS AND THE NEEDS OF FAMILIES 3 CREDITS
This course has been developed to meet the requirements for the endorsement competencies for the nature of autism spectrum disorders (including student characteristics, appropriate learning goals, teaching approaches, environmental arrangements) and the field-based experience requirement with students with Autism Spectrum Disorders (ASD). The course will provide participants with a framework for understanding the definition and history of autism (prevalence/incidence). The medical and educational knowledge of treatment efforts to promote the appropriate education strategies and services for students with ASD will be discussed. The course will also focus on the evidence-based instructional strategies and classroom organization along with social and communication needs of children with ASD and their families. A minimum of 10 hours of field experience required.

ESE 533 FUNCTIONAL LANGUAGE COMMUNICATION SYSTEMS AND ASSISTIVE TECHNOLOGY 3 CREDITS
This course has been developed to meet the requirements for the endorsement competencies for the use of assistive and instructional technology and natural, alternative and augmentative communication systems for students with autism and the field-based experience requirement with students with Autism Spectrum Disorders (ASD). This course will allow participants to develop an understanding of the communication disorders associated with ASD, an understanding of the diagnosis and treatment of communication disorders associated with ASD, and an understanding of how the special education teacher can contribute to the development of communication skills of a student with ASD. The student will also develop an understanding of how to select and use assistive communication and technology systems, how children with ASD develop language, how to promote assistive technology at school or other settings and how to assess as well as evaluate various language systems. A minimum of ten hours of field experience required.

ESE 534 AUTISM: METHODS OF ASSESSMENT, INSTRUCTION AND INTERVENTION 3 CREDITS
This course has been developed to meet the requirements for the endorsement competencies for the **a**ssessment and diagnosis of Autism Spectrum Disorders (ASD) and the field-based experience requirement with students with ASD**.** This course will present current practice and evidence based research on assessment, evaluation and treatment services for individuals with ASD. The course will provide review and discussion of such issues as: what to teach, how to teach and teaching within a team process. The course will allow students to examine strategies of effective instruction, assessment, intervention and treatment and inclusion methods for children with autism. A minimum of 10 hours of field experience required.

ESE 535 BEHAVIOR MANAGEMENT AND POSITIVE BEHAVIOR SUPPORTS FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS 3 CREDITS
Participants in this course will gain a framework for understanding, evaluating and implementing behavior changing programs for students with ASD. The course will focus on the analysis of current treatment services for students with ASD and on the implementation of research-based practices to prevent or reduce the occurrence of challenging behaviors. Some of the topics discussed will include functional behavior assessment, single subject design, instructional strategies and the importance of teaching effective pro-social behaviors to students with ASD. A minimum of ten hours of field experience required.

ESE 540 GRADUATE CAPSTONE RESEARCH PROJECT 3 CREDITS
The capstone is student-centered, student-directed and requires the command, analysis and synthesis of knowledge and skills. Students complete an individual research project with supervision in a current topic in special education.

ESE 541 PRINCIPLES OF APPLIED BEHAVIORAL ANALYSIS 3 CREDITS
This course will focus on definitions, characteristics, principles, processes and concepts related to behavior analysis as well as introducing behavior change procedures and systems support. Field experience required. Prerequisites: ESE 500, ESE 520.

ESE 542 APPLICATIONS OF APPLIED BEHAVIORAL ANALYSIS 3 CREDITS
The focus of this course will be behavior change procedures and systems support. Ethical considerations in behavior analysis as well as behavioral assessment and selecting intervention outcomes strategies will be introduced. Field experience required. Prerequisites: ESE 500, ESE 520, ESE 541.

ESE 543 EVALUATING INTERVENTIONS IN APPLIED BEHAVIOR ANALYSIS 3 CREDITS
This course will provide participants with extensive preparation on behavioral assessment and selecting intervention outcomes strategies. Measurement of behavior and displaying/interpreting data will be introduced and the experimental evaluation of interventions will be reviewed. Field experience required. Prerequisites: ESE 500, ESE 520, ESE 541.

ESE 544 PROFESSIONAL ISSUES IN APPLIED BEHAVIOR ANALYSIS 3 CREDITS
Ethical considerations in behavior analysis will be expanded while behavioral assessment, selecting intervention outcomes strategies, experimental evaluation of interventions, behavior change procedures and systems support will be reviewed. Field experience required. Prerequisites: ESE 500, ESE 520, ESE 541.

ESE 545 BEHAVIORAL ASSESSMENT MODELS IN APPLIED BEHAVIOR ANALYSIS 3 CREDITS
This course will focus on the development of behavioral assessment and selection of intervention outcomes strategies. A review of definitions, characteristics, principles, processes and concepts in behavior analysis will also be provided as well as a review on measurement of behavior and displaying/interpreting data. Field experience required. Prerequisites: ESE 500, ESE 520, ESE 541.

ESE 550 INTENSIVE PRACTICUM I 3 CREDITS
This course provides those students seeking to become Board Certified Behavior Analysts with the opportunity to complete 400 hours from the 750 hours of supervised experience in behavior analysis required for certification. Students will be supervised at least twice per week while at their placement. During their placement, students are expected to: (1) conduct assessment activities related to the need for behavioral interventions; (2) design, implement and monitor behavior analysis programs for clients; (3) oversee the implementation of behavior analysis programs by others; and (4) execute other activities normally performed by a behavior analyst. Students are encouraged to complete this practicum at a location where they are getting paid for their work. Students completing this course will be required to pay a practicum/internship fee. Prerequisites: ESE 541.

ESE 551 INTENSIVE PRACTICUM II 3 CREDITS
This course provides those students seeking to become Board Certified Behavior Analysts with the opportunity to complete 350 hours from the 750 hours of supervised experience in behavior analysis required for certification. Students will be supervised at least twice per week while at their placement. During their placement, students are expected to: (1) conduct assessment activities related to the need for behavioral interventions; (2) design, implement and monitor behavior analysis programs for clients; (3) oversee the implementation of behavior analysis programs by others; and (4) execute other activities normally performed by a behavior analyst. Students are encouraged to complete this practicum at a location where they are getting paid for their work. Students are encouraged to complete this practicum at a location where they are getting paid for their work. Students completing this course will be required to pay a practicum/internship fee. Prerequisites: ESE 541.

ESE 580 GRADUATE PRACTICUM IN EXCEPTIONAL STUDENT EDUCATION 3 CREDITS
The graduate practicum in ESE is a three credit practicum designed to give graduate students the opportunity to gain a supervised teaching experience prior to their student teaching experience. During this experience, the students will practice and be evaluated on their ability to demonstrate beginning level teaching skills. A minimum of 70 hours of field experience required. Prerequisites: ESE 500, ESE 505, ESE 510, ESE 515, ESE 520, ESE 525.

ESE 581 STUDENT TEACHING IN EXCEPTIONAL STUDENT EDUCATION 3 CREDITS
This course provides the opportunity for independent practice teaching in a diverse classroom in order to utilize the knowledge, attitudes, and skills necessary to demonstrate competency in the Florida Educator Accomplished Practices. Besides attending their assigned placements, student teachers are also required to participate in bi-weekly seminars designed to assist in transferring the knowledge and skills learned in the university classroom and during field placements. A minimum of 525 hours of field experience required. Prerequisites: ESE 500, ESE 505, ESE 510, ESE 515, ESE 520, ESE 525, ESE 580.

ESL 300 SECOND LANGUAGE AND LITERACY DEVELOPMENT FOR ENGLISH LANGUAGE LEARNERS 3 CREDITS
This course examines current linguistic theories and principles of second language acquisition and literacy development. It presents the application of best practices for the development of social and academic English recognizing the influence of culture to guide teachers in instructional practice with English language learners. Ten (10) hours of field observation required.

ESL 310 SHELTERED CONTENT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS 3 CREDITS
This course is a comprehensive overview of instructional methods and strategies for English language/literacy development and content instruction to English language learners enrolled in a various program models. The course is designed to help teachers make applications from research findings to practice in their classrooms with an understanding of culture and its relationship to academic achievement. Ten (10) hours of field observation required.

GVC 105 DRAWING 3 CREDITS
A course designed to help students visualize their thoughts in drawings, beginning with the basics of drawing to free-hand drawing of three-dimensional objects.

GVC 120 DESIGN 3 CREDITS
An introduction to the study of line, form, color and texture with emphasis on the organization of these elements into composition.

GVC 220 COMMERCIAL LAYOUT AND DESIGN 3 CREDITS
An examination of the principles of commercial layout and design through the use of industry-standard software applications. Emphasis is placed on basic design composition utilizing digital imagery and its relationship to typography. Lab fee $30.

GVC 230 GRAPHICS I 3 CREDITS
The basics of design are used to develop two-dimensional designs that serve specific commercial needs. Prerequisite: GVC 120.

GVC 235 WEB DESIGN AND INTERACTIVE MEDIA 3 CREDITS
Explores basic procedures and design strategies for developing interactive content for Web/Internet delivery. Focus on audio, video, still images and animation.

GVC 240 COLOR THEORY 3 CREDITS
Through the use of acrylics and various tools and techniques, basic technical skills and color relationships are studied.

GVC 265 PHOTOGRAPHY 3 CREDITS
Fundamentals of digital photography, including picture taking, camera technique and digital printing. Lab fee: $30.

GVC 275 DIGITAL IMAGING 3 CREDITS
This course focuses on the use of photo-based software and its application in visual communication with an emphasis on photographic manipulation techniques for the graphic arts as well as advertising design.

GVC 299 TOPICS IN GRAPHIC AND VISUAL COMMUNICATION 3 CREDITS
Specialized topics and trends in visual communication not covered in existing courses, such as informational design, handmade art books, graphic Web design, etc.

GVC 300 THREE-DIMENSIONAL COMPUTER MODELING 3 CREDITS
This course is an introduction to 3-D computer modeling and animation. It provides a basic understanding of the skills and techniques employed by 3-D designers in a wide-range of applications. The course covers several methods of modeling, applying textures and material to 3-D objects, lighting, animation and rendering and provides a foundation for further study in architectural, engineering and theatrical modeling and game design.

GVC 305 THREE-DIMENSIONAL COMPUTER ANIMATION 3 CREDITS
The course guides students through various intermediate animation techniques in a computer generated environment with a focus on character motion. The project-based course enables students to study computer directed principles of movement and timing and creates animated movies and visual effects projects for film, TV and Internet delivery.

GVC 315 LIFE DRAWING 3 CREDITS
Through the use of the live model and lectures in basic anatomy, the course uses drawing as a finished work. Figure drawing stresses the use of light and pro-portion. Lab fee: $40. Prerequisite: GVC 105.

GVC 330 GRAPHICS II 3 CREDITS
Intermediate study of the materials and methods of graphic design. Prerequisites: GVC 230.

GVC 335 ILLUSTRATION 3 CREDITS
An advanced drawing class stressing personal and creative use of tools and techniques to illustrate products, packaging, books and magazines. Prerequisite: GVC 105.

GVC 340 DIGITAL ILLUSTRATION 3 CREDITS
In this course the student uses a vector-based program in the creation of digital line art. In addition to technical proficiency, design and craft play a strong role in the course objectives. Projects ranging from basic form to commercial graphics are explored. Lab fee: $30.

GVC 350 ADVERTISING DESIGN AND PRODUCTION 3 CREDITS
This course concentrates on "real world" applications of design, principles and thought. Effective interaction with classmates are developed and employed as a resource in the conceptual and technical processes. Professionalism and attention to detail are emphasized and refined. Students study the management of projects for commercial printing applications. Time is given to improvement of ads from verbal direction as well as the design and production components. Lab fee: $30. Prerequisite: GVC 230.

GVC 362 HISTORY OF GRAPHIC DESIGN 3 CREDITS
This course explores the visual language invented and re-invented by human beings throughout history and covers the work of historically significant graphic designers and typographers. Prehistoric mark-making and the development of the written word are covered as well as revolutionary technological changes such as the invention of the printing press, moveable type and the digital information era.

GVC 365 COLOR PHOTOGRAPHY 3 CREDITS
Advanced study in the use of color in photography. Coordinated work with certain other art and fashion classes is required. Lab fee: $30. Prerequisite: GVC 265.

GVC 370 CORPORATE ID 3 CREDITS
This course allows students to research and develop design elements that identify and advertise a corporation or business. Logo/trademarks, corporate collateral, uniforms and vehicle identification are explored and researched. All projects are carried through to final portfolio quality. Lab fee: $30. Prerequisite: GVC 220.

GVC 375 HISTORY OF PHOTOGRAPHY 3 CREDITS
A chronological survey of photography from the early technical developments to contemporary digital imaging with emphasis on conceptual and thematic aspects, as well as the impact on society.

GVC 380 THREE-DIMENSIONAL DESIGN 3 CREDITS
Development of basic skills for building three-dimensional, conceptual and presentation models of products, furniture and buildings.

GVC 385 HISTORY OF ANIMATION 3 CREDITS
A chronological survey of the evolution of animation in the visual media of film, TV and computer games.

GVC 390 TYPOGRAPHY 3 CREDITS
Typographical forms are studied as both visual and verbal means of communication. Lab fee: $30. Prerequisite: GVC 330.

GVC 395 VISUAL COMMUNICATION THEORY 3 CREDITS
This course explores the language of visual communication and theories of perception and attention as applied to print and electronic forms.

GVC 399 ISSUES IN GRAPHIC AND VISUAL COMMUNICATION 3 CREDITS
A seminar with variable topics, dealing with issues in graphic and visual communication, such as: motion graphics, senior design studio, advanced computer graphics, computer animation, etc.

GVC 430 GRAPHICS PRACTICUM 3 CREDITS
Students complete individual projects in advertising and graphic design; the instructor acts as client and critic. Students progress from proposal and contract to final presentation. Lab fee: $30. Prerequisite: Permission of instructor.

GVC 445 APPLIED PHOTOGRAPHY 3 CREDITS
The application of photographic principles in studio and on-site settings. Students utilize graphic elements in the preparation of digital imagery. Lab fee: $30. Prerequisite: GVC 265.

GVC 450 ADVANCED GRAPHIC DESIGN 3 CREDITS
Design as it relates to visual communication. Typography, symbol, image and visual organization are considered in the context of contemporary practice. Lab fee: $30. Prerequisite: GVC 390 or permission of instructor.

GVC 455 ADVANCED PHOTOGRAPHY 3 CREDITS
Advanced study of photography as an art form; includes use of color in photography, experimentation in composition and techniques in large format printing. Lab fee: $30. Prerequisite: GVC 265.

GVC 480 VISUAL COMMUNICATION SEMINAR 4 CREDITS
A capstone course that enables students to apply theoretical and practical knowledge to develop a digital graphics, photography or animation project that serves as an e-portfolio item. Students complete a comprehensive e-portfolio. Prerequisite: Major in GVC academic program and 75 credits completed.

GVC 485 INTERNSHIP 1-3 CREDITS
Under the direction of the Graphic and Visual Communication faculty, the student has the opportunity to pursue experience with practicing professionals. Prerequisite: Permission of college internship liaison and/or college approval, 2.5 or higher GPA and Senior standing.
Course may be taken two times.

GVC 490 PORTFOLIO AND EXHIBITION 3 CREDITS
A capstone course that assesses and enhances each student's portfolio. As a group, the students demonstrate their ability to collaborate by designing and mounting an exhibition of their best work. For graduating seniors in the Graphic and Visual Communication program. Lab fee: $40. Prerequisite: Senior standing.

GVC 493 PROFESSIONAL PRACTICES 3 CREDITS
This course addresses the transition from student study to the professions of graphic design, photography and computer animation. Working in small groups, students design, prepare and present portfolios and resumes. Prerequisite: 75 credits completed.

GVC 498 INDEPENDENT STUDY IN GRAPHIC AND VISUAL COMMUNICATION 1-4 CREDITS
Opportunity for students to study areas of special interest in graphic and visual communication. Student registration dependent on approval of a written course proposal. Prerequisite: Permission of college dean.

GVC 540 ADVANCED COMPUTER MODELING FOR ANIMATION 3 CREDITS
This course develops an appreciation for the need of a wide range of 3-D modeling techniques. Students gain an in-depth knowledge of specialized computer modeling techniques and applications. The course fosters an understanding and appreciation of new trends and technology in 3-D graphics.

GVC 545 ADVANCED COMPUTER ANIMATION 3 CREDITS
This course provides an understanding of the principles of animation to gain an in depth knowledge of specialized animation techniques and applications. It develops observational skills that aid in understanding motion.

GVC 560 GRADUATE ANIMATION PRACTICUM I 3 CREDITS
This course focuses on the developments of research and application of 3-D animation tools.

GVC 565 GRADUATE ANIMATION PRACTICUM II 3 CREDITS
This course includes principles of compositing theory to gain an in-depth knowledge of specialized compositing tools and techniques. It allows students to understand and appreciate new trends and technology in 3-D graphics.

GVC 590 CREATIVE PROJECT SEMINAR I 3 CREDITS
GVC 590 and GVC 595 are taken consecutively to allow students to independently express ideas through time-based media. Students develop a working plan for successful completion of creative project and strategies for time management.

GVC 595 CREATIVE PROJECT SEMINAR II 1 - 3 CREDITS
GVC 590 and GVC 595 are taken consecutively to allow students to independently express ideas through time-based media. Students design the 3-D animation production workflow from concept to final. Consecutive enrollment in this course is required until the creative project is completed. Credits are conferred upon successful completion/defense of the creative project.

HA 100 INTRODUCTION TO HOSPITALITY AND TOURISM 3 CREDITS
Covers the growth and progress of the hospitality industry and how hospitality and tourism businesses are organized, financed and operated. The industry's opportunities and future trends are stressed.

HA 125 INTRODUCTION TO SPORTS AND RECREATION MANAGEMENT 3 CREDITS
A survey of the history, organizational structure and future direction of the sports and recreation industry.

HA 290 HOSPITALITY INTERNSHIP 4 CREDITS
Includes 200 hours of work in the hospitality industry. The field experience will be accompanied by reports, journals and faculty conferences. Prerequisites: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval.

HA 300 HOTEL—SPECIAL TOPICS 3 CREDITS
The purpose of this course is to select special topics that are not covered in existing courses and expose the students to recent developments and future research in the hotel industry.

HA 301 RESORT—SPECIAL TOPICS 3 CREDITS
The purpose of this course is to select special topics that are not covered in existing courses and expose the students to recent developments and future research in the resort industry.

HA 306 SPORTS—SPECIAL TOPICS 3 CREDITS
The purpose of this course is to select special topics that are not covered in existing courses and expose the students to recent developments and future research in the sports industry.

HA 310 HOSPITALITY INDUSTRY LAW 3 CREDITS
An analysis of the legal aspects of operating all types of hospitality facilities. The course explains precedents of common law and statutes relating to responsibility for guests, employees and property; limitation of liability; negligence; and other legal relationships for hotels, motels, restaurants and clubs.

HA 311 MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY 3 CREDITS
Presents managerial accounting concepts and explains how they apply to specific operations within the hospitality industry. Includes understanding financial statements, budgeting, operational costs, internal control and planning cash flow. Incorporates the latest revision to the uniform system of accounts. Emphasis is placed on the need for and use of timely and relevant information as a vital tool in the management process. Lab fee: $30. Prerequisite: HA 201 or ACC 201.

HA 313 SPORTS LAW AND RISK MANAGEMENT 3 CREDITS
An examination of the legal aspects of amateur and professional sports with an emphasis placed on the review of contracts, torts and labor relations. Specific attention is given to league-wide collective bargaining, standard player contracts, intellectual property rights and disability law in athletics. Risk management is explored through case studies.

HA 331 HOSPITALITY STUDY TOURS 3–9 CREDITS
On-site experience at hospitality businesses for an evaluation of a domestic property. Management procedures, concepts and styles of operation will be scrutinized.

HA 332 INTERNATIONAL STUDY TOURS 3–9 CREDITS
On-site experience at international hospitality businesses for a comparative evaluation of a domestic international property. Management procedures, concepts and styles of operation will be scrutinized.

HA 345 FOOD PRODUCTION 3 CREDITS
This course will serve as an introduction to food production techniques and will include: processing of meats, stocks and sauces, continental cuisine, and regional cuisines of America. Lab Fee: $100. Prerequisite: HA 100.

HA 349 FOOD AND BEVERAGE MANAGEMENT 3 CREDITS
Food and beverage management will be explained through the following areas: dining room management, beverage management, storeroom management, nutritional analysis and menu planning.

HA 350 MANAGEMENT INFORMATION SYSTEMS FOR THE HOSPITALITY INDUSTRY 3 CREDITS
Covers advanced topics such as computer system feasibility studies, designing a computer system and an in-depth study of lodging and resort Property Management Systems (PMS). PMS front office, PMS back office and PMS interfaces will be stressed. Lab fee: $30.

HA 355 CUSTOMER SERVICE 3 CREDITS
An emphasis on the development of company policies and strategies pertaining to the execution of good customer service. It also provides the techniques and methods to train personnel in the implementation of standards relating to customer service. Evaluation methods focusing on consumers, their needs and the skills needed to anticipate these needs as well as developing solutions to customer problems and complaints.

HA 358 HOSPITALITY LABOR RELATIONS 3 CREDITS
Topics include history of organized labor, union organizing campaigns, labor law, employment law, collective bargaining and union management relations. Case studies and role playing are integral parts of the course.

HA 375 HOSPITALITY STRATEGIC MARKETING 3 CREDITS
Examines marketing, the concept and the process, how to conduct research for strategic planning, target marketing, positioning strategy, advertising and evaluation of case studies.

HA 376 SPORTS MARKETING 3 CREDITS
The contrast and comparison of basic marketing concepts as they relate to amateur and professional sports. Includes promotion and public relations, strategic marketing planning, consumer behavior, representation of the professional athlete, team media relations, marketing information management, market planning and marketing technology.

HA 380 WORLD TOURIST ATTRACTIONS 3 CREDITS
A geographical, social, cultural, political and economic analysis of the world's major tourist areas. Course study includes an investigation into historical foundations and developments that have contributed to or have had an impact upon an area's offerings to the tourist market. The tourists' reasons for choosing such destinations also are examined.

HA 390 HOSPITALITY INTERNSHIP 4 CREDITS
Includes 200 hours of field work in the hospitality industry. The field experience will be accompanied by readings, reports, journals and faculty conferences. Prerequisites: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval.

HA 413 POLICY & ETHICS IN SPORTS 3 CREDITS
A critique of existing policies for managing sports organizations and development of an ethical compass to assist students to guide them through the various challenges faced in the sporting industry. The course will analyze issues related to sports morality, including worldwide sociological influences and philosophical principles.

HA 414 ORGANIZATION AND MANAGEMENT IN PROFESSIONAL SPORTS 3 CREDITS
An exploration of the fundamentals of managing professional sports, including organizational structure of league-based and individual sports. The course includes an overview of ownership, franchise operations, governance, broadcasting, labor/management relations, licensing and sponsorship.

HA 415 ORGANIZATION AND MANAGEMENT IN AMATEUR AND INTERCOLLEGIATE SPORTS 3 CREDITS
Investigation of the specific issues facing intercollegiate, amateur and Olympic athletics. The course includes an in-depth examination of NCAA structure, management and rules compliance; an overview of Olympic host-city site selection, marketing and operations; and attentiveness to recreational sports administration, including youth sports.

HA 416 SPORTS AND RECREATION FACILITIES 3 CREDITS
This course provides an understanding of recreational facilities and the layout of space allocation, both indoors and outdoors. Emphasis is placed on equipment, construction and maintenance of facilities.

HA 427 FACILITY PLANNING, DESIGN & MANAGEMENT 3 CREDITS
The cultural importance of hotel design has never been greater, becoming the mirror for consumer aspirations and the pivotal point for innovation in architecture and design. With a burgeoning interest in eco-resorts, spas and retreats, this course investigates hotels as both the leaders of style and as the antidote to the negative aspects of modern life, taking into consideration the functional aspects of facility planning and management.

HA 428 EVENT AND CONFERENCE MANAGEMENT 3 CREDITS
An advanced investigation of the logistics and managerial considerations involved with the social function, meeting, conference and convention aspects of hotel and resort operations. Studies are focused on planning, executing and analyzing the success of events, including on-premise catering and banquets.

HA 429 REVENUE MANAGEMENT 3 CREDITS
An in-depth study of the concept and practice of revenue management, investigating the comprehensive applications utilized in the broad spectrum of hospitality organizations. This course provides insight and understanding on the integration of revenue management decision making and its relation to profit centers and operating departments.

HA 438 SPA OPERATIONS AND SERVICES MANAGEMENT 3 CREDITS
This course is a study in the categories of spas, amenities, operations, marketing and management. Studies differences between resort spas, amenity spas, day spas, and destination spas and how management practices differ within each. Includes a review of the types of spa treatments and equipment needs, as well as safety, legal and ethical issues. Field trips and guest lecturers are utilized.

HA 456 RESORT MANAGEMENT & OPERATIONS 3 CREDITS
Investigates the structure and logistics involved in the operation of hospitality facilities including resorts, vacation-ownership properties, clubs and spas. Examines the various responsibilities of the engineering and maintenance departments, reviews environmental issues, renovation considerations, building operation systems, resource management and housekeeping operations.

HA 481 SENIOR SEMINAR 3 CREDITS
This capstone course will include current issues in personal and professional development for the hospitality manager. Topics include ethics, change management, sustainability and strategic management. Additionally, a capstone project will be completed. Prerequisite: Senior standing or consent of instructor.

HA 493 ADVANCED INTERNSHIP IN RESORT & HOTEL MANAGEMENT 4 CREDITS
Students must complete an additional 200 hours of supervised work experience with an approved project in resort and hotel management during which managerial exposures are required. Minimum 2.0 GPA and consent of advisor required to register for the course.

HA 494 ADVANCED INTERNSHIP IN SPORTS MANAGEMENT 4 CREDITS
Students must complete an additional 200 hours of supervised work experience with an approved project in sports and recreation management during which managerial exposures are required. Minimum 2.0 GPA and consent of advisor required to register for the course.

HA 499 INDEPENDENT STUDY IN HOSPITALITY II 3 CREDITS
Independent research projects or other approved phases of research or independent study. Prerequisite: Permission of the dean.

HA 525 FOOD SERVICE ADMINISTRATION 3 CREDITS
Food service systems and operations. Controls and financial management of efficient food service operations.

HA 530 RESORT DEVELOPMENT AND MANAGEMENT 3 CREDITS
Principles of resort management with particular reference to the social, economic and environmental issues involved in resort development and management.

HA 550 HOSPITALITY MANAGEMENT EDUCATION 3 CREDITS
An overview of educational research, curriculum development and the role of the faculty member in hospitality management education.

HA 555 FINANCIAL MANAGEMENT 3 CREDITS
An overview of long- and short-term financial management in the service industry, including pricing, cost analysis, forecasting and financial statement analysis.

HA 570 HUMAN RESOURCE MANAGEMENT AND LABOR RELATIONS 3 CREDITS
Comprehensive overview of personnel practices and labor relations including human resource planning, ADA, staffing, performance appraisal, leadership studies, labor-management relations and collective bargaining. Leadership studies are highlighted.

HA 575 SERVICE MANAGEMENT 3 CREDITS
An integrated approach to the marketing, operational and human aspects of managing a service business. Case studies of service businesses provide the major focus for service management analysis.

HA 597 INDEPENDENT STUDY IN HOSPITALITY MANAGEMENT 1–3 CREDITS
Opportunities to explore both career directions and areas of individual interest.

HA 665 GRADUATE PROJECT IN HOSPITALITY MANAGEMENT 3 CREDITS
The project is developed in an area of professional interest and importance in the hospitality field. The project must reflect the integration of theory and practice, as well as demonstrate expertise in the subject matter.

HA 670 SPECIAL TOPICS IN HOSPITALITY 3 CREDITS
Analysis of special topics of current interest that reflect the latest developments or current trends in the industry.

HIS 113 20TH CENTURY WORLD 3 CREDITS
An examination of significant trends and events from 1930 to the present using comparative perspectives.

HIS 221 AMERICAN HISTORY I 3 CREDITS
A general examination of the social, political, cultural, and economic history of the United States from the "New World" to the Civil War.

HIS 222 AMERICAN HISTORY II 3 CREDITS
A general examination of the social, political, cultural, economic and international events influencing the United States from the Civil War to World War II.

HIS 230 SOCIAL AND POLITICAL HISTORY OF THE UNITED STATES 3 CREDITS
A topical approach to key political and social events that have an impact on American culture.

HIS 240 AMERICAN SOCIETY SINCE 1945 3 CREDITS
The aim of this course is to explore social, political, economic and cultural change in the United States since 1945. Topics include family life, popular music, the suburban experience, women's and civil rights movements, and life in a consumer society.

HIS 332 HISTORY OF AMERICAN CAPITALISM 3 CREDITS
This course is a survey of the development of American business from colonial times to the present. The course will investigate the evolution of modern managerial capitalism and study some of the people who created it, organized it and then made it work. In addition, this course will explore the history of managerial behavior and ethics in American business.

HIS 360 THE AMERICAN EXPERIENCE THROUGH FILM 3 CREDITS
Historical and contemporary America as viewed by the American film industry using various perspectives across disciplines such as: social and behavioral sciences, science and technologies, film, and humanities.

HIS 481 SEMINAR IN HISTORICAL STUDIES: THE HOLOCAUST 3 CREDITS
This course will examine Hitler's anti-Semitic policies and practices, their causative factors and their implications as an example of the effect of prejudice. Prerequisite: Junior or Senior standing.

HIS 482 HISTORY SEMINAR 3 CREDITS
A series of analyses and discussions of contemporary problems in political science. Individual student research and reports are required. Prerequisite: Senior standing.

HS 100 INTRODUCTION TO HUMAN SERVICES I 3 CREDITS
This course surveys and discusses the theoretical concepts and principles upon which the human service field operates. Students visit agencies and human service organizations to observe community settings. They will gain a basic knowledge of the human service field.

HS 301 SOCIAL PROBLEMS AND POLICY 3 CREDITS
Students will explore a range of contemporary social problems commonly encountered by the human service professional. The history of applicable social welfare policies and programs will be discussed, as will the role of the human service worker in client advocacy. Students will critically examine the relationship between policy and services in the United States at the local, state and national levels. Students will learn the skills necessary to advocate on behalf of clients and become agents of system change.

HS 320 COMPARATIVE EDUCATION AND HUMAN SERVICES 3 CREDITS
The educational and human service systems of selected developed and developing countries studied in cross-cultural perspective.

HS 325 GROUPWORK & FAMILY SYSTEMS 3 CREDITS
This course is designed to provide students with the theories, skills and techniques of human service casework practice as applied to small groups and families. Students will develop a theoretical understanding of groups and families, and will learn to apply entry level skills for assessing and intervening with families and groups in a wide range of social service agencies and with a diverse client population.

HS 360 ASSESSMENT AND INTERVIEWING IN THE HUMAN SERVICES 3 CREDITS
Students will review the psychological, developmental, social, behavioral and systems theories that help to understand human behavior. With a focus on interviewing, engagement and assessment skills, students will learn to gather information, assess client problems and behaviors and identify client strengths. Multidisciplinary team participation will be discussed.

HS 410 CASE MANAGEMENT STRATEGIES 3 CREDITS
Service planning and evaluation, case documentation and case management skills will be emphasized, as will the role of collaboration in an interdisciplinary setting. The course will also cover basic cognitive-behavioral and effective helping strategies, crisis intervention, problem-solving techniques and referral to community resources and other professional helpers.

HS 420 ETHICAL AND LEGAL ISSUES IN HUMAN SERVICES 3 CREDITS
This course will focus on a range of ethical, legal and professional issues facing the diverse disciplines of the helping professions. Designed to teach a process of ethical decision making and to increase awareness of the complexities of helping, students will critically examine ethical dilemmas and various professional ethical codes as they learn about confidentiality, client records, legal documents, ethical standards, regulatory statutes, professional boundaries and preparation for court testimony.

HS 450 HUMAN SERVICES INTERNSHIP I 3 CREDITS
Students will spend 20 hours per week in an internship situation within a human service organization. This internship will be offered concurrently with weekly seminar sessions. Seminar sessions will allow students to discuss their experiences and will supplement the fieldwork with practical application of current theories and research regarding the settings in which students will be placed for their internship hours. Students must provide their own transportation to the off-campus internship location.

HS 475 HUMAN SERVICES SENIOR INTERNSHIP 3 CREDITS
Students will spend a minimum of 20 hours per week in an internship within a human service organization or setting that is consistent with the student's interests. Students are required to attend weekly seminars and to complete a senior paper that will include a description and in-depth study of the student's internship setting. Students must provide their own transportation to the off-campus internship location.

HS 482 HUMAN SERVICES SENIOR SEMINAR 3 CREDITS
This seminar will offer a study of selected issues and specialized topics in the field of human services. Designed for seniors, the seminar will help prepare students for entrance level employment positions. Interviewing techniques will be explored, and a written résumé and work portfolio will be designed by each student.

HUM 101 ART APPRECIATION 3 CREDITS
This course will concentrate on specific works of art, which are expressions of the cultural values held by people from nations around the world. While the focus of the course is on artistic monuments and works, they cannot be thoroughly comprehended without including material about the historical events, philosophy and intellectual ideas that inspired these works. The goal of this course is to enable students to increase their awareness through the study of art of the rich and vast numbers of cultures that have and currently make up our global world. It also will show how these cultures have interacted and contributed to the development of human civilization.

HUM 102 MUSIC APPRECIATION 3 CREDITS
This course offers an introduction to the wondrous universal language of music. Through the study of both recordings and live, in-class performances, students will gain familiarity with the fundamental forms of instrumental, symphonic, chamber and vocal

compositions, from the early Renaissance period through the birth and development of jazz to contemporary commercial forms. Prominent musical characteristics, practical terminology and influential musicians are spotlighted from styles including, but not limited to, the Baroque, Classical, romantic, blues, jazz, and theater and film genres, as students gain the intellectual and historical information helpful to articulate the emotional response they feel when listening and experiencing music of all kinds.

HUM 104 DANCE APPRECIATION 3 CREDITS
This is a performance course that also introduces students to the study of dance techniques, criticism and appreciation. Students explore classical and contemporary dance vocabulary.

HUM 107 WORLD PHILOSOPHY 3 CREDITS
This course introduces students to philosophical thinking by exposing them to the basic human questions that characterize the philosophy of all cultures. Emphasizing the relevance of philosophy to everyday life in many non-Western societies, students will read works of Buddhist, Taoist, African, Latin American and Middle Eastern origin, and consider a variety of perspectives, including the voices of women, indigenous people and philosophical fiction. Works will be placed in historical, cultural and geographic context to reveal how much of what is known about these cultures is governed by stereotypes and misleading distortions. Classic themes of the Western philosophical tradition will be addressed, while stressing the universality of the search for meaning in life that drives all philosophical reflection.

HUM 201 LOGIC 3 CREDITS
An elementary course in the principles and problems of critical thinking. The relation between language and reasoning, different uses of language and problems of meaning are emphasized in the context of real-world arguments. Essential preparation for students considering taking the LSAT examination, formal principles of deductive and inductive reasoning are studied and applied through close analysis of actual arguments over political and legal issues of the day.

HUM 203 EARLY ART HISTORY 3 CREDITS
This course examines specific works of art that are expressions of the cultural values of ancient peoples from around the world. The artistic monuments and works of the Stone Age and Pre-Historic Aegean, as well the ancient civilizations of the Near East, Egypt, Greece, India, Pakistan, China, Japan, Rome and the Islamic world will be covered. Exploring the origins of the rich cultural traditions that inform our world will give students a greater awareness of how these cultures have interacted and contributed to the development of human civilization in our global society. Prerequisite: HUM 101 or HUM 170.

HUM 204 RENAISSANCE TO MODERN ART HISTORY 3 CREDITS
This course examines specific works of art during the Medieval period to the 19th century from a variety of cultural traditions around the world. Gothic, Renaissance, Humanist, Mannerist, Baroque, Native American, Oceanic, Neoclassical and Impressionist artistic works and monuments will be studied. Through exploration of the development of art during these key historical periods, students will gain insight into the rich cultures that comprise the world. Prerequisite: HUM 101 or HUM 170.

HUM 210 ART IN CHINA AND THE PACIFIC RIM 3 CREDITS
This course exposes the student to a deeper awareness of Chinese culture through an interdisciplinary approach that draws on the main emphases in the humanities of history, art, music, language and literature. Consideration of worldview and ideology in China's relationship to past and contemporary global issues, as well as Chinese influence on countries considered in The Pacific Rim, will serve as an integral theme of the course. This course will encompass exploration of Pacific Rim art and cultures, including Japan, India, Indonesia, and Korea, as well as the influences of Buddhist art and ideology.

HUM 211 ASIAN PHILOSOPHY 3 CREDITS
The course introduces students to the deeply rooted traditions of thought that inform the belief systems of contemporary Asia. Particular attention will be paid to the influence of these traditions on current cultural practices. Themes addressed will include the individual's relationship to nature, the existence of evil in the world, relations between humans, including social and political hierarchies, the role of the human ego in society, and what it means to live a life of virtue. The major traditions of Hinduism, Buddhism, Taoism and Confucianism will be discussed, as well as Shintoism, Maoism and Zen Buddhism.

HUM 221 INTRODUCTION TO PHILOSOPHY 3 CREDITS
In the spirit of William James' belief that philosophy "is not a technical matter, but our more or less dumb sense of what life honestly and deeply means," this course introduces students to the practice of philosophy as a way of life, rather than a field of abstract reflection accessible only to experts. Students will read diverse works by both the classical greats and contemporary thinkers as they reflect upon issues of truth, knowledge, reality, ethics, selfhood, religion, and politics and their bearing on our individual lives.

HUM 300 GREAT ISSUES 3 CREDITS
This course is an in-depth exploration of the issues and ideas contemplated by human beings throughout the ages. Through careful reading of thinkers who have left a lasting impression on our culture from a variety of disciplines; including philosophy, literature, political theory, psychology and economics, students will read, reflect on and discuss questions of justice; relation to government; wealth and poverty; and the nature of mind. Inquiring into issues of faith, morals, liberty, equality, feminism and culture, students will work to generate insights into the fundamental issues of human existence, as well as their own lives. Prerequisite: Junior or Senior standing.

HUM 301 CREATIVE THINKING 3 CREDITS
This course examines the nature of human creativity. Through readings of creative thinkers from diverse fields such as mathematics, music, science, poetry and art reflecting on their own creativity, students will study what makes creative individuals creative. Their insights into the process of creative thinking will provide a window into students' own minds, as they reflect on such issues as the nature of the creative process, where ideas come from, the role of dreams and the unconscious in creativity, the relation of creative individuals to society, and the idea of personal identity and style. Prerequisite: Junior or Senior standing.

HUM 302 ETHICS 3 CREDITS
This course approaches the study of ethics from a philosophical perspective. After examining the four major philosophical schools of ethical thought—virtue ethics, deontological ethics, utilitarianism and rights-based ethics—students will turn to a number of contemporary ethical debates, including abortion, capital punishment, pornography, drugs, affirmative action, animal rights, war and terrorism to analyze and discuss the various arguments from a philosophical point of view.

HUM 315 MODERN ART HISTORY
POST-IMPRESSIONISM TO 1945 3 CREDITS
From the Post-Impressionists to the Abstract Expressionists, this course explores 20th-century visual arts. Decade by decade, this exploration will trace the development of architecture, painting, sculpture and photography from 1890 to modern day. Close attention will be paid to the historical, social and intellectual contexts that supported each creative school of art. Prerequisite: HUM 101 or HUM 170.

HUM 320 THE CLASSICS 3 CREDITS
This course introduces students to the classics of ancient Greece and Rome. Through study of the great works produced by these civilizations, students will gain insight into their own society, as well as into the forces that have shaped the modern world. From the Greeks, readings will include the Homeric epic poems, the tragedies of Sophocles, Aeschylus, and Euripides, a selection of Plato's "Dialogues" and Aristophanes' "Clouds." From the Romans, Cicero, Virgil, Ovid and Seneca. Prerequisites: HUM 101, HUM 170.

HUM 330 PHILOSOPHY AND FILM 3 CREDITS
This interdisciplinary course takes a novel approach to the study of philosophy. Using the medium of contemporary cinema as a window into the philosophical tradition, this course examines the idea of film as a mode of philosophical expression. Recent and past films will be studied from a philosophical perspective by pairing them with the key philosophical ideas of which they are an expression. Students will study the ideas of Plato, Descartes, Hobbes, Nietzsche and Freud, among others, as they contemplate classic philosophical themes about truth and reality, the limits of knowledge, the nature of human consciousness, and timeless issues of ethics, God and religion. Prerequisite: Junior or Senior standing.

HUM 335 WORLD RELIGIONS 3 CREDITS
A comparative study of the great religious traditions of the world which seeks to understand their place in history and their impact on the world today. Hinduism, Buddhism, Christianity, Islam, Taoism, Native American and African traditions will be discussed. The course will approach these traditions as living. It will invite students to enter into dialogue with them, observe them in their unique cultural contexts, and ultimately to learn how they enrich and challenge our lives.

HUM 340 PHILOSOPHY AND POPULAR CULTURE 3 CREDITS
This course is designed to teach students that there is more to philosophy than the study of dusty, old philosophical texts. Philosophy is about life—about living an examined life and adopting a critical, reflective stance toward one's social and cultural environment. Rather than simply learn about philosophy and philosophers, in this class students will learn to think philosophically themselves by reflecting on the ideas that exist within familiar forms of contemporary culture, including films, television, music, art and politics. Students will read contemporary thinkers writing about the philosophy behind recent films, rap music and hip-hop culture, MTV and the cult of personality, pop art and the leveling of the divide between mass culture and avant-garde art, and the role of today's youth in politics. After reading contemporary articles on each of these topics, students will view or listen to the films or music or art and undertake reflections of their own.

HUM 350 AMERICAN PHILOSOPHY 3 CREDITS
This course explores the tradition of ideas in America. The focal point of the course will be America's most distinctive contribution to the tradition of philosophy, the philosophy of pragmatism. America's attempt to express itself philosophically assumed many forms. Sources will be varied as students trace the development of common themes in the early religious thought of the Puritans, the American Enlightenment and the philosophy of the founding, Transcendentalism and the rise of democratic individuality, the abolitionist movement and women's rights and pragmatism itself. Prerequisite: Junior or Senior standing.

HUM 390 LIBERAL ARTS INTERNSHIP 3–6 CREDITS
Opportunity for Liberal Arts majors to gain on-the-job experience through an internship placement. Prerequisite: Advisor/dean permission.

HUM 410 GREAT BOOKS 3 CREDITS
A study of some of the seminal works of literature both fiction and nonfiction from writers around the world. The course explores their significance, depth and the degree to which they provide the challenge to reflect upon human experience. Prerequisite: HUM 100 or Junior or Senior standing.

HUM 411 ART HISTORY: 1945 TO THE PRESENT 3 CREDITS
From the development of Abstract Expressionism through Postmodernism. Prerequisite: HUM 203 or 204.

HUM 490 LIBERAL ARTS SEMINAR 3 CREDITS
A capstone senior course.

HUM 495, 496, 497 INTERNATIONAL STUDIES IN ART AND HUMANITIES 3–9 CREDITS
International studies abroad in languages, arts and cultures of foreign nations and societies, stressing the unique experience of study in a foreign country and direct experience of another culture. Prerequisite: Permission of advisor/dean.

INB 390 GLOBAL BUSINESS ENTERPRISE 3 CREDITS
This course is an introduction to doing business in the global arena. Emphasis will be placed on the importance of understanding and appreciating host country culture as a key for successful business endeavors. Areas such as economic analyses, political/legal assessments and market research will be applied to international business decision making and strategy development. The role of international agencies and the mechanics of trade will be introduced.

INB 391 COMPARATIVE ECONOMIC SYSTEMS 3 CREDITS
This course provides an overview of the opportunities and challenges relevant to the conduct of business in dissimilar economic systems. Students will compare international business as it is characteristically affected by differing national economic and political philosophies, patterns or government-business relationships and strategies for economic development. Prerequisites: BUS 171, INB 390.

INB 393 INTERNATIONAL MONETARY RELATIONS 3 CREDITS
This course is designed to expose the student to the workings of the international financial management environment, foreign exchange risk management, multinational working capital management and financing of foreign operations. Prerequisites: INB 390 and BUS 311 or permission of instructor.

INB 491 MULTINATIONAL CORPORATION – EVOLUTION AND CURRENT ISSUES 3 CREDITS
Students will analyze the effects of currently emerging issues on developing or defending competitive international business performance. Through the integrative exercise of theory, concepts and tools acquired in their prior courses, students will demonstrate their ability to apply that broad foundation of knowledge to the formulation of strategies and tactics specific to the changing scenarios characteristic of the constantly fluid international business environment. Prerequisite: INB 390 or permission of instructor.

INB 492 LEGAL ASPECTS OF INTERNATIONAL BUSINESS 3 CREDITS
A survey of international laws, regulations and codes, as well as international institutions responsible for regulating intercourse among nations. Historical foundations will be presented along with contemporary issues and dilemmas that face the "global village." Prerequisite: BUS 372 and INB 390.

INB 496 INTERNATIONAL STUDY ABROAD IN BUSINESS 3–9 CREDITS
International studies abroad in business stress the unique experience of study in foreign countries and direct contact with other cultures. Students will acquire knowledge in various facets of international business in the context of social, political and economic environmental forces. Studies abroad in business may count for up to nine credits, depending on the nature and scope of the project, with 15 contact hours of instruction necessary for each hour of credit earned. Students considering enrollment in international studies in business should plan with their advisor how such credits earned are to be applied before registration. Prerequisite: Permission of advisor or dean. Course can be taken a total of three times.

INT 390 INTERNATIONAL INTERNSHIP 3–6 CREDITS
Opportunity for students participating in Lynn University's International Internship Program to gain on-the-job experience through an internship placement. Prerequisite: Permission of advisor or dean.

IRPS 150 INTRODUCTION TO INTERNATIONAL RELATIONS 3 CREDITS
Introduction to International Relations stresses the dynamics of politics (who gets what) in a global context. Featuring the participants and relationships that characterize those dynamics, this course explores the conceptual and practical aspects of "traditional" international relations, for example: power, sovereignty, interdependence, armed conflict, the U.N. and other intergovernmental organizations. In addition, more marginalized but nonetheless salient concerns—globalization, human rights and the

environment, among others—are covered in a global, as well as comparative, context in order to investigate current and future global political challenges.

IRPS 220 GLOBAL HUMAN RIGHTS 3 CREDITS
Global Human Rights focuses on the political aspects of human rights in a number of contexts: theoretical/philosophical, legal and public policy. Various geographic regions are studied to highlight specific cases of human rights protection and violations. Both Western and non-Western perceptions of human rights form the context for exploring topics pertaining to natural rights, economic/social/cultural rights, civil/political rights, individual and collective rights and the debate between cultural relativism and universal human rights. This course also surveys, through the use of documentaries and movies, some of the most critical and controversial human rights (e.g. self-determination, genocide/ethnocide, women's and children's rights and labor rights) and the relevant mechanisms and institutions for the successful implementation of human rights norms, standards and practices.

IRPS 225 UNITED STATES GOVERNMENT 3 CREDITS
An examination of the U.S. Constitution; foundations of political power; national parties; the executive, legislative and judicial functions; and the impact of government policies on national and international issues.

IRPS 250 CONTEMPORARY GEOPOLITICAL AFFAIRS 3 CREDITS
Contemporary Geopolitical Affairs introduces students to the interplay of geography with political and cultural dynamics. With an emphasis on current events, the course explores various issues relevant for each of the diverse regions and subregions of the world. Several related topics are considered, for example: the degree of unity or fragmentation within the region/subregion, the role of religion, economic dynamics and the nature of regional changes. The format of the course includes lectures, class discussions, interactive exercises and videos.

IRPS 305 INTERNATIONAL ORGANIZATION(S) 3 CREDITS
The International Organization(s) course begins with a consideration of fundamental issues of global governance by exploring the ways in which the participants in global affairs organize themselves. Discussed are the three primary types of international organizations—intergovernmental, nongovernmental and transnational—and regimes. Questions pertaining to their structures, functions, activities and relevance for global affairs are considered. Of particular interest are the relationships between political/security, economic and social/humanitarian organizations; between global and regional organizations; and between single and multipurpose organizations. Course goals encompass skill set development including writing/editing, reading comprehension/interpretation and critical thinking/analysis.

IRPS 310 INTERNATIONAL LAW 3 CREDITS
This course explores the historical roots of international law, its various theoretical foundations and sources. Specific areas of law to be studied include human rights, law of the sea, environmental law, the use of force/warfare and international criminal law. Defining the legal concepts of sovereignty, intervention, jurisdiction, recognition and territoriality (among others) permits a thorough consideration of their theoretical and practical implications. An International Court of Justice simulation exercise provides the opportunity for students to "practice" international law. Course goals encompass skill set development including writing/editing, reading comprehension/ interpretation, critical thinking/analysis and oral presentation.

IRPS 315 AFRICAN HISTORY AND POLITICS 3 CREDITS
This course is a survey of the events and processes leading to the colonization of Africa and subsequent changes in African societies under colonial rule and independence. African History and Politics focuses on African responses to the challenges and opportunities of the 20th and 21st centuries. In addition, due consideration is given to African initiatives and voices in rapidly changing political, economic, social and ideological environs. In particular, African contributions to decolonization and the problems of independence in an interdependent world are explored in the context of contemporary political dynamics. Themes include democratization, governance, development and regional cooperation.

IRPS 320 LATIN AMERICAN POLITICS AND HISTORY 3 CREDITS
Latin American History and Politics begins with an overview of the historical characteristics of the Caribbean, Central and South American regions. The course then examines political stability, democratization, development policies and the impact of civil-military relations. Consideration is given to the role of international organizations, regionalism and economic integration.

IRPS 325 INTERNATIONAL DIPLOMACY 3 CREDITS
The evolution of modern diplomacy over the last two centuries will be examined. Changes in strategies, techniques and distinctions in diplomatic goals will be analyzed, particularly in terms of cultural, historical and national contexts.

IRPS 330 POLITICS OF DEVELOPMENT 3 CREDITS
This course examines divergent explanations for development and underdevelopment. Emphasized are the concepts and theories that highlight the political process and political actors involved in the politics of development. Attention is given to the role of international political and economic organizations in the development process. Where appropriate, country studies are examined to illustrate theoretical dimensions.

IRPS 335 MIDDLE EAST HISTORY AND POLITICS 3 CREDITS
This course surveys the political, historical and cultural dynamics of the Middle East primarily since the 1920s. Particular attention is given to the topics of armed conflict, political stability, governance, regionalism and current interstate relations. Topics addressed include the impact of personal leadership styles, the Israeli-Palestinian conflict and natural resource dilemmas relevant to regional affairs.

IRPS 340 EUROPEAN POLITICS AND HISTORY 3 CREDITS
Beginning with a survey of the principal historical dynamics of Europe, this course introduces students to the political, social, economic and cultural attributes of the continent. Topics covered include the impact of the WWI, WWII and the Cold War, regional economic and political integration, immigration and conflict resolution. The area from Iceland to Turkey and Portugal to the Russian Federation provides the geographic scope of the course.

IRPS 360 POLITICS OF INDIGENOUS PEOPLES 3 CREDITS
The Politics of Indigenous Peoples course concentrates on the interactions between indigenous and non-indigenous participants in global relations. Grounded in international/global relations theories, the course's underlying premise is that aboriginal/indigenous peoples are distinct communities which exercise some form of self-determination, sovereignty or autonomy. While referencing historical events, this course focuses on contemporary indigenous peoples' political activity primarily in regional and global contexts. Considerable attention is given to the mechanisms through which indigenous peoples pursue their physical and cultural survival, including their discourses with states, the United Nations, regional organizations such as the European Union and non-governmental organizations. Course goals encompass skill set development including writing/editing, reading comprehension/interpretation, critical thinking/analysis and problem-solving.

IRPS 375 WOMEN AND POLITICS 3 CREDITS
In exploring what constitutes political participation and activity, Women and Politics begins with a brief examination of feminist theories, feminisms and their current applications in Western and non-Western societies. This is followed by a consideration of women and politics in three areas—grassroots, international/global arenas and national leadership—and the impact of women's activities on men and women in these contexts. Motivating factors such as development, security, armed conflict and economic stability form the

background and are explicitly probed while examining women's political participation. The outcomes and consequences of political decision making, methods, strategies and tactics for women are also a cornerstone of this course. Thus, women in the roles of proactive policy-makers and passive policy-recipients are considered. Course goals encompass skill set development including writing/editing, reading comprehension/interpretation, critical thinking/analysis and problem-solving.

IRPS 380 THEORIES OF INTERNATIONAL RELATIONS 3 CREDITS
This course examines a wide range of theories and perspectives which offer divergent explanations for the various situations and events in the global arena. In doing so, Theories of International Relations distinguishes between theory and ideology. Each of six theoretical perspectives—Idealism, Realism, Neo-Realism, Pluralism, Globalism and Feminism—are compared and contrasted in terms of their descriptive and prescriptive elements. Core concepts such as power, sovereignty, primary actors and interdependence form the basis of this comparison. In addition, the level of analysis relied on by each theory—individuals, sub-state units, states, regions or the world—is addressed in explaining global participants and their actions. Course goals encompass skill set development including writing/editing, reading comprehension/ interpretation and critical thinking/analysis.

IRPS 385 GLOBAL ENVIRONMENTAL POLITICS 3 CREDITS
Global Environmental Politics is premised on the interconnectedness of the global physical environment and human society. The close ties between environmental quality and human well-being are a part of the political decision making process regarding global resource distribution. This course, while referencing the scientific aspects of environmental dynamics, concentrates on how the global community might respond to urgent environmental problems in a politically, economically and culturally divided world. Issues such as deforestation, resource management, desertification, sustainable development and biodiversity are examined. The processes for conceiving, negotiating, finalizing and implementing international environmental agreements are considered.

IRPS 395 ASIAN POLITICS AND HISTORY 3 CREDITS
This course introduces students to the diverse histories of Asia and their impact on contemporary political, social, cultural and economic characteristics of the region. Among the subjects studied are armed conflict, consequences of development strategies, decolonization and political stability. In addition, exploring the influence of specific countries—such as Japan, China and India—on regional relations complements the thematic material.

IRPS 450 COMPARATIVE FOREIGN POLICY 3 CREDITS
This course helps students acquire knowledge about theoretical and analytical structures for the comparative study of governments and their foreign policies. Comparative Foreign Policy takes a regional approach that highlights cultural, historical, economic and political features common to all or most of the states within a given geographic area. The course provides the basis for comparison of foreign policies between states and across regional boundaries. It documents the continuous transformation of actors and issues that comprise the ever-changing nature of foreign policy. How countries determine their foreign policies will be examined in depth. The following factors will be addressed: the end of the bipolar, superpower impasse generated by the Cold War; increased interdependence and globalization; ethnic tensions; and rising disparities and events post-September 11.

IRPS 471 THE AMERICAN PRESIDENCY 3 CREDITS
Discussion of presidential power and functions, relationship with Congress, political party involvement, public personality, and leadership. Selected presidents are used as examples. Prerequisite: IRPS 225.

IRPS 475 CONTEMPORARY ISSUES IN INTERNATIONAL RELATIONS 3 CREDITS
This course explores the complexities and relationships between a wide range of contemporary issues in international and global relations. Topics such as conflict resolution, human rights, terrorism, the environment and development are studied in the context of existing and recent events.

IRPS 483 SENIOR SEMINAR IN INTERNATIONAL RELATIONS 3 CREDITS
This is a capstone course primarily for International Relations majors. It brings together various topics from students' previous course work and examines compelling issues in the discipline in a rigorous manner. Students undertake a major thesis project. Prerequisites: Senior standing and completion of 24 credit hours in International Relations courses or approval of the IR department chair.

IRPS 495 SPECIAL PROJECTS/INTERNSHIPS 3–9 CREDITS
Offers opportunities for students to study abroad or pursue internships at other institutions in the public or private sectors. Special Projects/Internship is monitored by an International Relations faculty member or the internship director. Prerequisites: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval, completion of 12 credit hours in International Relations or Political Science courses and approval of the IR program coordinator. Credits earned vary according to project/internship workload and duration.

IRPS 499 WASHINGTON INTERNSHIP 12 CREDITS
Prerequisites: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval.

LAN 100 FRENCH I 3 CREDITS
Beginning course in which listening, speaking, reading and writing will be introduced. Basic grammar and vocabulary. Supplemental audiovisual materials utilized.

LAN 110 SPANISH I 3 CREDITS
Beginning course in which listening, speaking, reading and writing will be introduced. Basic grammar and vocabulary. Supplemental audiovisual materials utilized.

LAN 120 GERMAN I 3 CREDITS
Beginning course in which listening, speaking, reading and writing will be introduced. Basic grammar and vocabulary. Supplemental audiovisual materials utilized.

LAN 130 JAPANESE I 3 CREDITS
Beginning course in which listening, speaking, reading and writing will be introduced. Basic grammar and vocabulary. Supplemental audiovisual materials utilized.

LAN 202 FRENCH II 3 CREDITS
Continuation of beginning course. Emphasizes grammatical structures and vocabulary building for practice in fluency. Prerequisite: LAN 100 or placement exam.

LAN 212 SPANISH II 3 CREDITS
Continuation of beginning course. Emphasizes grammatical structures and vocabulary building for practice in fluency. Prerequisite: LAN 110 or placement exam.

LAN 222 GERMAN II 3 CREDITS
Continuation of beginning course. Emphasizes grammatical structures and vocabulary building for practice in fluency. Prerequisite: LAN 120 or placement exam.

LAN 231 JAPANESE II 3 CREDITS
Continuation of beginning course. Emphasizes grammatical structures and vocabulary building for practice in fluency. Prerequisite: LAN 130 or placement exam.

LAN 303 FRENCH III 3 CREDITS
Elementary French. Continuation of French II with emphasis on conversation, reading comprehension and composition. Prerequisite: LAN 201 or placement exam.

LAN 312 SPANISH III 3 CREDITS
Elementary Spanish. Continuation of Spanish II with emphasis on conversation, reading comprehension and composition. Prerequisite: LAN 212 or placement exam.

LAN 320 CUENTOS CONTEMPORARIOS (CONTEMPORARY SHORT STORIES) 3 CREDITS
This literature course focuses on reading and analysis of Spanish and Latin American contemporary short stories. Students develop an appreciation of critical thinking skills such as analysis, judgment and knowledge of the sociocultural aspect of Spain and Latin America. Prerequisites: LAN 312, DELE initial, placement exam.

LAN 330 JAPANESE III 3 CREDITS
Elementary Japanese. Continuation of Japanese II with emphasis on conversation, reading comprehension and composition. Prerequisite: LAN 231 or placement exam.

LAN 401 FRENCH IV 3 CREDITS
Emphasis on fluency in both speaking and composition. Explores the history, geography and culture of the French-speaking countries. Business language is an integral part of this course. Prerequisite: LAN 300, DELF B2 or placement exam.

LAN 410 SPANISH IV 3 CREDITS
Emphasis on fluency in both speaking and composition. Explores the history, geography and culture of the Spanish speaking countries. Business language is an integral part of this course. Prerequisite: LAN 312 or placement exam.

LAN 431 JAPANESE IV 3 CREDITS
Emphasis on fluency in both speaking and composition. Explores the history, geography and culture of Japan. Business language is an integral part of this course. Prerequisite: LAN 330 or placement exam.

LDR 301 LEADERSHIP THEORY AND APPLICATION 3 CREDITS
This course will focus on the multidisciplinary nature of leadership studies. It will enable the student to develop his/her own leadership potential through both theory and practice. Prerequisites: Minimum cumulative GPA of a 3.0 and a minimum 45 credit hours.

MAT 110 COLLEGE ALGEBRA 3 CREDITS
Topics include linear and quadratic functions, polynomial functions, rational functions, exponential and logarithmic functions, systems of equations and inequalities, matrices and determinants.

MAT 221 PROBABILITY AND STATISTICS 3 CREDITS
A course designed to introduce the methods of probability and statistics. Topics include laws of large numbers, discrete and continuous distributions, and sums of random variables. Math credit will not be awarded for both MAT 221 and BUS 322. Offered: Fall, Spring.

MAT 320 METHODS OF CALCULUS 4 CREDITS
This introduction to the methods and applications of differentiation and integration is designed primarily for business, biology and social science majors. Offered: Fall, Spring.

MBA 600 LEADERSHIP AND MANAGEMENT OF BUSINESS ORGANIZATIONS 3 CREDITS
Introduces students to leading thinkers in business today and to influential theories and approaches to contemporary business issues. Organizational styles, innovation and change, globalization, and technology are among the issues analyzed to determine best practices for leaders and managers. Students will apply these ideas, theories and strategies to analyses of case studies and to examples from their own professional lives.

MBA 605 MANAGING HUMAN RESOURCES 3 CREDITS
A comprehensive study of human resource management in the corporate environment; special emphasis on topics encompassing planning, recruitment, training and development, appraising performance measures, incentive awards, employee benefits, safety and health and creating a high-performance work environment by a team of individuals.

MBA 610 LEGAL, ETHICAL AND SOCIAL ISSUES OF BUSINESS 3 CREDITS
An advanced analysis of legal issues affecting organizations, this course examines common law; federal, state and local statutes; corporate structure and legal liabilities affecting organizations. Students explore the influence of regulatory issues on business decisions while considering ethical and social perspectives. Legal and moral aspects of management are analyzed and compared.

MBA 620 MARKETING MANAGEMENT IN A GLOBAL ECONOMY 3 CREDITS
This course focuses on the major decisions that marketing managers and top management face in their efforts to mesh the objectives, core competencies and resources of an organization with the opportunities and threats in an increasingly global marketplace. Students apply marketing thinking to products and services for any profit or not-for-profit organization.

MBA 621 INTERNATIONAL MARKETING 3 CREDITS
An examination of how a company markets an existing product in new global markets and how a company develops a new product for a global market. This examination occurs in the framework of foreign entry, local marketing abroad and global management. Prerequisite: MBA 620.

MBA 625 INTEGRATED MARKETING COMMUNICATIONS 3 CREDITS
Integration of every form of communication to deliver the same powerful message. Students use a customer-focused approach that combines the full range of information tools and points of contact to build customer loyalty. They also develop strategies for the allocation of communications resources. Prerequisite: MBA 620.

MBA 628 SPECIAL TOPICS IN MARKETING 3 CREDITS
Covers current or leading-edge topics in the marketing field. Topics may include brand asset management, new product development, marketing research, advertising management, business-to-business marketing or multicultural marketing. Prerequisite: MBA 620.

MBA 630 MANAGING TECHNOLOGY FOR BUSINESS TRANSFORMATION 3 CREDITS
An examination of key management challenges in building and using information systems, including understanding system requirements for the environment in which the organization operates, creating an information architecture to support organizational goals, and designing systems that managers can control and understand in a socially and ethically responsible manner.

MBA 640 MANAGING FOR FINANCIAL ACCOUNTABILITY 3 CREDITS
Accounting as a managerial tool for business strategy and implementation. Key topics include customer satisfaction, total value-chain analysis, continuous improvement, and planning and control techniques linked to key success factors.

MBA 645 MANAGING FOR FINANCIAL PERFORMANCE 3 CREDITS
An analysis and comparison of the various techniques that aid in the decision-making process. Major themes stressed include shareholder wealth maximization, cash flow management, the international aspects of financial management and the standards of ethical behavior adopted by managers.

MBA 646 MEASURING AND MANAGING VALUE 3 CREDITS
Application of financial theory and models to valuing companies and investment projects. Topics include valuation techniques, forecasting and analysis of financial statements, estimation of incremental cash flows, determination of cost of capital, valuation of projects and companies, and valuation for mergers and acquisitions. Valuation techniques taught in this course include: Capital Asset Pricing Model (CAPM), Arbitrage Pricing Theory (APT), equity valuation models, discounted cash flow models and financial ration models. Also covered are strategies for WACC determination and global risk determination (Beta). Prerequisite: MBA 645.

MBA 647 PORTFOLIO MANAGEMENT AND ANALYSIS 3 CREDITS
This course acquaints students with modern practices of valuing financial securities and managing investment portfolios. Topics include: securities and capital markets, portfolio optimization methods, asset management and allocation strategies for institutional and individual investors, domestic and international portfolio management, risk management and performance measurement techniques, and efficient market equity valuations. Prerequisite: MBA 645.

MBA 648 DEVELOPMENT STRATEGIES 3 CREDITS
This course is designed to introduce students to the concepts, strategies and tactical efforts managers and executives need to successfully plan and execute global development efforts. Topics covered in this course include a thorough review of the various corporate development strategies available to companies wanting to reevaluate, expand or restructure their operations. Among the specific areas covered are: Greenfield expansion, strategic alliances, joint ventures, acquisitions, IPOs and divestitures. The effects of complex international and domestic economic and political forces on all development projects are emphasized. Prerequisite: MBA 646.

MBA 650 OPERATIONS MANAGEMENT 3 CREDITS
A comprehensive analysis and comparison of the various techniques that can increase productivity for manufacturing and service operations. Provides an opportunity to assess the methods used in striving for long-term strength and growth in economic enterprises.

MBA 660 INTERNATIONAL BUSINESS STUDIES ABROAD 3 CREDITS
International Business Studies Abroad stresses the unique experience of study in foreign countries and direct contact with other cultures. Students will acquire knowledge in various facets of international business in the context of social, political and economic environmental forces. Studies abroad may be substituted in the M.B.A. program curriculum for one course. Program coordinator approval is required for the substitution.

MBA 661 INTERNATIONAL TRADE AND INVESTMENT 3 CREDITS
This analysis of international trade and investment from the perspective of globalization focuses on the traditional theories of trade and investment. The normative aspects of international economics and commerce and the latest development and integration of the world economy will be discussed.

MBA 665 INTERNATIONAL FINANCE 3 CREDITS
Overview of the tools (e.g. hedging, swaps, counter trade) and methods financial managers use to solve financial problems that emanate from fluctuating currency exchange rates, currency exchange controls, tariffs, taxes, inflation and accounting practices.

MBA 668 SPECIAL TOPICS IN INTERNATIONAL BUSINESS 3 CREDITS
Lectures and seminars on advanced selected topics in international business such as international marketing, international management, comparative economic systems and international law.

MBA 671 AVIATION ORGANIZATION OPERATION 3 CREDITS
An examination of organizational systems and management in the aviation industry. The emphasis is on development and integration of effective work elements, as well as the varying personnel concerns that must be resolved for successful leadership in the aviation industry. Topics provide insights into behavior, structure, authority, motivation, leadership, organizational development and social responsibility. Student gain an appreciation of the principles, research and applications of organizational theory to the aviation industry.

MBA 675 AIRPORT OPERATIONS 3 CREDITS
Focuses on preparation for the American Association of Airport Executives (AAAE) Certified Member designation. It is a study of management and regulatory issues relevant to airport management enabling the student to perform as a leader in the airport and aviation environment. These studies will encompass all aspects of airport and airway management. This course prepares the student to successfully complete the AAAE Certified Member designation examination resulting in one of the most prestigious distinctions in the airport industry.

MBA 678 SPECIAL TOPICS IN AVIATION MANAGEMENT 3 CREDITS
Lectures and seminars on advanced selected topics in Aviation Management such as airport security, effects of terrorism on aviation, effects of increased special use airspace on the national airway system and advances in air traffic control. The class also will introduce the student to the impact of other real-world issues as they occur during the semester.

MBA 690 STRATEGIC MANAGEMENT SEMINAR 3 CREDITS
This capstone seminar for the M.B.A. program requires that students demonstrate their ability to integrate and apply theory to practice in case studies and experiential exercises that require the mastery of strategic thinking. NOTE: Must be completed in the last term, or with advisor's approval may be completed in the next-to-last term of study.

MBA 697 INDEPENDENT STUDY 1-3 CREDITS
Opportunities to explore both career directions and areas of individual interest.

MBA 698 BUSINESS ADMINISTRATION INTERNSHIP 1-2 CREDITS
This supervised internship with a for-profit or not-for-profit business is designed for those who do not have business experience. Students must maintain a written log and submit reports and evaluations to the field supervisor. An internship project on a related topic is required in order to demonstrate integration of theory with application in business administration. The project is submitted to the faculty advisor. Students also are required to meet regularly with the field supervisor and the faculty advisor.

MKT 250 PRINCIPLES OF MARKETING 3 CREDITS
Introduces the student to a broad functional understanding of marketing. Topics include buyer behavior, product planning, channels of distribution, price policies and promotional activities.

MKT 305 CONSUMER AND ORGANIZATIONAL BEHAVIOR 3 CREDITS
A study of the consumer decision process. The course focuses on consumer branding, the product adoption process, the impact of current issues (leisure time, working women and the elderly) and the development of marketing strategies to encourage a positive consumer response. Prerequisite: MKT 250.

MKT 350 INTEGRATED AND ELECTRONIC MARKETING COMMUNICATIONS 3 CREDITS
An overview of the promotional aspect of the marketing mix, including sales promotion and public relations. Emphasized are the interactions of these areas in advertising strategy planning. Also examined are the influence of advertising and its responsibilities to society. Course project required involving research, analysis and presentation. Prerequisite: MKT 250.

MKT 370 MARKETING—SPECIAL TOPICS 3 CREDITS
This course explores different areas of marketing. Topics may include specific industries, telemarketing, relationship marketing, direct marketing and marketing on the Internet. Can be repeated for credit as topics change. Prerequisite: MKT 250.

MKT 392 GLOBAL MARKETING 3 CREDITS
A study of marketing management activities from the perspective of firms doing business across national boundaries. Emphasis is upon aspects of marketing that are unique to international business and problem solving within an international context. Course components include a theoretical analysis of the causes of international trade including comparative advantage, Heckcher-Ohlin theory and more recent theories. Other topics include international trade policy, economic integration, trade problems of developing countries and the role of multinational corporations in world trade. Prerequisites: MKT 250 and INB 390.

MKT 430 MARKETING RESEARCH 3 CREDITS
Introduction to the techniques and tools of market research as an aid to decision making. Topics include problem definition, research methods, research project design and results interpretation. Prerequisites: MKT 250 and BUS 322.

MKT 444 BUSINESS MARKETING MANAGEMENT 3 CREDITS
The focus is on managing the opportunities and challenges of firms that develop, produce and market products or services to other organizations. Study areas include the marketing mix as well as buying behavior, partnering, relationship building and marketing networks. Prerequisite: MKT 250.

MS 500 MANAGEMENT AND ADMINISTRATION 3 CREDITS
This course is designed to equip students with the necessary, basic theoretical knowledge, analytical skills and "best practices" within the field of contemporary public management and administration. By reviewing both the past and present, the course will adopt a future orientation in the examination of the factors, perspectives and theories that influence the understanding of public sector management and administration.

MS 505 APPLIED RESEARCH METHODS 3 CREDITS
An overview of the methods of inquiry within the framework of applied management theories. Includes a critique of assessment issues in experimental, quantitative-descriptive and exploratory studies. Students design a research project and draft a research proposal that will be utilized in their culminating graduate project in Emergency Planning and Administration (EPA 665).

MS 510 ADMINISTRATIVE AND REGULATORY LAW 3 CREDITS
This course is designed to prepare students with the necessary, basic theoretical knowledge and analysis of reasonable principles of organizational justice. Students will examine charters, statutes, executive orders, regulations, ordinances and codes. By examining the American regulatory process through federal, state and local regulations and administrative law, the student will be able to shape substantive and procedural issues constructively for the long-term civic good in the face of complexity and paradox.

MS 530 PUBLIC INSTITUTIONS, PUBLIC POLICY AND DEMOCRACY 3 CREDITS
This course is designed to prepare students with the necessary, basic theoretical knowledge and analytical skills related to the study of public policy formulation within a democratic institutional context. By examining American politics, the course will assimilate the theories and practices that influence the understanding of public policy in the free and democratic society that we call the United States of America.

MS 560 FINANCIAL MANAGEMENT 3 CREDITS
An examination of the financial management techniques utilized by public agencies. This course considers the fundamental principles of fiscal administration, budgeting, revenue, debt administration and fund management. Students use case studies to analyze how public agencies are impacted by both revenue enhancements and shortfalls. Students also learn the fundamentals of working through the budgetary process.

MUG 297 INDEPENDENT STUDY 1-3 CREDITS
An advanced course of individually directed study with a focus on Music Theory or Music History topics. Does not fulfill the Music History/Music Theory elective requirement. Prerequisite: Permission of the instructor.

MUG 301 BASIC CONDUCTING 2 CREDITS
Students will study fundamental conducting techniques as expressed through beat patterns and explore the physical language of conducting as an expressive and illustrative medium. Students will acquire basic score study skills through analysis of selected masterworks and will have the opportunity to conduct a small class ensemble. Prerequisites: MUT 151 and MUT 201.

MUG 329 PEDAGOGY 2 CREDITS
This course serves as an introduction to the world of teaching. It addresses the musical, technical, theoretical and practical concerns of the pedagogue. Students will develop teaching skills in the basic elements of music, as well as a broad array of instrumental techniques. This course is divided into three sections: one for strings, one for wind, brass and percussion and one for piano students. Prerequisite: Conservatory students only.

MUG 390 MUSIC INTERNSHIP 1-3 CREDITS
Music students gain on-the-job performing or teaching experience through an internship placement. Prerequisites: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval.

MUG 580 MUSIC ENTREPRENUERSHIP 3 CREDITS
This course helps graduate Conservatory of Music students define individual career objectives and develop the skills required to achieve these goals. Guest speakers from the faculty and musical community visit the seminar throughout the semester. Offered: Every other year.

MUG 597 INDEPENDENT STUDY 1-3 CREDITS
Advanced course of individually directed study with a focus on Instrumental Music, Music Literature, Music Pedagogy, Music History or Music Theory topics. Offered as needed. Prerequisite: MM students only, permission of the instructor and academic advisor.

MUH 300 MUSIC OF THE MEDIEVAL, RENAISSANCE AND BAROQUE PERIODS 3 CREDITS
This course sets the music of the Medieval and Renaissance periods in the contexts of Church and court patronage and traces the connections between music and literature, painting and architecture. It describes features of musical construction and style in sacred and secular vocal music and dance music at court. The course describes the development of instrumental forms of trio sonata and concerto, the rise of public opera and the keyboard music. Prerequisite: Conservatory students or permission of instructor.

MUH 301 MUSIC OF THE CLASSICAL PERIOD 3 CREDITS
This course will review the Enlightenment and its effect on musical style. New forms gain prominence in this period, including the sonata, string quartet and symphony. The string quartet becomes the "connoisseur's" form and is regarded as the most important form of chamber music. *Opera seria* gives way to new comic forms of opera, especially in Mozart's operas. The piano as the new keyboard instrument gives rise to important sonatas by Haydn, Mozart and early Beethoven as well as Mozart's piano concertos. Prerequisite: Conservatory students or permission of instructor.

MUH 302 MUSIC OF THE ROMANTIC PERIOD 3 CREDITS
Beethoven's influence on the 19th century, especially through the 'heroic' symphonies, had a powerful influence on later 19th century composers. Piano music takes innovative new directions in the works of Schumann, Chopin and Liszt, while orchestral music develops new directions in the concert overture and symphonic poem. Changes in musical language can be found in Wagner's operas, which not only influence many other composers but also overshadow the early years of the 20th century. Prerequisite: Conservatory students or permission of instructor.

MUH 303 MUSIC OF THE TWENTIETH CENTURY 3 CREDITS
The objective of this course is to familiarize students with the styles that have emerged in the music of the 20th century. The course will largely concentrate on the main composers of the century and their works. Lecture material will also include some discussion of sociopolitical/economic factors and developments in other art forms to provide a background for the intellectual climate of the period. Weekly listening and reading assignments will be made throughout the course. Prerequisite: Conservatory students or permission of instructor.

MUH 362 HISTORY OF CHAMBER MUSIC 3 CREDITS
This course traces the evolution of the forms of chamber music and seeks to discover how and why this evolution came about. Through a large amount of listening, discussion and comparison of standard works, students will examine topics from the history of chamber music. Regular listening and reading assignments will be made throughout the course. This course fulfills the Music History elective. Offered on a rotating basis; not every year. Prerequisite: Permission of the instructor.

MUH 363 HISTORY AND LITERATURE OF THE SYMPHONY 3 CREDITS
Students will listen to and discuss the development of the symphony orchestra as a medium and as an art form. Masterpieces of the major symphonists will be studied in detail, with special emphasis of their significance in the evolution of musical style. Regular listening and reading assignments will be made throughout the course. This course fulfills the Music History elective. Offered on a rotating basis; not every year. Prerequisite: Permission of the instructor.

MUH 366 VOCAL REPERTOIRE 3 CREDITS
This course serves as an introduction to music for the combined forces of voices and instruments. One objective of the course will be to enrich the musicianship and broaden the understanding of each student by examining the vocal arts through repertoire. Regular listening and reading assignments will be made throughout the course. This course fulfills the Music History elective. Offered on a rotating basis; not every year. Prerequisite: Permission of the instructor.

MUH 368 AN OVERTURE TO OPERA 3 CREDITS
This course will introduce the student to the world of opera via study of its history and literature (surveyed chronologically), performance excerpts, and operas on video. Additionally, arias and other short excerpts from a variety of styles will be transcribed for the respective instruments of students in the class. This course fulfills the Music History elective. Offered on a rotating basis; not every year. Prerequisite: Permission of the instructor.

MUH 369 THE CONCERTO 3 CREDITS
The concerto is one of the principal genres of instrumental music found in Western classical music. Each year that this course is offered it will concentrate on a specific type of concerto, e.g., concertos for keyboard instruments or concertos for string instruments. Emphasis will be placed on composers, and works by those composers, who have contributed to the development of the selected type of concerto. This course fulfills the Music History elective. Offered on a rotating basis, not every year. Prerequisite: Permission of the instructor.

MUH 530 BIBLIOGRAPHY AND RESEARCH SKILLS 3 CREDITS
In this course students will learn basic research skills, compile a bibliography and write an abstract, all directed toward an oral presentation on a topic of the student's choice subject to approval by the instructor. This course is a requirement for all M.M. students.

MUH 562 SEMINAR IN CHAMBER MUSIC LITERATURE 3 CREDITS
Students will listen to and discuss the development of the chamber music as a genre. Masterpieces of the chamber music literature will be studied in detail, with special emphasis on their significance in the evolution of musical style. Regular listening and reading assignments will be made throughout the course. This course will require written assignments and in-class presentations. This course fulfills the Music History elective. Offered on a rotating basis; not every year.

MUH 563 SEMINAR IN SYMPHONIC LITERATURE 3 CREDITS
Students will listen to and discuss the development of the symphony orchestra as a medium and as an art form. Masterpieces of the major symphonists will be studied in detail, with special emphasis on their significance in the evolution of musical style. Regular listening and reading assignments will be made throughout the course. This course will require papers and in-class presentations. This course fulfills the Music History elective. Offered on a rotating basis; not every year.

MUH 566 SEMINAR IN VOCAL LITERATURE 3 CREDITS
Students will listen to and discuss the development of music written for the combination of voices and instruments. Masterpieces from this repertoire will be studied in detail, with special emphasis on their significance in the evolution of musical style. Regular listening and reading assignments will be made throughout the course. This course will require papers and in-class presentations. This course fulfills the Music History elective. Offered on a rotating basis; not every year.

MUH 568 SEMINAR IN OPERATIC LITERATURE 3 CREDITS
Students will listen to and discuss the development of opera as genre. Masterpieces from the operatic repertoire will be studied in detail, with special emphasis on their significance in the evolution of musical style. Regular listening and reading assignments will be made throughout the course. This course will require papers and in-class presentations. This course fulfills the Music History elective. Offered on a rotating basis; not every year.

MUH 569 SEMINAR IN CONCERTO LITERATURE 3 CREDITS
This course is not a chronological survey of solo concertos, but explores how composers worked out the relationships of solo instruments and orchestra. It will include both solo concertos and concertos for more than one instrument, such as double concertos and *concerti grossi*. The works of composers who have contributed to the development of this genre will be emphasized. This course fulfills the Music History elective. Offered on a rotating basis; not every year.

MUP 313–414 KEYBOARD SKILLS FOR PIANISTS I–IV 1 CREDIT
Several essential skills are introduced to the pianist through the four levels of this course. Each skill is continually developed during the four semester curriculum. Skills include sight-reading, score-reading, improvisation, harmonic progressions, realization of figured bass and transposition. Placement exams will determine student level. Prerequisite: Placement exam.

MUP 325 PIANO LITERATURE 3 CREDITS
A survey of significant keyboard literature by genre, including suites and character pieces, sonatas and variations, concerti, and chamber works. Through sight reading, research and listening exams the student will expand their knowledge of the development of piano literature. Prerequisite: Permission of instructor. Offered: As needed.

MUP 525 PIANO LITERATURE 3 CREDITS
A survey of significant keyboard literature by genre, including suites and character pieces, sonatas and variations, concerti, and chamber works. Through sight reading, research and listening exams the student will expand their knowledge of the development of piano literature. Prerequisite: Permission of instructor. Offered: As needed.

MUP 526 ADVANCED COLLABORATIVE PIANO LITERATURE I: THE INSTRUMENTAL SONATA AND CONCERTO 2 CREDITS
A comprehensive chronological survey of the instrumental sonata and concerto. Through performance, sight-reading, listening and score study, attention will be given to issues of style and performance.

MUP 527 ADVANCED COLLABORATIVE PIANO LITERATURE II: CHAMBER, VOCAL AND ORCHESTRAL REPERTOIRE 2 CREDITS
A survey and study of the hallmarks of piano chamber music, art song, and orchestral masterworks with prominent piano parts. Through performance, sight-reading, listening and score, study focus will be placed on attaining exposure to this vast component of the collaborative artist's repertoire.

MUP 529 PIANO PEDAGOGY 3 CREDITS
In this course students will review, analyze and familiarize themselves with the methods and schools of pianism and the vast teaching repertoire of the intermediate student through observation, discussion and demonstration. Special attention will be paid to the psychology of learning and teaching which will culminate in the formation of individual teaching philosophies. Issues of the private studio, class piano and music literacy will also be addressed.

MUP 601 SEMINAR IN COLLABORATIVE PIANO I: SKILLS OF INSTRUMETNAL ACCOMPANYING 1 CREDIT
Through lecture, performance and demonstration, skills addressed will include sight-reading, score reduction, conducting, the study of orchestral reductions, transposing instruments and advanced rhythm and aural skill proficiencies. Professional issues including time management, effective preparation and rehearsal techniques, business, and communication skills will also be addressed.

MUP 602 SEMINAR IN COLLABORATIVE PIANO II: PERFORMANCE ISSUES 1 CREDIT
A partial performance class; technical issues and stylistic practices specific to each instrument will be explored as they pertain to the collaborative pianists' ability to intelligently identify and discuss performance issues across the repertoire. Topics of study will include bowing, breathing, intonation, articulation, balance and stylistic performance practices.

MUP 603 COLLABORATIVE PIANO: PRACTICUM 2 CREDITS
Pianists are exposed to all instruments and every studio in which they will participate in rehearsals, lessons, studio classes, performance forum, master classes and recitals. Over the course of two years, students will be assigned to the string department for two semesters and woodwinds and brass/percussion for one semester each.

MUR 300 JUNIOR RECITAL 0 CREDIT
The Junior Recital consists of a minimum of 40 minutes of music. The student must present one complete work, and one selection must be memorized. The instructor may require that additional works be presented from memory. Prerequisites: Junior standing and instructor approval.

MUR 301 PERFORMANCE FORUM 0 CREDIT
A weekly gathering of all conservatory students and faculty gives students an opportunity to perform in a concert hall setting. All undergraduate students must enroll in Performance Forum each semester that they are in residence at the Conservatory of Music.

MUR 400 SENIOR RECITAL 0 CREDIT
The Senior Recital consists of a minimum of 50 minutes of music and includes an intermission. Repertoire should include a 20th/21st-century work, and only complete works should be presented. At least one selection must be memorized. The instructor may require that additional works be presented from memory. Prerequisites: Senior standing and instructor approval.

MUR 501 PERFORMANCE FORUM 0 CREDIT
A weekly gathering of all conservatory students and faculty gives students an opportunity to perform in a concert hall setting. All graduate students must enroll in Performance Forum each semester that they are enrolled in at the Conservatory of Music.

MUR 600 GRADUATE RECITAL 0 CREDIT
The Graduate Recital consists of a minimum of 60 minutes of music and includes an intermission. Repertoire should include a 20th/21st-century work, and only complete works should be presented. At least one selection must be memorized. The instructor may require that additional works be presented from memory. Prerequisites: Graduate standing and instructor approval.

MUR 601 COMPREHENSIVE EXAM 0 CREDIT
A comprehensive oral exam must be passed at the conclusion of the MM program in the student's major field of study, music theory and music history. Required of all MM candidates.

MUS 100 ELECTIVE IN INSTRUMENTAL LESSONS 1 CREDIT
This course is designed to allow any student to study privately with an instrumental, piano or composition instructor. Prerequisite: Audition and permission of the instructor.

MUS 131-232 SECONDARY PIANO I–IV 1 CREDIT
In this course instrumental music students develop basic skills at the piano. A variety of skills are developed during the two-semester curriculum. These skills include scales and arpeggios, diatonic triads and seventh chords, chord progressions, chromatic chords, modal scales, repertoire, sight-reading, improvisation and harmonization. Placement exams will determine student level. Prerequisite: Placement exam.

MUS 201 APPLIED INSTRUMENT: Fr-So 3 CREDITS
In this course, students strive to develop their individual musical performance ability to its fullest potential, both musically and technically. Students receive training through a broad variety of repertoire and develop independent thinking. Weekly studio classes present a performance workshop dealing with various topics such as technique, performance and pedagogy. Additionally, annual student progress is assessed through juries. Students are required to perform in community performance internships as assigned by their instructor. Prerequisite: Conservatory freshman and sophomore students only.

MUS 311 SMALL ENSEMBLE 1 CREDIT
The chamber music program focuses on the process of coming together to achieve a successful musical experience while recognizing the substantial individual and collective responsibility required to that end. Regular coaching and rehearsals form the basis for developing the skill of musical interaction. Chamber groups are required to perform on campus and throughout the community as assigned by their instructor. Prerequisite: Audition may be required.

MUS 321 LARGE ENSEMBLE 1 CREDIT
This course provides students with an opportunity to learn and perform repertoire from a wide range of periods and styles in an orchestral setting. Rehearsals and concerts provide guided practical experience in all facets of music making. Prerequisite: Audition may be required.

MUS 323 WIND ENSEMBLE 0 CREDITS
This course offers the study and performance of the repertoire for ensembles of woodwinds, brass and percussion players in various combinations. Required of all undergraduate brass, wind and percussion conservatory students. Offered: as needed.

MUS 325 ORCHESTRAL REPERTOIRE 0 CREDITS
This course focuses intensely on orchestral performance issues. Sections of the orchestra will split apart to study the vast orchestral repertoire as it applies specifically to their family of instruments. Required of all undergraduate conservatory wind, brass and percussion students.

MUS 401 APPLIED INSTRUMENT: Jr-Sr 4 CREDITS
In this course, students strive to develop their individual musical performance ability to its fullest potential, both musically and technically. Students receive training through a broad variety of repertoire and develop independent thinking. Weekly studio classes present a performance workshop dealing with various topics such as technique, performance and pedagogy. Additionally, annual student progress is assessed through mock auditions and intensive recital preparation will occur. Students are required to perform in community performance internships as assigned by their instructor. Prerequisite: Conservatory junior and senior students only.

MUS 501 APPLIED INSTRUMENT: MM 3-5 CREDITS
In this course, students strive to develop their individual musical performance ability to its fullest potential, both musically and technically. Students receive training through a broad variety of repertoire and develop independent thinking. Weekly studio classes present a performance workshop dealing with various topics such as technique, performance and pedagogy. Additionally, students are required to fulfill specific performance requirements in concerto and chamber music performance as well as mock orchestral auditions. Students are required to perform in community performance internships as assigned by their instructor. Prerequisite: Conservatory Master of Music students only.

MUS 511 SMALL ENSEMBLE 1 CREDIT
The chamber music program focuses on the process of coming together to achieve a successful musical experience while recognizing the substantial individual and collective responsibility required to that end. Regular coaching and rehearsals form the basis for developing the skill of musical interaction. Chamber groups are required to perform on campus and throughout the community as assigned by their instructor. Prerequisite: Audition may be required.

MUS 521 LARGE ENSEMBLE 1 CREDIT
This course provides students with an opportunity to learn and perform repertoire from a wide range of periods and styles in an orchestral setting. Rehearsals and concerts provide guided practical experience in all facets of music making. Prerequisite: Audition may be required.

MUS 523 WIND ENSEMBLE 0 CREDITS
This course offers the study and performance of the repertoire for ensembles of woodwinds, brass, and percussion players in various combinations. Offered: as needed. Required of all graduate brass, wind and percussion conservatory students.

MUS 525 ORCHESTRAL REPERTOIRE 0 CREDITS
This course focuses intensely on orchestral performance issues. Sections of the orchestra will split apart to study the vast orchestral repertoire as it applies specifically to their family of instruments. Required of all graduate conservatory wind, brass and percussion students.

MUS 601 APPLIED INSTRUMENT: PPC 3-4 CREDITS
In this course, students strive to develop their individual musical performance ability to its fullest potential, both musically and technically. Students receive training through a broad variety of repertoire and develop independent thinking. Weekly studio classes present a performance workshop dealing with various topics such as technique, performance and pedagogy. Additionally, students are required to fulfill specific performance requirements in concerto and chamber music performance as well as mock orchestral auditions. Students are required to perform in community performance internships as assigned by their instructor. Prerequisite: Conservatory certificate students only.

MUT 150–251 EAR TRAINING I–IV 1 CREDIT
Essential skills are introduced to music students through the four levels of this course. Each skill is continually developed during the four-semester curriculum. In-class activity will include rhythmic drills, sight-singing exercises and dictation exercises. Material covered over the course of four semesters will include: diatonic melody and harmony; chromatic melody and harmony; chord progressions, including chromatic chords; four-part dictation; syncopation and irregular subdivisions; and 20th century materials. Placement exams will determine student level. Prerequisite: Placement exam.

MUT 200 FUNDAMENTALS OF MUSIC I: COUNTERPOINT/ELEMENTARY HARMONY 3 CREDITS
This course is divided into two parts. First, as a preparation for the study of tonal harmony, this course will be a study of strict species counterpoint in two voices (through all five species). The second half of the course will begin the study of the basic harmonic materials of "functional" tonal music of the Common-Practice period. Topics covered will include the structure of triads and Roman Numeral analysis, concepts of voice-leading, inversions of chords, harmonic progressions in four parts based on the Bach Chorales, the importance and creation of bass lines, the harmonization of bass lines, and figured bass. Written work will consist of one or two short assignments per week. Prerequisite: Placement exam.

MUT 201 FUNDAMENTALS OF MUSIC II: ADVANCED HARMONY 3 CREDITS
This course is a continuation of the study begun in Fundamentals I of the basic materials of tonal music, using the four-part "chorale style" of J. S. Bach as the basis of study. Topics will include cadences, non-harmonic tones, triads in second inversion, the structure and treatment of seventh chords, the harmonization of melodies, secondary function chords, modulation and chromaticism. Written work will consist of one or two short assignments per week. Prerequisite: MUT 200 or placement exam.

MUT 300 FUNDAMENTALS OF MUSIC III: TONAL ANALYSIS 3 CREDITS
This course is concerned with the analysis of selected movements and complete compositions from the Common-Practice period of functional tonal music and the development of the necessary analytical skills to achieve this goal. This will be accomplished in a number of ways: 1) the continued development and refinement of the student's ability to perform harmonic analysis, as begun in Fundamentals I and II; 2) the expansion of analytical techniques to include analysis of rhythm, meter, phrase structure, articulation, etc.; and 3) study of the principal forms from the Common-Practice period, with some consideration of their historical development. Weekly analysis assignments will be required. Prerequisite: MUT 201 or placement exam.

MUT 301 FUNDAMENTALS OF MUSIC IV: TWENTIETH CENTURY THEORY 3 CREDITS
This course is concerned with the theoretical concepts of 20th century music and the compositional techniques used in this music. At the beginning of the course, there will also be an introduction to the analysis of Medieval and Renaissance music. This course will consist of a survey of a variety of different compositional and analytical techniques and will not be historical in nature. Weekly homework assignments will be required. Prerequisite: MUT 201 or placement exam.

MUT 374 ADVANCED COUNTERPOINT AND FUGUE 3 CREDITS
The main goals of this course will be: through the writing of strict species counterpoint exercises in 18th century style to prepare the student to go on to more advanced stylistic exercises employing true 18th century forms, such as binary form "dance" suite movements, two- and three-part inventions, and chorale preludes and fugues; and to develop the student's ability to analyze, both in terms of harmony and form, contrapuntal compositions from the 18th century. The course will begin with strict species counterpoint and then move on to the specific style and techniques of 18th century counterpoint. Listening assignments of selected works by J. S. Bach will be required. This course fulfills the Music Theory elective. Offered on a rotating basis; not every year. Prerequisite: MUT 300.

MUT 375 TONAL COMPOSITION 3 CREDITS
This course involves the imitation of the basic forms of tonal music of the Classical and Romantic periods and focuses on the techniques of motivic transformation, melody, harmony and rhythm. Weekly assignments involving composition and analysis will be required and a composition in a longer form will also be required as a final project. This course fulfills the Music Theory elective. Offered on a rotating basis; not every year. Prerequisite: MUT 300.

MUT 570 ANALYTICAL TECHNIQUES OF MUSIC 3 CREDITS
This course will concentrate on the development of a variety of analytical skills and will examine compositions from all historical periods. In addition to harmony and form, topics that will be discussed include: articulation and phrasing; accent, rhythm and meter; the analysis of structural pitches (Schenkerian Analysis); texture; timbre and instrumentation; and the concept of a "correct" stylistic interpretation. Offered: Every other year.

PSY 150 INTRODUCTION TO PSYCHOLOGY 3 CREDITS
A study of the scope and methods of psychology with a view to understanding the human organism, the basic phases of human behavior and the relevance of psychology in contemporary society.

PSY 200 ORIENTATION TO THE STUDY OF PSYCHOLOGY 3 CREDITS
This course introduces students to the professional language of psychology, the protocol of research and ethical conduct related to the field. Emphasis is placed on career choices and the importance of understanding research methods in psychology.

PSY 225 HUMAN SEXUALITY 3 CREDITS
Anatomy and physiology of the human reproductive system, human sexual response, the range of sexual behaviors and sources of attitudes and beliefs about sexuality will be explored in this course.

PSY 250 DEVELOPMENTAL PSYCHOLOGY 3 CREDITS
Human development from birth to old age will be explored by the study of developmental processes and theories. Emphasis is on development as a lifelong process and how these processes affect human behavior. Course

includes an examination of all forms of development: physical, cognitive, social, psychological, moral and linguistic.

PSY 260 PERSONALITY THEORY 3 CREDITS
A study of the major theories of the composition and determinants of human personality. The theories examined include: psychoanalytic theories, self-theory, self-actualization theory, trait theories and social learning theory.

PSY 270 HUMAN MOTIVATION 3 CREDITS
A study of the major theories (clinical as well as experimental) of human behavior. The theories examined include psychoanalytical theory, cognitive-consistency theories, achievement motivation theory and attribution theory.

PSY 280 MIND BODY MEDICINE 3 CREDITS
The purpose of this course is to acquire an understanding of the human being as a whole. The student will study the relationship of the body and mind through the integration of such subjects as anatomy and physiology, health and human behavior. This course is cross-listed as SCI 280. Lab fee: $30.

PSY 300 EXPRESSIVE STUDIES: MUSIC, ART AND MOVEMENT 3 CREDITS
Students will be exposed to the fundamental theory and application of each art form. Through didactic presentation, discussion, experiential work and art making, students will develop an understanding of the arts and their therapeutic dimensions.

PSY 305 EXPRESSIVE STUDIES: DRAMA AS EXPRESSION 3 CREDITS
Students will be introduced to the theory and technique of expressive performance with an emphasis on psychotherapeutic and aesthetic dimensions. Students will study a dramatic piece, explore the theory behind psychodrama and create an original dialogue expressing a psychological theme.

PSY 310 EXPRESSIVE STUDIES: POETRY AND NARRATIVE 3 CREDITS
Students will study the theories and techniques of literary process and explore the ways in which poetry and narrative literature reflect the authors' processes of expression and healing. In addition, the course will include a creative writing component in which students produce their own poetry, stories and journals and examine the dynamics of expressive articulation.

PSY 315 PSYCHOLOGICAL TESTS AND MEASUREMENTS 3 CREDITS
Theory and use of psychological tests of ability and personality. Includes laboratory sessions.

PSY 349 INTRODUCTION TO APPLIED COUNSELING 3 CREDITS
Focus is on developing counseling competencies and specialized skills and techniques used in the counseling process for individuals and groups.

PSY 350 FACILITATOR TRAINING COURSE 3 CREDITS
This course is designed to develop: (1) improved listening skills and an appreciation of the emotional factors underlying communication and motivation and, therefore, to increase the participant's effectiveness in responding; and (2) counseling skills that are effective in dealing with emotional problems.

PSY 352 COMMUNITY PSYCHOLOGY 3 CREDITS
Prevention, recognition and mobilization of individual and community resources for helping solve psychological problems. Discussion with psychologically trained change agents in human service roles.

PSY 354 INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY 3 CREDITS
Application of psychology in business and industry, as well as its relevance to organizational effectiveness in general. The course examines issues in the following areas: supervisory, leadership, morale, personnel selection, training, human factors engineering and consumer psychology.

PSY 355 PRINCIPLES OF LEARNING 3 CREDITS
A study of behavioral, cognitive and information processing accounts of the acquisition, organization and utilization of information. Topics include classical conditioning, instrumental conditioning, observational learning and memory.

PSY 360 SOCIAL PSYCHOLOGY 3 CREDITS
A study of the processes underlying and resulting from group interactions. Topics include persuasion, conformity, aggression, prejudice, interpersonal evaluation and interpersonal attraction.

PSY 361 CURRENT PERSPECTIVES IN SUBSTANCE ABUSE 3 CREDITS
This course explores the role of alcohol and other drugs in American society today. It includes a historical overview of psychoactive drug use and abuse, the classification of drugs currently in use, legal issues related to substance abuse, and the resources available for the treatment of abuse problems.

PSY 370 ABNORMAL PSYCHOLOGY 3 CREDITS
A study of maladaptive behavior patterns and the therapeutic procedures used to treat such patterns. Maladaptive behavior patterns that are examined include the neuroses, psychosociological disorders, personality disorders, affective disorders, schizophrenia and paranoia.

PSY 400 PROCESS: PERSONAL GROWTH PSYCHOLOGY 3 CREDITS
A study of personal growth and ways of dealing with choices and changes of life. References to several psychological disciplines are used as a holistic approach to understanding our individuality. A scholarly study of ways of transcending toward higher levels of personality integration.

PSY 420 PHYSIOLOGICAL PSYCHOLOGY 3 CREDITS
A study of the physiological events that take place within the human body whenever behavior occurs. Topics will include the neurochemical basis of behavior, sensory coding and processing, the neural basis of emotions, psychological disorders, sleep, sex, learning and memory. The student will explore mind/body medicine, the effects of stress on health and behavior, and how the body and mind heals. This course is cross-listed as SCI 320.

PSY 440 RESEARCH AND STATISTICS IN PSYCHOLOGY 3 CREDITS
A study of research design and qualitative and quantitative methods of data collection and analysis. The student selects and carries out independent library and/or empirical research, including a well-developed research paper and oral presentation of research project. Faculty supervision is provided on an individual basis.

PSY 460 EXPERIMENTAL PSYCHOLOGY 4 CREDITS
Research designs commonly used in psychology: observational, experimental and quasi-experimental. Steps in conducting research including APA format for writing reports. Includes laboratory/discussion sessions.

PSY 481 INTERNSHIP IN PSYCHOLOGY 3-6 CREDITS
The experience involves applying the knowledge acquired in prerequisite psychology courses to the community through placement in a mental health clinic/community service agency. Supervision on-site and by practicum supervisor. Written report and evaluation of goals and objectives required.

PSY 490 SEMINAR IN PSYCHOLOGY 3 CREDITS
Special topics course for Psychology, Behavioral Science or Criminal Justice majors. May serve as capstone course for Psychology majors.

PSY 500 PERSONALITY THEORIES 3 CREDITS
This course is an overview of the field of personality theories and practice. This course details the many theories of personality and issues within the practice of mental health counseling. This course includes conceptualization of personality theories and counseling application in practice.

PSY 520 PSYCHOPATHOLOGY 3 CREDITS
Psychopathology is a course which will aid the student in understanding problems of definition and classification of abnormal human behavior. The course will incorporate the development of skill in making diagnoses, a working knowledge of the diagnostic categories in the DSM-IV and an understanding of the varying philosophies relative to diagnosis and treatment of abnormal behavior.

PSY 540 RESEARCH AND PROGRAM EVALUATION IN APPLIED PSYCHOLOGY 3 CREDITS
This course will explore theoretical and practical interpretations of research results in the applied field of psychology. Specifically,

students will study both qualitative and quantitative methods of data collection and analysis. Students will also be instructed on the use of statistical software by completing exercises in and out of class.

PSY 560 DEVELOPMENTAL PSYCHOLOGY 3 CREDITS
This course is designed to provide students with the foundations and implications of the developmental approach to the understanding of human psychology. Students will become acquainted with a range of core issues in the development of the lifespan, including basic theoretical and methodological concepts, such as lifespan theories of development including physical, intellectual, moral and social development. This course includes an examination of the field today and applications of lifespan developmental science for intervention into developmental processes and implications for applied developmental research.

PSY 580 PSYCHOBIOLOGY 3 CREDITS
Psychobiology is the study of the biology of behavior. Because the production and regulation of behavior is largely the job of the nervous system, this course will involve a study of the central nervous system and how it works. This study of behavioral neuroscience will include the physiological bases of sensation, sex, learning and memory, motivation, cognition, and abnormal behavior. By its very nature, psychobiology is a multidisciplinary field which draws from the fields of biology, psychology, chemistry, mathematics and physics.

PSY 600 THESIS CLASS 3 CREDITS
Each student will conduct an independent research study. A research proposal must first be submitted and accepted by the student's master's thesis committee and then completed and formally presented to the master's thesis committee. This study will be supervised by the student's thesis advisor.

PSY 605 PRACTICUM IN COUNSELING 3 CREDITS
This course offers students an experiential component in their clinical program. Students will be working in the field of counseling while receiving clinical supervision from their academic and site supervisors. This course will inform students' thinking on issues related to professional behavior and preliminary counseling skills. Students will be provided with group and individual supervision.

PSY 610 COUNSELING THEORIES 3 CREDITS
This course is an overview of the field of counseling theories and practice. This course details the many theories of counseling and issues within the practice of mental health counseling. This course includes conceptualization of personality theories and counseling application in practice.

PSY 615 GROUP THEORIES IN COUNSELING 3 CREDITS
Students in this course learn major concepts in group counseling theories and actual applied group therapy. Students develop techniques to facilitate group therapy. This course examines group dynamics, group cohesion, relationship development and the stages of group therapy.

PSY 620 TESTING AND ASSESSMENT IN PSYCHOLOGY 3 CREDITS
This course will examine the theory, history and methodological foundations of psychological testing, assessment and measurement in the applied psychological field. Both the benefits and pitfalls of using assessment in practice will be investigated in underlining the importance of culture-related issues.

PSY 640 SOCIAL AND CULTURAL FOUNDATIONS IN PSYCHOLOGY 3 CREDITS
This course will explore the psychological impact of social and cultural factors in the field of psychology. The influence of gender, race, age, ethnicity, culture, SES, religious preference, sexual orientation and mental and physical disabilities in psychological research and counseling relationships will be investigated. Prototyping, stereotyping and prejudice will be examined and interventions appropriate to handling these will be studied.

PSY 650 HUMAN SEXUALITY 3 CREDITS
This course examines the theories and etiology of human sexuality, physiology and sexual development. Students will explore theories of sexual role expectations, sexual dysfunctions and sex therapies. The importance of the counselor in the role of the human sexuality educator will be discussed.

PSY 660 PSYCHOLOGICAL CONSULTATION IN COMMUNITY SETTINGS 3 CREDITS
This course is designed to educate the clinician to multiple aspects of consultation and practice. Concepts regarding consultation in medical centers, mental health centers, and public and private schools will be discussed. System-centered, child-centered and teacher-centered techniques will be discussed.

PSY 670 SUBSTANCE ABUSE 3 CREDITS
This course investigates the assessment, etiology and treatment of substance abuse as related to counseling issues. This course reviews substance abuse assessment and treatment issues and practice. Students will acquire assessment techniques and treatment interventions for individual, group and family approaches. This course will prepare the counselor for counseling in a multitude of settings.

PSY 680 TECHNIQUES AND INTERVENTIONS IN PSYCHOLOGY 3 CREDITS
This course presents the numerous therapeutic techniques and interventions related to a variety of both modern and post-modern therapy paradigms. Focus will be on understanding the theoretical framework for the therapy models and the associated techniques. Issues related to assessment, case conceptualization, treatment planning, special populations and outcome evaluation will be examined.

PSY 681 DIAGNOSIS AND ADVANCED COUNSELING TECHNIQUES 3 CREDITS
This course will elucidate the complex nature of the multiaxial diagnostic system of the Diagnostic and Statistical Manual of Mental Disorders Fourth Edition-Text Revision (DSM-IV-TR). Students will be able to demonstrate command and understanding in the use of the manual for diagnostic labeling. Students will be knowledgeable in the epidemiology and etiology of psychological disorders. Students will demonstrate command and understanding of differential diagnoses. Students will demonstrate ability to conceptualize clinical diagnosis into a coherent plan of treatment using best practices in the field. Students will analyze, compare and contrast the many psychotherapeutic techniques for treatment of the disorders. Through case study analysis, students will develop treatment plans appropriate to the diagnosis and demonstrate the ability to select best interventions based on the chosen model of therapy.

PSY 685 CAREER AND LIFESTYLE ASSESSMENT 3 CREDITS
This course will explore the psychological basis of career and lifestyle assessment in the field of vocational psychology. Career counseling and theory is explored with an emphasis on the history that led to the development of the field as well as the assessment methods and interventions specific to this field. The course includes the various approaches and interventions used by career counselors and psychologists. Professional issues related to traditional clinical interventions and the current trends in career assessment are reviewed.

PSY 688 SEMINAR IN APPLIED PSYCHOLOGY 3 CREDITS
This is a special topics course for psychology graduate students. Students will learn the history and philosophy of the seminar topic and will be informed of the various career development and educational opportunities available in the specified field. Students will develop critical thinking skills and will apply these skills to critiquing and presenting current practices and research methods in the field. Students will fully understand the ethical and legal principles applicable to those holding professional roles in society.

PSY 690 LEGAL AND ETHICAL ISSUES IN APPLIED PSYCHOLOGY 3 CREDITS
This course covers ethics, laws and standards as related to professional conduct and counseling. This course discusses legal and ethical decisions a counselor would encounter in the clinical setting. Topics discussed would be professionalism, confidentiality, competence, duty to warn and protect, and diversity with clients. Clinical case examples and cultural considerations will be discussed.

PSY 699 PRACTICUM IN PSYCHOLOGY 3 CREDITS
This course requires students to work a specified number of hours in the field of psychology based on their specialization area. Students will meet in a classroom setting for group and peer supervision and with the course instructor for individual supervision. Site placement will include supervision with an emphasis in developing appropriate skills training in applied psychological settings. Students need to have completed all master's-level course work with a grade of B or better to be eligible for placement in this course. Required clinical hours and supervision hours must be met for successful completion of this course. The culmination of this course is the final presentation of the master's thesis. Lab fee: $45.

PSY 700 INTERNSHIP IN COUNSELING 3 CREDITS
This course offers students an experiential component in their clinical program. Students will be working in the field of counseling while receiving clinical supervision from their academic and site supervisor. This course will inform students' thinking on issues related to professional behavior and advanced counseling skills. Students will be provided with group and individual supervision.

SAM 530 SPORTS ADMINISTRATION 3 CREDITS
Application of management theory and practice to sports administration. Emphasis on organizing, structuring and maintaining a successful department. Day-to-day operations reviewed along with facility management, fiscal and budgetary aspects, personnel selection and supervision, public relations, and office management.

SAM 535 ISSUES IN INTERCOLLEGIATE AND PROFESSIONAL SPORTS ADMINISTRATION 3 CREDITS
An overview of critical issues of national interest in both collegiate and professional sports: Title IX, Gender Equity, scholarships and payment of athletes, recruiting policies, professional agents, and other current matters of prime importance in the field.

SAM 597 INDEPENDENT STUDY IN SPORTS AND ATHLETICS ADMINISTRATION 1–3 CREDITS
Opportunities to explore both career directions and areas of individual interest.

SAM 610 SPORTS MANAGEMENT, MARKETING AND PUBLIC RELATIONS 3 CREDITS
The purpose of the course is to expose students to various aspects of the sports marketplace, including, but not limited to, athlete representation, and legal issues including, but not limited to, the Internet, individual and corporate marketing, and public relations strategies. The course will examine trends in the industry, analyzing their present and future effects on both the particular sport and sports in general.

SAM 620 SPORTS PSYCHOLOGY 3 CREDITS
Study of selected and specialized current topics in the field of sports psychology. Included are the processes underlying and resulting from group interactions, with particular reference to the study of personal growth in the areas of sports.

SAM 630 LEGAL ASPECTS OF ATHLETICS 3 CREDITS
General overview of the fundamentals of sports law. Emphasis on those areas of sports law that impinge on the daily business routines of lawyers and sports professionals. Topics include school, coach and medical liability, as well as liability, injuries, warnings, waivers, contracts, and discrimination.

SAM 631 SPORTS AND ATHLETICS GOVERNANCE 3 CREDITS
Introduction to the structure and principles of governance in Intercollegiate Athletics for institutions that are members of the National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA). Focus on the structure and responsibilities of the NCAA/NAIA, the constitution and bylaws, application of rules and regulations, the structure and responsibilities of the university/college compliance office, and ethics. Upon completion, members should be capable of passing the NCAA annual recruiting examination.

SAM 670 SPECIAL TOPICS IN SPORTS AND ATHLETICS ADMINISTRATION 3 CREDITS
This course addresses various topics of current interest not covered in other courses and particularly related to coaching administrative skills that meet state certification requirements in education or other areas.

SAM 680 BEGINNING INTERNSHIP IN SPORTS AND ATHLETICS ADMINISTRATION 3 CREDITS
The internship provides an opportunity to apply beginning knowledge and theory to professional practice. Prerequisites: Permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval.

SAM 681 ADVANCED INTERNSHIP IN SPORTS AND ATHLETICS ADMINISTRATION 3 CREDITS
The internship provides an opportunity to apply advanced knowledge and theory to professional practice.

SCI 110 THE BIOLOGICAL WORLD AND LAB 4 CREDITS
Introduction to the life-supported systems of nature, emphasizing the diversity and adaptations of organisms in the evolutionary perspective. This course meets three lecture hours and two lab hours per week. Lab fee: $30.

SCI 111 BIOLOGICAL PATTERN AND PROCESS AND LAB 4 CREDITS
Introduction to the operation of life-supported systems at various levels of organization, from biochemical to ecological. This course meets three lecture hours and two lab hours per week. Lab fee: $30.

SCI 130 GENERAL CHEMISTRY I AND LAB 4 CREDITS
This course provides a background in the basic concepts of chemistry. Topics include discussion of units of measurements, structure of atoms, stoichiometry, types of chemical reactions, concepts of bonding, ideal gases, atomic structure and periodicity and thermochemistry. This course meets three lecture hours and two lab hours per week. Lab fee: $30. Prerequisite or corequisite: MAT 110 or DQR 100 or permission from the Science Chair.

SCI 131 GENERAL CHEMISTRY II AND LAB 4 CREDITS
This course continues from SCI 130 and presents an introduction to the properties of solutions, chemical kinetics, chemical equilibrium, acid-base chemistry, spontaneous processes and entropy and the chemistry of representative elements from the periodic table. This course meets three lecture hours and two lab hours per week. Lab fee: $30. Prerequisite: SCI 130.

SCI 201 INTRODUCTION TO BIOLOGY AND LAB 4 CREDITS
A survey of the main principles of biology and the various forms of life on Earth. Subjects covered will include evolution, genetics, cellular processes, biodiversity and ecology. The material will stress the relevance of the subjects to everyday life and to social, economic, environmental and philosophical problems. The course meets three lecture hours and two lab hours per week. Lab fee: $30.

SCI 202 INTRODUCTION TO PHYSICAL SCIENCE AND LAB 4 CREDITS
This course provides a very simple overview of the subjects of physics and chemistry and the application of these subjects in our daily lives. The major focus of the course is the development of the understanding of the physical science principles rather than the memorization of the physics and chemistry formulas. The topics of the course include motion of things, nature of light, sound, electricity and magnetism, chemical reactions, and analysis. The laboratory portion of the course provides hands-on experience in the application of chemical and physical principles to the real life situations. Some of the lab activities include synthesis of organic drugs, analysis of food products, firing of a rocket and analysis of human breath and air samples. This course meets three lecture hours and two lab hours per week. Lab fee: $30.

SCI 203 INTRODUCTION TO HUMAN BIOLOGY AND LAB 4 CREDITS
This course is designed to provide general knowledge of the structure and function of the human body to non-science major students. It is concerned primarily with the gross structure, location and basic functions of different body parts and organs. At the end of the course, the student should

understand basic anatomical terms and knowledge of the gross structure and function of the human body. The course will cover the terminology and gross anatomical structures related to the Integumentary, Skeletal (with articulations), Muscular, Nervous, Circulatory, Respiratory, Digestive, Urinary and Reproductive Systems. This course meets three lecture hours and two lab hours per week. Lab fee: $30.

SCI 260 HUMAN ANATOMY AND PHYSIOLOGY I AND LAB 4 CREDITS
This course is designed to provide sufficient knowledge of basic anatomy and physiology to serve as a working basis for studies in the allied health professions and in related fields and/or as general knowledge and appreciation of the human body as an integrated whole. Anatomy and Physiology I describes the cellular and tissue structure and function, skeletal, muscular, circulatory and nervous systems.

SCI 261 HUMAN ANATOMY AND PHYSIOLOGY II AND LAB 4 CREDITS
Exploration of basic human anatomy and physiology covering the nervous, respiratory, excretory, endocrine and reproductive systems. A survey of major human diseases, development, heredity and aging. This course meets three lecture hours and two lab hours per week. Prerequisite: SCI 260 or permission of Biology program coordinator. Lab fee: $30.

SCI 310 FORENSIC SCIENCE 3 CREDITS
An introduction to the uses and methods of forensic science. This course will examine the types of evidence that result from scientific analysis of a crime scene, the methods used to evaluate this evidence, the limits of these techniques and the role of the forensic scientist in criminal investigation. Prerequisite: DSL 100.

SCI 320 PHYSIOLOGICAL PSYCHOLOGY 3 CREDITS
A study of the physiological events that take place within the human body whenever behavior occurs. Topics to be examined include the neurochemical basis of behavior, sensory coding and processing, the neural basis of emotions, psychological disorders, sleep, sex, learning and memory. The student will explore mind/body medicine, the effects of stress on health and behavior and how the body and mind heals. This course is cross-listed as PSY 320. Prerequisites: SCI 261 and PSY 150.

SCI 325 MICROBIOLOGY AND LAB 4 CREDITS
An introduction to the morphology, physiology, life history and ecology of microbes (chiefly bacterial) and viruses. This course meets three lecture hours and three lab hours per week. Lab fee: $30. Prerequisites: SCI 110, SCI 111, SCI 130 and SCI 131.

SCI 350 PHYSICS I AND LAB 4 CREDITS
Exposition of the fundamental laws and phenomena of mechanics, fluids, heat, wave motion and sound. Emphasis is on the understanding of physical concepts. This course meets three lecture hours and three lab hours per week. Lab fee: $30. Prerequisite: MAT 110, DQR 100 or permission from the Science Chair. MAT 320 as a prerequisite or corequisite is recommended.

SCI 351 PHYSICS II AND LAB 4 CREDITS
Exposition of the fundamental laws and phenomena of electricity, magnetism, optics, special relativity, and atomic and nuclear physics. Emphasis is on the understanding of physical concepts. This course meets three lecture hours and three lab hours per week. Lab fee: $30. Prerequisite: SCI 350.

SCI 360 ECOLOGY AND LAB 4 CREDITS
An in-depth study of ecosystems at various levels of pattern and process, broadly emphasizing material/energy interrelationships in concept, time and space. This course meets three lecture hours and three lab hours per week. Laboratory and mandatory field trips. Lab fee: $30. Prerequisites SCI 110 and MAT 110 or permission of biology program coordinator.

SCI 390 ORGANIC CHEMISTRY I AND LAB 4 CREDITS
This course covers the fundamental topics of organic chemistry, including structure and bonding, bonding and molecular properties, the nature and stereochemistry of alkanes and cycloalkanes, structure and reactivity of alkenes, stereochemistry, mechanisms of the common type of organic reactions and the nomenclature of organic reactions. This course meets three lecture hours and three lab hours per week. Lab fee: $30. Prerequisite: SCI 131 or equivalent.

SCI 391 ORGANIC CHEMISTRY II AND LAB 4 CREDITS
This course provides a detailed survey of the synthetic reactions of various organic functional groups. The main thrust of the course is the thorough mechanistic understanding of the organic reactions. This course meets three lecture hours and three lab hours per week. Lab fee: $30. Prerequisite: SCI 390.

SCI 392 BIOCHEMISTRY AND LAB 4 CREDITS
A study of substances found in living organisms and the chemical reactions underlying life processes. The structure and behavior of biomolecules will be discussed with emphasis on carbohydrates, fats (Lipids), proteins and nucleic acids. Other biomolecules will be mentioned. This course meets three lecture hours and three lab hours per week. Lab fee: $30. Prerequisite: SCI 390.

SCI 450 GENETICS AND LAB 4 CREDITS
A study of the nature, inheritance and expression of genes. Laboratory work emphasizes genetic experimentation and statistical analysis of genetic data. This course meets three lecture hours and three lab hours per week. Lab fee: $30. Prerequisites: SCI 325 & MAT 110 OR SCI 325 & DQR 100 & DQR 200.

SCI 485 BIOLOGY INTERNSHIP 3–6 CREDITS
Opportunity for biology majors to gain on-the-job experience through an internship placement. Prerequisites: Advisor/dean permission, permission of college internship liaison, 2.5 cumulative GPA in major and/or departmental approval.

SCI 490 BIOLOGY SENIOR SEMINAR 3 CREDITS
This capstone course for biology majors addresses special topics. Prerequisites: Senior standing and permission of biology program coordinator.

SOC 110 INTRODUCTION TO SOCIOLOGY 3 CREDITS
A survey course designed to introduce the student to the science of sociology. Students are introduced to the fundamental concepts of social relationships and group life. Culture, social institutions and deviance are discussed.

SOC 210 INTRODUCTION TO ANTHROPOLOGY 3 CREDITS
A two-part course introducing the fields of physical and cultural anthropology through the investigation of human biology and behavior. Emphasis is placed on a cross-cultural examination of family and kinship, religion, economics, and politics.

SOC 220 FAMILY AND SOCIETY 3 CREDITS
Study of the institutional character of the family, its history and its relationship to other institutions. Problems encompassing premarital concerns, internal dynamics of family life, children and divorce are discussed. Prerequisite: SOC 110.

SOC 330 THE SOCIAL WELFARE SYSTEM 3 CREDITS
Programs, policies and services on local, state and national levels are examined. Goals and approaches of various social work agencies are explored. Particular problems of various social, racial and ethnic groups are studied. Prerequisite: SOC 110.

SOC 335 CONTEMPORARY SOCIAL PROBLEMS 3 CREDITS
A presentation of methods of identifying social problems. Analysis of such problems as crime, drug abuse, discrimination and disadvantage, family disorganization, ecology, and armed conflict is discussed. Prerequisite: SOC 110.

SOC 450 RACE AND ETHNICITY 3 CREDITS
In this course students will use the sociological perspective to examine race and ethnicity. Topics include the historical conditions of various racial-ethnic groups in the United States, as well as challenges facing minorities today. Prerequisite: SOC 110.

SOC 491 SEMINAR IN SOCIOLOGY 3 CREDITS
A study of selected and specialized topics in the field of sociology. Prerequisites: Two upper level SOC courses.

Chapter X.

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Natalie Feller, B.S.
Admission Counselor

Federico Glitman, B.S.
Admission Counselor

Taryn Hamill, B.S., M.B.A.
Campus Visit Coordinator

Gabriel Lindo, MIR, MGlobalGov
Assistant Transfer Coordinator

Jan Macko, B.S., M.B.A.
Admission Counselor

Alyssa Milano, B.S., M.B.A.
Enrollment Services Specialist

Bianca Pileggi, B.S., M.B.A.
Communication Coordinator

Chenelle Seraphin
Admission Counselor/Graduate and Evening Admission

Neil Solomon, B.S.
Admission Counselor

Jennifer Stellato, A.A.
Executive Assistant

Fran Turner
Office Coordinator

Chanele Williams, B.S.
Data Entry Processor

OFFICE OF BUSINESS AND FINANCE

Laurie Levine, B.S., M.P.A., C.P.A.
Vice President for Business and Finance

Michael Bolduc, B.S., C.P.A.
Director of Accounting

Ronaldo Berdelao, B.S.
Staff Accountant

Ruth Benavides, B.S., M.B.A.
Finance Analyst

Deborah Laznik, B.A., M.B.A.
Finance Coordinator

ACCOUNTS PAYABLE

Baraka Packer, B.S.
Supervisor, Accounts Payable

Barbara Souto
Accounts Payable Specialist

James Spells
Accounts Payable Specialist

EMPLOYEE SERVICES

Carole E. Dodge, B.S., M.B.A.
Director

Vanessa Allison
Payroll Manager

Carol A. Pupo, B.S.
Benefits and Wellness Coordinator

Kristin Petrica, B.A.
HR Generalist

Renee Lanteigne, B.A., M.B.A.
HR and Payroll Specialist

PURCHASING

Alfred Boniforti, B.S., M.S.
Director of Purchasing

Daniel Caballero, B.S., M.B.A.
Assistant Director of Purchasing

Fernando J. Villalobos, B.S., M.B.A.
Purchasing Specialist

STUDENT ADMINISTRATIVE SERVICES

Evelyn Cardona Nelson, B.S., M.Ed.
Executive Director of Student Administrative Services

Vivian I. Pearlman, B.A., M.S.
Director of Student Administrative Services

Chan Park, B.A., M.B.A.
Director of Student Financial Services

Judy Kaczmarek, B.B.A., M.B.A
Director of Student Accounts

Christina Acosta-Heritage, B.S.B.A., M.B.A
Student Administrative Services Systems Analyst

John Chambers, B.S., M.Ed.
Assistant Director of Student Financial Services

Tiffany Workman
Assistant Director of Student Accounts

Morgan O'Sullivan, B.Comm, M.Sc., P.G.C.E
Assistant Director of Student Administrative Services

Travis Williams, B.A.
Financial Aid Admissions Liaison

Patricia Burke, B.S.
Graduate and Loan Counselor

Evelyn Lucena
Financial Aid Senior Counselor

Karen Reed, B.A.
Financial Aid Counselor

LaToya Lewis, B.S., M.B.A.
Student Administrative Services Specialist

Kimon Randall, B.S.
Student Administrative Services Specialist

Samantha Scapusio
Collections Specialist

Herns Jourdan
Electronic Processing Specialist

Ronnie Malinas, B.F.A.
Administrative Assistant & Student Employment Coordinator

Trevor Grafflin
Outreach SAS Representative

Debra McGriff
Cashier

Miriam George
Administrative Assistant

Nadege Blaise Joseph
Scanning Processor

Meladie L. Fusco
Office Assistant

OFFICE OF DEVELOPMENT AND ALUMNI AFFAIRS

Judith L. Nelson, B.A.
Vice President for Development and Alumni Affairs

John J. Gallo, B.S.
Senior Major Gifts Officer

Robert Levinson, B.S., LL.D.
Senior Major Gifts Officer

Jay J. Brandt, B.S., M.B.A.
Senior Development Officer

Jan McArt
Director of Theatre Arts Program Development

Lisa A. Miller, B.S., M.A., D.M.
Director of Annual Programs

Susan H. Philbrick, B.A.
Director of Development Communications

Matt Roos, B.S.
Director of Alumni Affairs

Joyce B. Shelfo, B.S., M.P.S.
Director of Cultural Communications

Cheryl L. Bickley, B.A., M.A.
Director of Development Research

Margaret Sis, B.S.
Development Application Specialist

Gerry M. Bald, A.A.
Manager of Gift Accounting

Peggy T. Peterson, A.A.
Development Graphic Designer

Joanne Studer, A.A.
Executive Assistant

Linda Lancara
Administrative Assistant

Desiree McKim
Administrative Assistant

Theadora Barioli
Receptionist – Data Entry

OFFICE OF GENERAL COUNSEL

Margaret E. Ruddy, B.A., M.B.A., J.D.
General Counsel

Jo Ellen Foy, A.S.
Executive Assistant

OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND ASSESSMENT

Leslie Wasson, B.A., M.A., Ph.D.
Director

Jacqueline Kennedy, B.S., M.B.A.
Research Analyst

Qiao Luo, B.S., M.A., M.S.
Senior Research Analyst

OFFICE OF MARKETING AND COMMUNICATION

Michele Martin Morris, B.S.
Vice President for Marketing and Communication

Gibran Soto
Director of Web Operations and Strategies

Anthony Bosio, A.A.
Web and Multimedia Developer

Andreia Brunstein, B.S., M.B.A.
Design Director for University Communication

Shaun Aaron
Graphic Designer

Joshua Glanzer, B.S.
Director of Public Relations

Laura Stephens, B.A.
Public Relations Specialist

Liz McKey, A.A., A.B.J.
Senior Writer/Editor

Carol A. Herz, B.A.
Director of Marketing

Dian President
Switchboard Operator

Debbie Stern, B.S.
Writer/Editor

Matthew Williams, B.A.
Web Multimedia Developer

Ronni Sommer, A.A.
Executive Assistant

OFFICE OF STUDENT LIFE

Phillip Riordan, Ed.D.
Vice President for Student Life

Louise Sundermeier, A.S., A.A., B.S., B.P.S., M.Ed.
Associate Dean

Gary R. Martin, B.S., M.S., Ed.D.
Associate Dean

Morayma James, B.S., M.B.A.
Coordinator of Multicultural Affairs

OFFICE OF INTERNATIONAL STUDENT LIFE

Lisa Ward, B.A., M.A.
Coordinator of International Student Life

Regina Theisen, B.A.
International Insurance Advisor

CAREER DEVELOPMENT AND INTERNSHIPS

Denisha Bonds, B.A., M.S., Ph.D.
Director

Brittany Glazier, M.S., C.S.D.
Career Counselor

Carolyn Thorpe, M.S., H.R.M.
Career Planning Specialist

CHAPLAIN

Rev. Martin Devereaux, B.S., Ph.D.
Chaplain

DEAN OF STUDENTS OFFICE

Paul Turner, B.S., M.A.
Dean of Students

Anthony Altieri, B.S., M.Ed., M.B.A.
Assistant Dean of Students

Dawn Matic
Administrative Assistant

CAMPUS SAFETY & SECURITY

William Testa, B.A.
Chief

Michael Mayer
Assistant Chief

Dave Anderson, B.S.
Trainer

Loren Cohen
Shift Supervisor

Thomas Kirkham
Shift Supervisor

Jeff Sauls
Shift Supervisor

Aaron Schmelzer, B.A.
Shift Supervisor

Brian Siliquini, B.S.
Shift Supervisor

Michele Robson
Lead Dispatcher

Bridgett Addison
Dispatcher

Mitchell Posner
Dispatcher

Yolanda Simpson
Dispatcher

CAMPUS RECREATION

Christina Johnson, B.A., M.A.
Director

HEALTH CENTER

Rita Albert, A.A., R.N.
Director

Barbara Jo Bach, B.S.N., R.N.
R.N./Staff Nurse

COUNSELING CENTER

Nicole R. Ovedia, B.A., M.S.W., L.C.S.W.
Director of Counseling

Gail DeCina, B.A., M.S.W., L.C.S.W, C.A.P
Substance Abuse Counselor

Kelly Farrell, M.A., L.M.H.C.
Therapist

Sandra O'Rourke, M.A., L.M.H.C., N.C.C.
Therapist

Mark Levinsky, B.A., M.S.
Part-time Therapist

Cesar Bennaroche, M.D., P.A.
Part-Time Psychiatrist

JoSelle Vanderhooft, B.A.
Receptionist

HOUSING & RESIDENCE LIFE

Joy Doliber, B.A.,M.Ed.
Director of Housing & Residence Life

Jon Volpi, B.S., M.Ed.
Area Coordinator

Dominic Viola, B.A., M.S.
Area Coordinator

STUDENT INVOLVEMENT

Annjanette Weaver, B.A.A., M.Ed.
Coordinator of Student Involvement

Dawn Simounet, B.A., M.Ed.
Coordinator of Student Involvement

Lucy Wilcox-Claiborne, B.S.
Administrative Assistant



Lynn University Campus Map

To find individuals go to: **www.lynn.edu/phonedirectory**

1. SCHMIDT COLLEGE CENTER
Office of the President
Admission
Development and Alumni Relations
Marketing and Communication

2. LYNN LIBRARY
Academic Affairs
Lynn College of International Communication
President Emeritus
Center for Instructional Innovation
Institute for Distance Learning

3. ASSAF ACADEMIC CENTER

4. GREEN CENTER FOR THE EXPRESSIVE ARTS
Perper Teleconferencing Center
Student Administrative Services
Office of the Registrar
General Counsel
Employee Services
Information Technology
de Hoernle Lecture Hall
Purchasing
Campus Card Office

5. de HOERNLE INTERNATIONAL CENTER
Henke Wing
Amarnick-Goldstein Concert Hall
Institute for Achievement and Learning
Center for Global Education and Citizenship
Ross College of Education
Olewine Culinary Lab

6. WOLD PERFORMING ARTS CENTER
The Schmidt Studio
Boice Box Office

7. RITTER ACADEMIC CENTER
College of Business and Management

8. MAINTENANCE

9. INTRAMURAL FIELD

10. de HOERNLE SPORTS AND CULTURAL CENTER
Athletic Offices
Blue & White Club

11. ACADEMIC OFFICES
Institutional Research, Planning and Assessment

12. COLLEGE OF HOSPITALITY MANAGEMENT
Faculty Offices

13. PINE TREE CAMPS OFFICE

14. ST. JOSEPH HALL
Bookstore
Mailroom
Laundry Facility

15. CHRISTINE'S

16. LYNN STUDENT CENTER
Cafeteria
Chapel
Auditorium
Office of Student Involvement
Knights' Court

17. INTRAMURAL COURTS

18. SWIMMING POOLS

19. TRINITY RESIDENCE HALL
Hannifan Center for Career Development and Internships
Administration Executive Offices
University Events
Women's Center
Multicultural Affairs Office
International Student Life

20. LYNN RESIDENCE CENTER
Fitness Center

21. FREIBURGER RESIDENCE HALL
College of Arts and Sciences Offices
Counseling Center

22. CAMPUS SAFETY AND SECURITY

23. E. M. LYNN RESIDENCE CENTER
Office of Student Life
Health Center
Office of Housing and Residence Life
Dean of Students
IT Help Desk
Campus Access Office

24. PERPER TENNIS COMPLEX

25. SOCCER FIELD

26. de HOERNLE RESIDENCE HALL
Conservatory of Music
Enrollment Center

27. BASEBALL AND SOFTBALL FIELDS

28. BURTON D. MORGAN SCHOOL OF AERONAUTICS
(3960 Airport Road, Boca Raton, FL 33431)



BURTON D. MORGAN SCHOOL OF AERONAUTICS

Exit at Glades Road. Turn east on Glades. Turn north on Airport Road (the first intersection after crossing over I-95). Continue north on Airport Road to the last right before the overpass. Turn right at the last right before the overpass. Go straight to the "T" in the road (20 feet) and turn left. Go forward 20 feet; the parking lot is now off to your right. The School of Aeronautics is at the far end of the parking lot.



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