Academic Catalog

2008-2009

LYNN UNIVERSITY
BOCA RATON, FLORIDA

THEODORE CURTIS
Outstanding Professor of the Year 2007-2008

Selected by vote of the undergraduate students this award carries special meaning within our community. Given the deep commitment our faculty share to excellence in teaching, the honor of beings selected as Outstanding Teacher represents the highest honor a faculty member can attain at Lynn University.

Professor Ted Curtis embodies Lynn University's commitment to innovative approaches to learning and to fostering a passion for education within every student. A gifted classroom instructor, experiential and interactive learning are the cornerstones of Professor Curtis' distinctive pedagogical portfolio. Whether it's taking students to major events across the country to collect data for a NCAA research study or involving students in the operation of a youth sports organization, Professor Curtis' students are the benefactors of the best education a student can receive; one that combines the scholarship and rigor of the formal academic enterprise with the practical skills and knowledge garnered from hands on learning in a professional setting.

Professor Curtis has served as a full-time faculty member since 1998 in the College of Hospitality Management and is an assistant professor of Sports Management. He earned his Bachelor of Arts in English from Tufts University and a Juris Doctorate from the Benjamin N. Cardozo School of Law at Yeshiva University.

In addition to his contributions in the classroom, Professor Curtis is also an award-winning journalist whose work has appeared in many publications ranging from Sports Illustrated and the USGA's Golf Journal to the Journal of American Bar Association.

Dr. Cynthia Patterson
Vice President for Academic Affairs

2008-2009

Academic Catalog

Lynn University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Ga. 30033-4097; telephone number: 404-679-4501) to award baccalaureate, master's and doctoral degrees.

The university reserves the right to make changes in tuition, program costs, curriculum, regulations, program dates and to make additional charges for special features and services whenever such actions are deemed advisable.

Equal Opportunity Policy

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.

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.*

Table of Contents

Accreditation 1
Equal Opportunity Policy 1
Academic Calendar 9-13
Message from President Ross 15

Chapter I – Overview and Introduction to Lynn University

General Information 17
Mission 17
Vision 17
Commitment of the University to Diversity 17

Chapter II – Campus Life

Student Involvement 19
Residence Life 19
Student Wellness 19-21
General Student Life Regulations and Policies 21
Area Map 21

Chapter III – Lynn University Campus

Campus Resources 23-24

Chapter IV - Admissions

General Information 25
Visitors 25
Undergraduate Day Division 25-28
- First-Year Students 25
- Transfer Students 25
- International Students 25
- International First-Year Students 26
- International Transfer Students 26
- Institute for Achievement and Learning 26
- Conservatory of Music 27
- Readmission 27
- Wait List 27
- Additional Admission Procedures and Contact Information 27
- Placement Testing 27
- Additional Admissions Program 27-28

Evening Undergraduate Division 29
- General Information 29
- Application Procedures 29

Graduate Division 29-30
- General Information 29
- International Graduate Students 29-30
- Non-Degree-Seeking Students 30

Additional Admissions Information 30
- American Disabilities Act 30
- Reservation Agreements 30

Chapter V – Financial Information

Undergraduate Information **31-41**

2008-2009 Fee Schedule 31
Special Fees for All Programs 31
Deposits 2008-2009 31
Day Division Undergraduate Early Payment Discount Plan 31-32
Lynn University Payment Arrangements 32
Submitting Payments 32
Credit Card Payments 32
Wire Payments 32
Monthly Payment Program 32
Tuition Refund Plan 32
Student Course Load 33
Drop/Add Process/Overload 33
Technology Fee 33
Student Services Fee 33
Summer Session 2009 33
Room and Board Fee 33
Residence Hall Fees 33
Meal Plan Policy and Procedures 33
International Students 33
Comprehensive Support Program 34
Miscellaneous Fees 34
Finance Charges 34
Financial Policy 35
Books 35
Graphic, Films and Video Supplies 35
Flight Training Expenses 35-36
Day Division Refund Policy 36
Calculation of Refundable Amounts for Day Program 36-37
Financial Aid 37
Standards of Satisfactory Academic Progress for Financial Aid 37-38
Applying for Financial Aid 38
Types of Financial Aid 38
Federal Programs 38-39
Florida Programs 39
Bright Futures Program 39
Monthly Payment Program 39
Institutional Program 39-40
Veteran's Benefits 40
Credit for Previous Training 40
Tax Law 40
International Student Loans 41
International Students Scholarship Policy 41
Remedial Courses 41
Renewal of Financial Aid 41

Graduate Information **41-43**

Tuition and Payment Policies 41-42
Financial Aid 42
Scholarships 42
Veteran's Benefits 42
Standards of Satisfactory Academic Progress for Financial Aid 43
International Tax Law 43

Chapter VI – General Academic Policies and Regulations

General Academic Information – Undergraduate Program **45-51**
- Observance of Religious Holidays 45
- Student Responsibility 45
- Academic Advisement and Registration 45-48
- Academic Standards 48-50
- Graduation 50-51

Academic and Records Information – Graduate Program **51-55**
- Mission of the Graduate Programs 51
- Degrees, Programs and Certificates 51-52
- Graduate Policies Relating to Academic Integrity 53-55
- Student Responsibility 53
- Academic Integrity 53
- Academic Probation 53
- Dismissal from the University 53
- The Institutional Review Board 53-55
- Lynn University Code of Computing Practice 54
- Campus Housing 54
- Classification of Graduate Students 54
- Course Schedule Changes 54
- Policy and Procedures for Failing Grades 54
- Graduation 54
- Registration 54
- Add/Drop Period 54
- Residency Requirement 54
- Special Student Status 55
- Second Master's Degree 55
- Security Telephone 55
- Student Participation in Sports 55
- Transfers to Another Specialization Within a Degree Program 55
- Transfer to Graduate Credits from Other Colleges and Universities 55

Chapter VII – Academic Support Services and Special Programs

Institute for Achievement and Learning **57-58**
Hannifan Center for Career Development & Internships **58**
Center for Instructional Innovation **59**
Center for International Programs and Services **59**
Study Abroad Program **59**
Counseling Center **59**
Honors Programs **59-60**
Information Technology **60-61**
Institute for Distance Learning **61**
Internship Program **61**
Eugene M. and Christine E. Lynn Library **61**

Chapter VIII – Educational Programs

Definitions of Majors, Minors and Specializations **63**
Bachelor's Degrees **63**
Graduate Degrees **63**
Academic Organization **64-65**
Undergraduate Curriculum **66**
Dialogues of Learning **67-68**
College of Arts and Sciences **69-79**
Undergraduate Program **69-75**
American Studies (B.A.) 69
English (B.A.) 70
Human Services (B.A.) 70-71
International Relations (B.A.) 71-72
Liberal Arts (B.A.) 72-73
Biology (B.S.) 73
Criminal Justice (B.S.) 73-74
Psychology (B.S.) 74-75
Undergraduate Certificate in Emergency and Disaster Management 75
Graduate Program **76-79**
Administration (M.S.) 76-78
Criminal Justice Administration Specialization 77
Emergency Planning and Administration Specialization 78
Graduate Certificate in Emergency Planning and Administration 78
Applied Psychology (M.S.) 78-79
General Track Courses 79
Counseling Track Courses 79

College of Business and Management **81-85**
Undergraduate Program **81-83**
Business Administration (B.S.) 81-83
Specializations and Minors 82-83
Graduate Program **84-85**
Business Administration (M.B.A.) 84-85
Marketing Specialization 84
International Business Specialization 84
Financial Valuation and Investment Management Specialization 85
Mass Communication and Media Management Specialization 85
Hospitality Management Specialization 85
Sports and Athletics Administration Specialization 85
Aviation Management Specialization 85

Donald E. and Helen L. Ross College of Education **87-91**
Undergraduate Program **87-88**
Elementary Education Grades K-6 (B.S.) 87
Elementary Education Grades K-6 Plus Pre-K/Primary (B.S.) 88
Elementary Education Exceptional Student Education (B.S.) 88
Graduate Program **89-91**
Exceptional Student Education (M.Ed.) 89-90
Educational Leadership (M.Ed.) 90-91

College of Hospitality Management **93**
Hospitality Management (B.S.) 93
Resort and Hotel Management Specialization 93
Vacation Ownership/Timeshare Management Specialization 93
Sports and Recreation Management Specialization 93

Eugene M. and Christine E. Lynn College of International Communication **95-102**
Undergraduate Program **95-101**
Advertising and Public Relations (B.A.) 96
Communication, Media and Politics (B.A.) 96
Drama (B.A.) 97
Film (B.A.) 97-98
Multimedia Journalism (B.A.) 98
Radio, Television and Internet Media (B.A.) 98-99
Graphic Design (B.S.) 99
Illustration/Computer Animation (B.S.) 99-100
Photography (B.S.) 100
Undergraduate Minor 100-101
Graduate Program **101-102**
Communication and Media (M.S.) 101-102

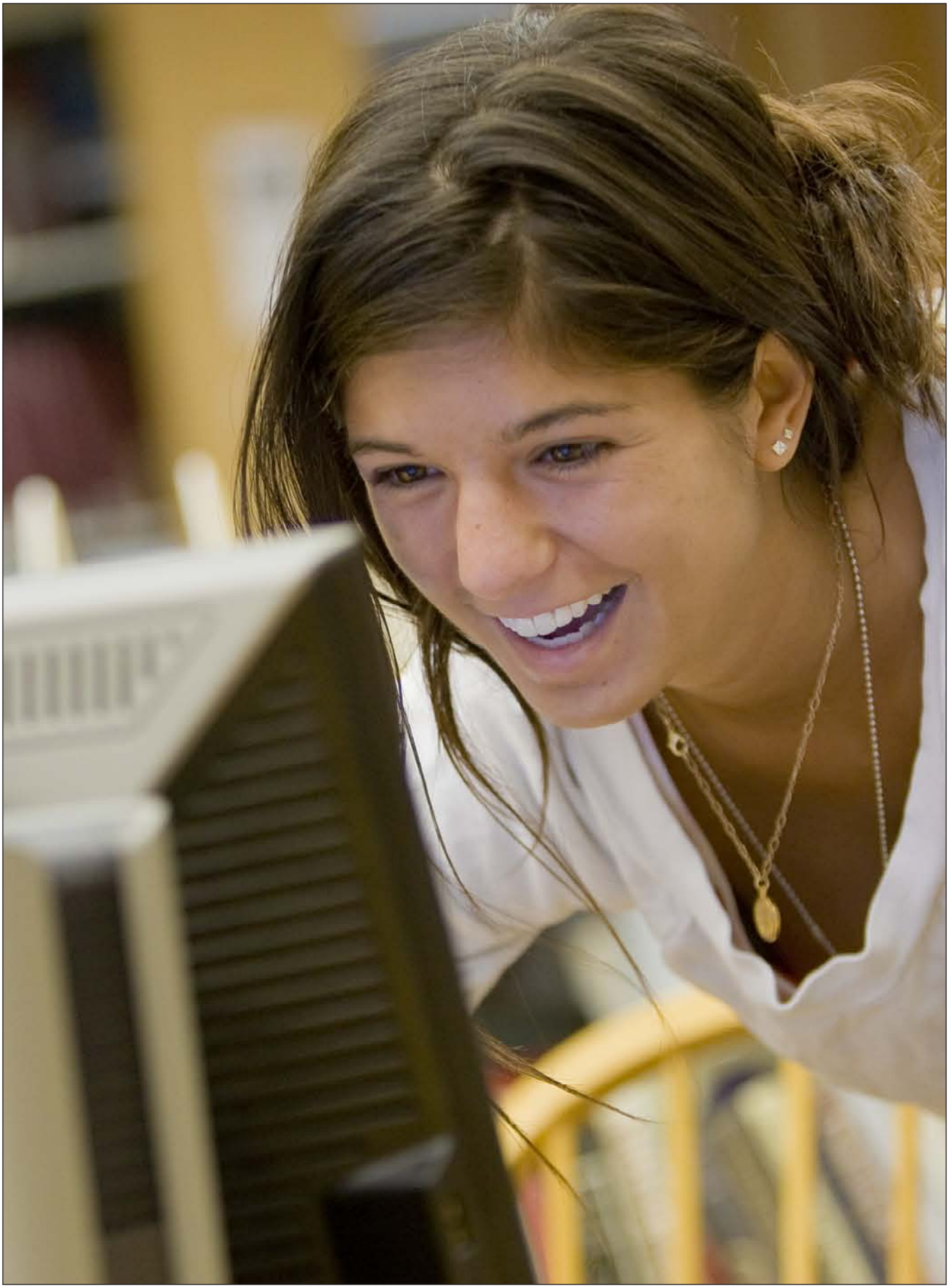
Conservatory of Music **103-105**
Undergraduate Program **103-104**
Music Performance (B.M.) 103
Composition (B.M.) 103-104
Music (B.A.) 104
Graduate Program **105**
Performance (M.M.) 105
Composition (M.M.) 105
Professional Performance Certificate 105

Chapter IX – Undergraduate and Graduate Course Descriptions

Course Designation Guide **107**
Course Number Guide **107**
Course Descriptions **108-147**

Chapter X – University Community

University Community **149-164**



Academic Calendar 2008-2009

FALL 2008

AUGUST

15 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."
Graduate — Last day to withdraw from any class for Summer II term and receive a grade of "W."

22 Friday
Day Undergraduate — Last day of summer internship session. All materials must be submitted to the director of internships by this date.

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

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

27 Wednesday
Day Undergraduate — Final grades for summer internship due from faculty no later than noon.

28 Thursday – 29 Friday

Day undergraduate — Faculty orientation

SEPTEMBER

1 Monday — **LABOR DAY – University Closed**
Day Undergraduate — No classes.
Evening Undergraduate — No classes - To be made up Sept. 12.
Graduate — No classes - To be made up Sept. 12.

2 Tuesday
Evening Undergraduate — Fall I term (9/2/08–10/24/08) classes begin.
Graduate — Fall I term (9/2/08–10/24/08) classes begin.

4 Thursday
Day Undergraduate — New students arrive (8:30 a.m.–3 p.m.). Check-in at the de Hoernle Sports Center. Residence halls open for new students at 9 a.m.

SEPTEMBER CON'T.

6 Saturday
Day Undergraduate — Residential returning student check-in 9 a.m.–4 p.m. at the de Hoernle Sports Center. Residence halls open for returning students at 9 a.m. ID's will be activated at that time. Advisement and registration for all categories of non-preregistered students 9 a.m.–3 p.m. Schedule changes permitted. All students must check in or pre-registered courses will be dropped. Late arrivals subsequent to this day must be approved through the dean of students.

8 Monday
Day Undergraduate — Fall classes begin for all day undergraduate students.
Graduate (Psychology, Conservatory) Fall semester classes begin.

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

12 Friday
Day Undergraduate — Last day to change course schedule (add/drop) for Fall semester.
Evening Undergraduate — Make Up Day for Labor Day 9/1/08.
Graduate — Make Up Day for Labor Day 9/1/08.
Graduate (Psychology and Conservatory) Last day to change course schedule (add/drop) for fall semester.

19 Friday
Day undergraduate — Last day to submit a Florida Resident Access Grant application to the Student Administrative Services Office. Last day to remove an "I" (Incomplete) grade from the spring or summer semesters.
Evening Undergraduate — Last day to submit a Florida Resident Access Grant application to the Student Administrative Services Office. Last day to remove an "I" (Incomplete) grade from the Summer II term.
Graduate — Last day to remove an "I" (Incomplete) grade from the Summer II term.

29 Monday
Day Undergraduate — Classes in session.
Evening Undergraduate — Fall Holiday – no classes; to be made up 10/3/08.
Graduate — Fall Holiday – no classes; to be made up 10/3/08.

30 Tuesday
Day Undergraduate — Fall Holiday
Evening Undergraduate — Classes in session.
Graduate — Classes in session.

OCTOBER

3 Friday
Day Undergraduate Last day to apply for December graduation.
Evening Undergraduate Last day to apply for December graduation. Make Up Day for Fall Holiday 9/29/08.
Graduate Last day to apply for December graduation. Make Up Day for Fall Holiday 9/29/08

8 Wednesday
Evening Undergraduate Fall I Holiday – no classes; to be made up Oct. 10.
Graduate Fall I Holiday – no classes; to be made up Oct. 10.

9 Thursday
Day Undergraduate Fall Holiday – no classes

10 Friday
Evening Undergraduate Make Up Day for Fall Holiday 10/9/08.
Graduate Make Up Day for Fall Holiday 10/9/08.

17 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."
Graduate Last day to withdraw from any class for Fall I term and receive a grade of "W."

24 Friday
Evening Undergraduate Last day of classes for Fall I term.
Graduate Last day of classes for Fall I term.

24 Friday – 25 Saturday
Day Undergraduate LYNN UNIVERSITY FAMILIES WEEKEND

27 Monday
Evening Undergraduate Undergraduate Fall II term (10/27/08 – 12/19/08) classes begin.
Graduate Fall II term (10/27/08 – 12/19/08) classes begin.

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

NOVEMBER

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

6 Thursday
Day Undergraduate Advising/Registration begins.

14 Friday
Evening Undergraduate Last day to remove an "I" (Incomplete) grade from the Fall I term.
Graduate Last day to remove an "I" (Incomplete) grade from the Fall I term.

21 Friday
Day Undergraduate Last day to apply for May, June or August graduation.
Evening Undergraduate Last day to apply for May, June or August graduation.
Graduate Last day to apply for May, June or August graduation.

24 Monday – 28 Friday
Day Undergraduate THANKSGIVING BREAK – no classes.
Graduate (Psychology and Conservatory) – no classes.

26 Wednesday – 28 Friday
Evening Undergraduate No classes; to be made up Friday 12/5/08 & 12/12/08.
Graduate No classes; to be made up Friday 12/5/08 & 12/12/08.

DECEMBER

1 Monday
Day Undergraduate Classes resume for fall semester. Spring 2009 semester charges due.
Evening Undergraduate Classes resume for Fall II term.
Graduate Classes resume for Fall II term.

5 Friday
Evening Undergraduate Make Up Day for Nov. 26.
Graduate Make Up Day for Nov. 26.

12 Friday
Day Undergraduate Last day to withdraw from any class for fall semester and receive a grade of "W."
Evening Undergraduate Make Up Day for Nov. 27. Last day to withdraw from any class for Fall II term and receive a grade of "W."
Graduate Make Up Day for Nov. 27. Last day to withdraw from any class for the term and receive a grade of "W."

15 Monday – 19 Friday
Day Undergraduate Exams

19 Friday
Day Undergraduate Fall semester ends; residence halls close at noon.
Evening Undergraduate Last day of classes for Fall II term.
Graduate Last day of classes for Fall II term.
Graduate (Psychology and Conservatory) Last day of fall classes.

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

SPRING/SUMMER 2009

JANUARY

5 Monday
Evening Undergraduate Spring I term (1/5/09 – 2/27/09) classes begin.
Graduate Spring I term (1/5/09 - 2/27/09) classes begin.

6 Tuesday
Day Undergraduate All students arrive/residence halls open at 9 a.m. Check-in at the Green Center. Registration for all categories of non-preregistered undergraduate students between 9 a.m. and 4 p.m. All students must check in or pre-registered courses will be dropped; late arrivals must be approved through the dean of students.

7 Wednesday
Day Undergraduate Spring J Term classes begin.

8 Thursday
Day Undergraduate Last day to change course schedule for J Term.

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

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

19 Monday MARTIN LUTHER KING JR. DAY – University Closed
Day Undergraduate No classes.
Evening Undergraduate No classes; to be made up on Friday, Jan. 23.
Graduate No classes; to be made up on Friday, Jan. 23.

23 Friday
Day Undergraduate J Term ends.
Evening Undergraduate Last day to remove an I (Incomplete) grade from Fall II undergraduate evening terms. Make Up Day for Jan. 19.
Graduate Last day to remove an I (Incomplete) grade from the Fall II graduate terms. Make Up Day for Jan. 19.

26 Monday
Day Undergraduate Spring semester classes begin.
Graduate (Psychology and Conservatory) Spring semester classes begin.

30 Friday
Day Undergraduate Last day to change course schedule (add/drop) for spring semester
Graduate (Psychology and Conservatory) Last day to change course schedule (add/drop) for spring semester.

FEBRUARY

16 Monday PRESIDENTS DAY – University Closed
Day Undergraduate No classes.
Evening Undergraduate No classes; to be made up Friday, Feb. 20.
Graduate No classes; to be made up Friday, Feb. 20.

20 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.16.
Graduate Last day to withdraw from any class for Spring I term and receive a grade of "W."
Make Up Day for Feb.16.

27 Friday
Evening Undergraduate Last day of classes for Spring I term.
Graduate Last day of classes for Spring I term.

MARCH

2 Monday – 6 Friday SPRING BREAK
Day Undergraduate No classes.
Evening Undergraduate No classes.
Graduate No classes.

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

9 Monday
Day Undergraduate CLASSES RESUME
Evening Undergraduate Spring II term (3/9/09 – 5/1/09) classes begin.
Graduate Spring II term (3/9/09 – 5/1/09) classes begin.

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

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

18 Wednesday – 19 Thursday SENIOR SALUTE (for graduating students)

27 Friday
Evening Undergraduate Last day to remove an "I" (Incomplete) from the Spring I term.
Graduate Last day to remove an "I" (Incomplete) from the Spring I term.

APRIL

1 Wednesday
Day Undergraduate Advising/Registration begins.

10 Friday **SPRING HOLIDAY – University Closed**
Day Undergraduate No classes.
Evening Undergraduate No classes.
Graduate No classes.

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

30 Thursday – May 6 Wednesday
Day Undergraduate Exams

MAY

1 Friday
Evening Undergraduate Last day of classes for Undergraduate Spring II term.
Graduate Last day of classes for Graduate Spring II term.

4 Monday
Evening Undergraduate Summer I term (5/4/09 - 6/26/09) classes begin.
Graduate Summer I term (5/4/09 - 6/26/09) classes begin.

5 Tuesday
Day Undergraduate Spring semester ends.
Evening Undergraduate Final grades for Spring II term due from faculty no later than noon.
Graduate Final grades for Spring II term due from faculty no later than noon.
Graduate (Psychology and Conservatory) Spring semester classes ends

6 Wednesday
Day Undergraduate Final grades for graduating seniors due from faculty no later than noon. Residence halls close at noon except for graduating resident seniors.

8 Friday
Evening Undergraduate COMMENCEMENT
Graduate COMMENCEMENT

9 Saturday
Day Undergraduate COMMENCEMENT

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

11 Monday
Day Undergraduate Summer session begins.
Evening Undergraduate Last day to change course schedule for (add/drop) Summer I term.
Graduate Last day to change course schedule for (add/drop) Summer I term.

12 Tuesday
Day Undergraduate Last day to change course schedule for summer (add/drop).

13 Wednesday

Day Undergraduate Final grades for spring semester due from faculty no later than noon.

MAY CON'T.

18 Monday
Graduate (Psychology and Conservatory) Summer semester classes begin.

22 Friday
Evening Undergraduate Last day to remove an "I" (Incomplete) grade from the Spring II term.
Graduate Last day to remove an "I" (Incomplete) grade from the Spring II term.
Graduate (Psychology and Conservatory) Last day to change course schedule for summer (add/drop).

25 Monday MEMORIAL DAY – University Closed
Day Undergraduate No classes.
Evening Undergraduate No classes; to be made up Friday, May 29.
Graduate No classes; to be made up Friday, May 29.

29 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 25.
Graduate Make Up day for Monday, May 25.

JUNE

5 Friday
Day Undergraduate Summer session ends.

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

8 Monday
Day Undergraduate Summer internship session begins.

10 Wednesday
Day Undergraduate Final grades for summer due from faculty no later than noon.

15 Monday
Day Undergraduate Last day to change schedule for summer internships.

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

26 Friday
Evening Undergraduate Last day of classes for Undergraduate Summer I term.
Graduate Last day of classes for Graduate Summer I term.

29 Monday
Evening Undergraduate Summer II term (6/29/09 –8/21/09) classes begin.
Graduate Summer II term (6/29/09 –8/21/09) classes begin.

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

JULY

6 Monday

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

.

17 Friday

Evening Undergraduate	Last day to remove an "I" (Incomplete) grade from Summer I term.
Graduate	Last day to remove an "I" (Incomplete) grade from the Summer I term.

AUGUST

14 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."
Graduate	Last day to withdraw from any class for Summer II term and receive a grade of "W."
Graduate (Psychology and Conservatory)	Last day of summer semester.

21 Friday

Day Undergraduate	Last day of summer internship session. All materials must be submitted to the director of internships by this date.
Evening Undergraduate	Last day of classes for Undergraduate Summer II term.
Graduate	Last day of classes for Graduate Summer II term.

25 Tuesday

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

26 Wednesday

Day Undergraduate	Final grades for summer internship due from faculty no later than noon.

LYNN 2020

Message from President Ross

Dear Student:

Welcome to the 2008-2009 academic year at Lynn University. Our long-held mission is to provide the education, support and environment that enables individual students to realize their true potential and prepare for success in the world.

At Lynn, we believe in you. Whether you are just beginning your undergraduate career or completing studies for an advanced degree, you'll find a faculty and staff who are dedicated to your success. I encourage you to take advantage of the many opportunities at Lynn for intellectual and personal growth, all of which are detailed in this catalog.

With the launch of our strategic plan, Lynn 2020, on Feb. 1, 2006, we clarified our vision: to be recognized as one of the most innovative, international and individualized small universities in America. Since then, the entire campus community has made extraordinary progress in making that vision a reality, including:

- improving our living and learning environments
- welcoming new academic leadership
- making critical investments in our people and processes
- establishing a new and distinctive core curriculum

By studying at Lynn University, you are making one of the most important investments in your life—your education. And because we are working to significantly increase the value of the degree you'll earn from Lynn, you can be assured that investment will compound interest for the rest of your life.

For you and for Lynn, the best is yet to come. I wish you a wonderful year!

Sincerely,

Kevin M. Ross

President

LYNN
UNIVERSITY

Chapter I.

Overview and Introduction to Lynn University

General Information

Lynn University is an independent, nonprofit, coeducational, liberal arts, 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 an affluent city of close to 100,000 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 22 years.

Today, Lynn University's enrollment consists of 2,183 undergraduates and close to 400 graduate students from 40 states and 84 foreign countries (Fall 2007); offers bachelor's and master's degrees and comprises five colleges, a school of aeronautics and a conservatory of music. Sixty 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 18 national championships and 23 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. $1 million in technological enhancements including interactive whiteboards and document projectors has been invested over the past two years in 60 percent of Lynn's learning spaces. 100 percent wireless coverage exists in all classrooms, labs, residence halls, library and other public places.

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 corporations 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. 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 today is the same mission that has defined the institution through its first 46 years and that will continue to define it in the future.

Our mission 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. 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 October 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.

E.M. LYNN RESIDENCE CENT

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 Development.

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 Development includes the vice president for student development; dean of students; associate dean for student development; associate dean of wellness; campus recreation and intramurals; Counseling Center; Center for Career Development; Office of Residence Life; Health Center; director 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, athletics and participation in any of numerous special interest organizations. In addition, the university offers a formal leadership program for all students. Social activities include game shows, dances, comedians, live music, international festivals, films, pool parties, sports days, intramural sports, award dinners and novelty entertainment.

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. In addition to intercollegiate sports, students are encouraged to participate in a wide range of intramural programs, including basketball, flag football, soccer and others.

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.

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 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. The residence halls are staffed by full-time professionals and para-professionals. A full-time residence hall director is responsible for the overall function and operation of a residence area. 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 Development any student who is found in violation of campus policies.

Room and Board Schedules

Day Division full-time undergraduate resident students are served 19 meals each week except during winter break. All residence halls and dining facilities are closed during winter break, and students are expected to vacate their rooms.

Students with less than 60 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. Students with more than 60 credits may live off campus.

Student Wellness

As a comprehensive university, Lynn's goal is to develop the total student. As such, we recognize students as complex systems of interconnected and interrelated social, emotional, intellectual, spiritual and physical components, all acting and reacting upon one another. The Wellness Department promotes programs, services and strategies that are designed to capitalize on this interconnectedness.

Counseling

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 Development.

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 Re-admission Requirements outlined below.

Similarly, the university reserves the right to require a student to take a medical/psychological leave of absence if, in the judgement 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; or 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 Readmission Requirements 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 assess 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 readmit a student 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's residential or academic status has been terminated.

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 board.

Substance Abuse Prevention Program

The university recognizes the problems that exist in today's society with regard to alcohol and substance abuse. As such, the university has a responsibility to its students, faculty and staff to offer an ongoing informational program on these problems. Each semester, seminars dealing with substance abuse are offered through the auspices of the Office of Student Development. These seminars deal with the role of alcohol and other potentially abusive substances in contemporary American society, including a historical overview of psychoactive drug use and abuse, the classification of drugs currently in use, legal issues related to substance abuse and resources available for the prevention and treatment of abuse problems.

In addition, 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.

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.

General Student Life Regulations and Policies

The university regards its students as responsible young adults and allows them considerable personal freedom. Specific rules and regulations 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. The university's rules and regulations are firm, and violation of these rules may result in expulsion. The university reserves the right to impose probation on any student whose conduct is unsatisfactory. The university further reserves the right to require a student to withdraw at any time. A student who provides false or fraudulent statements or documents may be dismissed from the university and/or forfeit all credits earned while attending Lynn University.

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 and 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.

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. Off-campus students may gain access to the library or academic laboratories. Non-residential students are not permitted in the residence halls after visitation hours end. Resident students, approved visitors and staff members are required to show proper identification at the campus entrances.

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, Admissions, 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.

The **Lynn Student Center** includes Christine's, 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 **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 architecturally and 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 approximately 100,000 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 tens of thousands of articles, biographies, reference books, statistics, images, and more is accessible through the library Web site. The library also has more than 40,000 e-books that are accessible via the web.

Lynn students use the library's 100 computer workstations in addition to the availability of wireless access throughout the building. The Coleman Computer Center, 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 Computer Center, 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, The Center for Innovation in Instruction and the Institute for Distance Learning. The Discovery Learning Center of the Institute for Achievement and Learning also provides tutoring services in the library.

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 regional academic libraries with holdings in excess of 20 million items.

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 as well as classrooms specifically dedicated to each major program within this division.

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, the Counseling Center 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. Faculty offices of the College of Arts and Sciences are located on the first floor.

The **McCusker Sports Complex** includes two outdoor pools for year-round use, 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 **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, the Institute for Achievement and Learning, and the Heller Family Diagnostic Center. 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.

Admissions

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 Admissions at 561-237-7900 or (admission@lynn.edu).

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 of their junior year or during the fall 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. If time or other obligations do not comply with the academic calendar, visitors are still welcome throughout the year. Students are requested to write, e-mail or call the Office of Admissions at least one week in advance of their visits. The office is open from 9 a.m. to 6 p.m., Monday through Friday, and by appointment on Saturday.

I. UNDERGRADUATE DAY DIVISION

First-Year Students

Application Procedures

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

- a completed Common Application form (www.lynn.edu/applynow) including the personal statement and the Lynn Supplement. Lynn University uses Common Application exclusively (www.commonapp.org).
- 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.
- a 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.
- $35 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 admissions decisions is four to six weeks. Upon acceptance, the applicant is required to 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

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. To be considered a transfer student, the applicant must have completed a minimum of 12 transferable credits. Applicants must submit all of the following:

- a completed Common Application form (www.lynn.edu/applynow) including the personal statement and the Lynn Supplement. Lynn University uses Common Application exclusively (www.commonapp.org).
- official transcripts from the candidate's current college and from all previous colleges/universities attended
- a recommendation from the dean of students at the candidate's current or last school attended.
- $35 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 admissions decisions is four to six weeks. Upon acceptance, the applicant is required to 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 C 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. Upon admission to Lynn University, students will receive a preliminary evaluation of transfer/credits. Students will meet with advisors during the first week of classes to finalize the transfer of credits. At this time, any changes or revisions to transfer credits will be made, and the final evaluation will be sent to the registrar's office. Late applicants will be handled on an individual basis.

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, and they comprise a significant portion of the student body and represent more than 80 countries.

International applicants are classified into the following two categories:

a. a citizen of a country other than the United States who holds a passport from that country
b. 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:

- a completed Common Application form (www.lynn.edu/applynow) including the personal statement and the Lynn Supplement. Lynn University uses Common Application exclusively (www.commonapp.org).
- 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.
- a 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), 213 (computer-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.
- a completed Certification of Finances form accompanied by a bank statement with the official bank seal or stamp (www.lynn.edu/forms)
- a 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 copy of their Permanent Resident Card (green card).
- $35 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 admissions decisions is four to six weeks. Upon acceptance, the applicant is required to 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

To be considered a transfer student, the applicant must have completed a minimum of 12 transferable credits. Applicants must submit all of the following:

- a completed Common Application form (www.lynn.edu/applynow) including the personal statement and the Lynn Supplement. Lynn University uses Common Application exclusively (www.commonapp.org).
- 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.
- official SAT or ACT scores. Lynn University's school code for the SAT is 5437; the school code for the ACT is 0706.
- a letter of recommendation from the Dean of Students. 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), 213 (computer-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.
- a completed Certification of Finances form accompanied by a bank statement with the official bank seal or stamp (www.lynn.edu/forms)
- a 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 copy of their Permanent Resident Card (green card).
- a 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 (www.lynn.edu/forms).
- $35 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 admissions decisions is four to six weeks. Upon acceptance, the applicant is required to 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 C 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. Upon admission to Lynn University, students will receive a preliminary evaluation of transfer/credits. Students will meet with advisors during the first week of classes to finalize the transfer of credits. At this time, any changes or revisions to transfer credits will be made, and the final evaluation will be sent to the registrar's office. Late applicants will be handled on an individual basis.

The SEVIS 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 a SEVIS I-20 Form (Certificate of Eligibility) by the Center for International Programs and Services. 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.

Institute for Achievement and Learning

- **Comprehensive Support Program**
- **Metamorphosis Coaching Program**

In addition to the general admissions application requirements, Comprehensive Support Program and Metamorphosis Coaching Program applicants must also submit:

- current (within three years) psychoeducational testing (WISC/WAIS). (ALL testing is housed confidentially by the Institute for Achievement and Learning.)

The final decision for acceptance into the Comprehensive Support and Metamorphosis Coaching Programs is made by the Office of Admissions based upon review and recommendation by the Institute for Achievement and Learning. The timeline, in most cases, for admissions decisions is four to six weeks.

Conservatory of Music

In addition to the general requirements for admission to Lynn University, applicants to the Conservatory of Music need an audition. For information about auditions, refer the Conservatory of Music website at www.lynn.edu/music.

Readmission

Students who withdraw from Lynn University for one or more full semesters lose degree-seeking status. Students wishing to return to the university must submit all of the following:

- a completed Common Application form with personal statement (www.lynn.edu/applynow)
- official transcripts from all colleges/universities attended during any absence from Lynn University
- a dean's recommendation letter from the last college/university attended or a letter from an employer verifying employment during any absence.
- a letter explaining why the applicant wishes to return to Lynn University

Students who have been dismissed for academic deficiencies or suspended for disciplinary reasons for one or more semesters must submit an application for readmission. Dismissed or suspended students must include a letter of appeal with their application for readmission. The application for readmission must be approved by the dean of students and by the academic dean. Students who are readmitted to the university return at the same academic standing status they had prior to leaving the university. The timeline, in most cases, for admissions decisions is four to six weeks.

Wait List

While we would like to make final decisions about all students on the first round, we do offer some students an opportunity to be placed on a wait list because they might be admissible later in the process if space permits. 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

Upon acceptance, the applicant is required to 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 Admissions confirms receipt of the admissions deposit in writing. The New Student Enrollment Guide (www.lynn.edu/enrollmentguide) 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 Admissions	561-237-7900
Office of Admissions Fax	561-237-7100
Office of Student Administrative Services	561-237-7184/7185
Office of Academic Affairs	561-237-7793
Disabilities Services/ Institute for Achievement and Learning	561-237-7064
Center for International Programs and Services	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 Freshmen	561-237-7289

Mailing Information

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

Placement and Testing

Advanced Placement (AP)

Lynn University invites applications from students 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 grade report from the College Board. Actual course application will be assigned by the appropriate college dean. Other advanced programs may be considered for credit on an individual basis and with proper documentation.

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 and meet all the requirements of the freshman year. Information may be obtained by writing to CLEP, Box 6600, Princeton, NJ 08541-6600.

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 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 a given 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 by the appropriate college. Course credit is generally granted for each higher level examination passed with a score of 5, 6 or 7 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 Subsidiary examinations, regardless of the scores earned. Lynn University recognizes the academic excellence of students participating in the IB program. Students who receive a full IB diploma with a score of 30 or higher may receive 30 credit hours and sophomore standing.

Additional Admissions Programs

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. They should arrange with their high school to receive a high school diploma when they complete one semester (or one year) of university work. Students wishing to pursue this option should apply 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 Division 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 submission of a Dual Enrollment Program application. Students may earn up to seven credit hours per semester and must maintain a minimum GPA of 2.0 to continue in the program. Students will have access to Lynn University resources, including the Lynn Library and all student facilities and services. Students' grades will be posted to their Lynn University transcripts and be available for transfer to other colleges and universities. Tuition for the 2008-2009 academic year is $350 per three credit hour course. Applications for Dual Enrollment should be submitted to the Office of Admissions.

Freshman Honors

The Freshman Honors Experience provides highly motivated first-year students an opportunity to take courses in which they can experience the challenge and exhilaration of the regular Honors Program while fulfilling core requirements. These students also will be able to attend the Honors Program Enrichment Series and to interact with upper-division Honors Program students.

Honors Program

Students who are highly motivated and seek an enriching academic experience may apply for the Honors Program. Accepted candidates experience an innovative curriculum encompassing the full breadth of the liberal arts and sciences. The curriculum permits in-depth exploration as well as broad intellectual synthesis. Rigorous honors courses are coupled with integrative, interdisciplinary seminars and individualized projects.

The Comprehensive Support Program of the Institute for Achievement and Learning

The Comprehensive Support Program (CSP) offers students with learning differences an extraordinary opportunity to excel at the college level. The program provides motivated students with learning differences the additional support they need to achieve and maintain academic success and earn a university degree.

The CSP program provides these students with academic mentoring, a separate testing area, extended time for examinations (including other approved accommodations on exams), specialized core courses with a low pupil-to-teacher ratio (called "Z" sections), and one-on-one tutorials in most subject areas. Z sections 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, called 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 Comprehensive Support Program are required to take a dialogue 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.

First-year students in the Comprehensive Support Program are required to attend a minimum of two hours of one-on-one tutoring sessions per week to enhance their academic success. However, students may schedule as many additional half-hour tutoring sessions as needed. All Comprehensive Support Program 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 Building. Tutoring sessions are scheduled through the Tutoring Center coordinator. Center hours are 8 a.m. to 8 p.m., Monday through Thursday, and 8 a.m. to 5 p.m., Friday.

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

Metamorphosis Coaching Program of the Institute for Achievement and Learning

The Metamorphosis Coaching Program at Lynn University is designed to address the specific executive functioning issues experienced by college students with Attention-Deficit/Hyperactivity Disorder. The program offers weekly individual coaching sessions, 15 one-on-one tutoring sessions with professional tutors, a Self and Society Dialogue, Self as Learner and weekly experiential learning activities.

For admission to the Metamorphosis Coaching Program, you must provide:

- A transcript,
- SAT or ACT scores,
- A personal statement,
- A recommendation from a guidance counselor, and
- A current psycho-educational evaluation (WISC or WAIS) and/or verification of ADHD diagnosis or other related executive processing issues

II. EVENING UNDERGRADUATE DIVISION

General Information

The colleges at Lynn University are responsible for coordinating and scheduling programs for adults 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. In validation of the professional competencies working adults accumulate outside the classroom, it is possible for individuals to earn up to 30 credits for work experience through the portfolio credit process. Students pursuing portfolio credits must register for a portfolio course and map out the requirements for the amount of credits the student is seeking to achieve.

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.

Application Procedures

Applicants must submit all of the following:

- completed Common Application with Lynn Supplement and $50 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 resume
- 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 500 (paper-based), 173 (computer-based) or 61 (Internet-based) or with IELTS score of 6.0 will be considered for admission.
- an 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.
- a 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 of 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; require students to analyze, examine, question, synthesize and conduct research; think creatively and problem solve; evidence appropriate communication and information technology skills; and engage in active, collaborative and individual learning activities.

Lynn University seeks to admit students who can benefit from and are qualified for admission to the institution's graduate programs. The graduate programs are organized within several colleges or are interdisciplinary. Each college is headed by a dean and has a program coordinator. Thus, the various institutional 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. An admissions decision cannot be reached until the admission file is complete. Specific programs may require additional documentation. Undergraduate prerequisites are required for specific programs, including the M.B.A. and the M.Ed. Specific prerequisites. These include statistics, communication (writing and speaking) and computer application competencies.

Official test scores must be received directly from the testing organization. It is the student's responsibility to ensure that ALL required application materials are forwarded to the Office of Admissions in a timely manner. Undergraduate and graduate transcripts of all academic course work attempted must be submitted. Transcripts must be official and must be received in a sealed envelope by the issuing institution. Letters of recommendation will only be accepted if they are written by a supervisor or professor. All submitted application-related documents become the property of Lynn University and cannot be returned to the applicant.

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:

- an 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 (pape-based), 213 (computer-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.
- a 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 SEVIS 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 a SEVIS I-20 Form (Certificate of Eligibility) by the Center for International Programs and Services. 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.

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 www.lynn.edu/financialaid.
- A limited number of graduate assistantships are available, and the selection process is competitive. Interested students should contact the Office of StudentAdministrative Services.

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, in which case, the applicant will be notified accordingly. Non-degree enrollment is limited to a maximum of 9 credit hours, with the exception of those individuals seeking an ESOL endorsement.

Readmission

Students who voluntarily or involuntarily withdraw from Lynn University for four or more consecutive terms lose degree-seeking status unless they had an approved leave of absence. Students wishing to return to the university must submit an application for readmission and a personal statement explaining the circumstances that caused them to leave and why they wish to return. Students who have attended another institution during their absence from Lynn University must have all academic credentials sent to the Office of Admissions. Additional documentation may be required.

Students who have been dismissed for academic deficiencies or suspended for disciplinary reasons for one or more terms must submit an application and a letter of appeal. Requests for readmission must be approved by the academic dean and dean of students. Students who are readmitted to the university return at the same academic standing they had prior to leaving the university. A student applying for readmission due to an extended leave of absence, or applying for readmission after dismissal, may be held to any new requirements in effect and/or may be required to validate prior learning.

IV. ADDITIONAL ADMISSIONS 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.

If the applicant believes that there is any other information that would assist the admissions staff in evaluating his/her academic record, the applicant may provide that information to the admissions office.

*Please see page 45 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: The 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.

2008-2009 Fee Schedule

	Year	Semester
Resident Student		
Tuition	$27,800	$13,900
Room & Board (Double Occupancy)	$10,900	$5,450
Double with bathroom	$11,950	$5,975
Triple with bathroom	$10,900	$5,450
Private with community bathroom	$13,050	$6,525
Private with shared bathroom	$13,550	$6,775
Private with private bathroom	$14,100	$7,050
Student Services Fee	$1,000	$500
Technology Fee	$500	$250
Commuter Student		
Tuition	$27,800	$13,900
Student Services Fee	$1,000	$500
Technology Fee	$150	$75
TOTAL	$28,950	$14,475
Mandatory International Student Insurance (Est.)	$941 Jan - May	$525
Comprehensive Support Programs		
Component A (1 year required, or enrolled in 3 Z courses)	$11,750	$5,875
Component B (returning or enrolled in 2 Z courses)	$8,450	$4,225
One summer Z course	$635 per course	
Evening Term Per Term	$1,060 per term	
Metamorphosis A (Freshman)	$7,160	$3,580
Metamorphosis B (Coaching and Tutoring)	$4,600	$2,300
Metamorphosis C (Coaching Only)	$3,700	$1,850
Metamorphosis Summer	$310 per term	
Other Programs		
Daytime, Part-time or Overload	$785 per credit hour	
Undergraduate Evening	$280 per credit hour	
Graduate	$550 per credit hour	
Ph.D. Tuition	$770 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, Ph.D. and Graduate	$50
Laboratory	$30 - $750
Lost ID	$25
Parking Fines	$50
Return Check	$20
Lost Key	$60 - $70
Adirondack Experience	$425
Lock Change	$50 - $100
Audit Fee	$650
Study Abroad Trips	$1,500 - $6,500

Deposits 2008-2009

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 Student Administrative Services office or Office of Admissions prior to May 1, 2008, before the beginning of the academic year. Deposits paid after May 1 for the Fall 2008 semester or Spring 2009 semester are nonrefundable.

Tuition Deposit for New Students	$200 per semester
Resident Student Deposit	$500 per semester
Comprehensive Support Program Deposit	$150 per semester

(in addition to one of the above amounts)

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 2008-2009 academic year if paid by:

April 1, 2008	$650
May 1, 2008	$550
June 1, 2008	$450
July 1, 2008	$350

Single tuition payment for the Fall 2008 semester only if paid by:

April 1, 2008	$325
May 1, 2008	$275
June 1, 2008	$225

Single tuition payment for the Spring 2009 semester only if paid by:

Oct. 1, 2008	$100
Nov. 1, 2008	$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 2008 semester, as well as all other fees,

are due no later than August 1, 2008, and for the Spring 2009 semester by December 1, 2008.

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 applied against the balance of payable tuition. This is available for the day and evening programs.

Referral Bonus—Applies to the Evening Division only. Once a referred student applies for admission and pays for the term, the individual who referred the new student is eligible for a book voucher not to exceed $100 for the term once the referred student's first-term tuition is paid.

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. The student will provide post-dated checks at the beginning of the term for all tuition due for the term.

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 will provide a post-dated check at the beginning of the term for the balance due. 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 undergraduate students majoring in Criminal Justice may qualify for a scholarship reduction of $55 per credit hour from the usual tuition of $290 per credit hour. The scholarship rate of $235 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.

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: VISA, 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 Phone: 561-237-7187
By Internet: www.lynn.edu/payments
By Wire: Bank of America,
Boca Raton, FL
Routing transit #: 0260-0959-3
Lynn University Checking account #: 003446423293

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 made by credit card will incur a 2.75 percent convenience fee. This will appear as a separate charge on your credit 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 the program of an educational loan company, such as Tuition Pay at 1-800-635-0120 or www.tuitionpayenroll.com.
* This is only offered to day students.

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 and fees. If a student withdraws because of a medical/psychological illness, the plan returns 60 percent of the insured semester tuition and fees.

Note: This plan is only available for day students and must be purchased prior to September 8, 2008.

The cost for the year is a one-time payment of $294 for an on-campus student and $211 for an off-campus student. Returning students may make payment directly to the insurance company. New students will be billed through the Lynn University Student Accounts office. Special fees such as Comprehensive Support Program fee, is not covered under this plan.

New students who wish to waive out of this, must complete a waiver form prior to September 8, 2008.

Returning student families can apply at www.collegerefund.com. If you have any questions, contact A.W.G. Dewar directly at 617-774-1555.

Student Course Load (Full-time vs. Part-time)

Day Division full-time undergraduate program students enroll each semester in a minimum of three courses for nine credit hours to a maximum of five courses for 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 $800 per credit hour.

Students requesting a special exception to enroll in the Day Division for less than nine credit hours must receive written authorization from the Registrar. The full-time tuition rate is $13,900 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: September 12, 2008
January 8, 2009
May 12, 2009

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 Department located in the Green Center.

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 2009

The tuition rate is $800 per credit hour. Students may take up to six credit hours. The Summer internship rate is also $800 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. Commuter students wishing to purchase a meal plan may do so at the cashier's office. The ten-meal plan costs $65.40 for every ten meals.

Residence Hall Fees

If a student requests a lock to be changed, vacates a residence hall without turning in his or her key or duplicates his or her room key off campus, a lock change fee from $75 to $100 will be placed on the student's account.

A student locked out of his or her room more than three times per semester will incur a lock-out fee of $100 on his or her account.

Any change of any room at any time without written approval from the Office of Residence Life will be subject to a fee of $50.

Students will be charged replacement costs for missing or damaged room items.

Meal Plan Policy and Procedures

1. Lynn University offers three distinct meal plan options:
   - 19 meals per week with 150 Fighting Knight Flex Points per semester
   - 14 meals per week with 200 Fighting Knight Flex Points per semester
   - ten meals per week with 250 Fighting Knight Flex Points 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 or conservatory scholarships in excess of $20,000 are required to participate in the 19 meal per week program.
6. Fighting Knight Flex Points are only redeemable in Knights Court and Christine's.
7. One Fighting Knight Flex Point is equal to one US Dollar.
8. The above Fighting Knight Flex Point values are per semester.
9. Unused Fighting Knight Flex Points do not carry over from one semester to the next.
10. Fighting Knight Flex Points are non-transferable.
11. The above plans are offered only in the fall and spring terms.
12. The Fighting Knight Flex Points 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 smaller.
14. Matriculated non-residential students can purchase any of the above meal plan options.
15. Meals from the 19, 14, or ten 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 Student Administrative Services (SAS) for issues relating to student account balances. Students must contact SAS in regards to suspended meal plans.

Lynn University reverses 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 $941 per year.

Comprehensive Support 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 Comprehensive Support Program are required to be enrolled for the full year in Component A, which includes their first and second semesters.

	Year	Semester
Component A	$11,750	$5,875
Component B	$8,450	$4,225
Component 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 Comprehensive Support 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 Component 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.

Study Abroad Fee

All day students may choose to attend a study abroad program. Trips are valued between $1,500 and $6,500. Payment is due 90 days before the departure date. A $500 deposit is required. Deposits are nonrefundable unless the trip is cancelled.

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.

Lost Identification Card

An identification card (Lynn One Card) 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.

Lynn OneCard

Lynn University requires that all students have an identification card. The card also serves as a debit/credit card. We work in conjunction 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. Via 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 is the property of Lynn University.
- 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.

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.

Late Payment Fee for Preregistered Students

All Day Division students who are preregistered for courses must pay their student accounts by August 1, 2008, for the Fall 2008 semester and by December 1, 2008, for the Spring 2009 semester. If payment is not received by the due date, there will be a late payment fee of $500 assessed to the account.

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.

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 and 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 $115 per hour for the aircraft, $45 per hour for the instructor and $65 per hour in the flight training device.

Private Pilot:

	Hours	Per Hour	Total
Dual Instruction	50	$172	$8,600
Solo Flight	10	$127	$1,270
Pre/Post Flight Briefing	17	$45	$765
Supplies			$600
Total for Private Certificate:			$11,235

Instrument Rating:

	Hours	Per Hour	Total
Dual Instruction	30	$172	$5,160
Flight Training Device	15	$80	$1,200
Pre/Post Flight Briefing	15	$45	$675
Supplies			$700
Total for Instrument Certificate:			$7,735

Commercial – Multi Rating:

	Hours	Per Hour	Total
Dual Instruction	40	$172	$6,880
Solo Flight	65	$127	$8,255
Complex Aircraft Twin Star	15	$230	$3,450
Pre/Post Flight Briefing	13	$45	$585
Supplies			$425
Total for Commercial Certificate:	$19,595		
Total for all ratings:	$38,565		

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.

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 for all or any portion of the 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 Unsubsidized Stafford Loan, Federal Subsidized Stafford Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, Federal SEOG and other Title IV aid programs.

If a student withdraws anytime during a semester, 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.

Calculation of Refundable Amounts for Day Program

The table below is based on accounts paid in FULL.

	Fall 2008	Spring 2009
Tuition, Board and the Comprehensive Support Program		
Prior to the first day of classes		
100 %	09/08/08	01/26/09
Within seven days from the first day of classes		
75 %	09/15/08	02/02/09
Within 14 days from the first day of classes		
50 %	09/22/08	02/09/09
Within 25 days from the first day of classes		
25 %	10/02/08	02/19/09
After 25 days from the first day of classes		
NO REFUND		

Room Charges

Prior to 09/08/08 for FALL 2008	100 %
Prior to 01/06/09 for SPRING 2009	100 %
After the above dates	NO REFUND

Refund

There are no refunds for withdrawals after 10/02/08 for Fall 2008 and 02/19/09 for Spring 2009. 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 %	05/10/09
During the first day of classes (Dropping of classes)	
75 %	05/11/09
During the second day of classes (Dropping of classes, last day of drop/add)	
50 %	05/12/09
During the third day of classes (Course withdrawals)	
25 %	05/13/09
After the fourth day of classes (Course withdrawals)	
NO REFUND	05/14/09

Room Charges

Prior to the date publicized as the first day of classes	
100 %	05/10/09
After that date	
NO REFUND	05/11/09

Summer Internship Tuition

Prior to the date publicized as the first day of internship	
100 %	06/07/09
During the first week of internship	
75 %	06/15/09
After the first week of internship	
NO REFUND	06/16/09

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.

Undergraduate Evening Withdrawal

Withdrawals from Evening Division classes must be accomplished through SAS and are only permitted through the seventh (7th) week of a term. It is the student's responsibility to properly file a Request for Withdrawal form from the Office of Student Administrative Services. 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 Unsubsidized Stafford Loan, Federal

Subsidized Stafford Loan, Federal Perkins Loan, Federal 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 at any time during a semester, 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 degrees, a minimum of six credit hours in a given term is required for the loan programs. A student must stay enrolled in at least three credits each consecutive term thereafter to maintain in-school status for the loan programs. For graduate programs, a minimum of three credit hours is required in a given term; however, the graduate student must register for two consecutive terms. 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 Admissions.

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 toward a degree. Students on financial aid will have their cumulative grade point averages evaluated at the end of the spring semester for Day Division students and in June for Evening Division students each academic year. At that point, students must have a cumulative grade point average of 2.0. If a student falls below a 2.0, for the first time he or she will be placed on financial aid probation for the following academic year. Students will be allowed Title IV financial assistance during the probationary period. A student is removed from probationary status when his or her cumulative grade point average is 2.0 or better. If a student has completed a second academic year of attendance at Lynn University, he or she must have a 2.0 cumulative grade point average at the end of the spring semester for Day Division students and in June for Evening Division students to retain Title IV funding for the following academic year. There is no probationary semester. 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)

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)

Course withdrawal(s) or incomplete(s) are evaluated as non-completed courses and are not counted toward the time frame requirement.

In summary, all students must meet both criteria: a 2.0 grade point average requirement and degree time frame completion in order to continue to receive financial assistance. In essence, at least 2/3 of the courses attempted must be completed each year with the 2.0 or above grade point average.

Repeat courses are evaluated as any other normal course. A student may appeal these standards if there has been undue hardship (i.e., medical, death, divorce). Appeals must be directed to the Office of Student Administrative Services for review by the Financial Aid Committee. Students will be notified by the Office of Student Administrative Services within thirty (30) days of the Financial Aid Committee's decision.

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

Presidential Scholarship and National Merit Finalist Scholarship
3.5 cumulative grade point average at the end of the spring semester

Dean's Scholarship, Merit Scholarship
3.25 cumulative grade point average at the end of the spring semester

Florida Resident Academic Incentive Scholarship, Academic Scholarship, Transfer Scholarship, Academic Grant
3.0 cumulative grade point average at the end of the spring semester

Lynn University 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 spring semester.

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 Parental Loan for Undergraduate Students (PLUS)
Federal Work Study Program
Federal Academic Competitiveness Grant (ACG)
National Science and Mathematics Access to Retain Talent Grant (SMART)

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 also 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.

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 $4,731 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 $1,500 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.

Academic Competitiveness Grant (ACG)

This is a grant program for full-time undergraduate students enrolled in an eligible program who receive Federal Pell Grants and are U.S. citizens. Students also must have completed a rigorous secondary school program of study and be enrolled in at least a two-year academic program acceptable for full credit toward a bachelor's degree. The award is up to $750 for the first academic year and up to $1,300 for the second academic year.

National Science and Mathematics Access to Retain Talent Grant (National SMART Grant)

This is a grant program for full-time undergraduate students who are enrolled in the third or fourth academic year of an eligible program who receive Federal Pell Grants and are U.S. citizens. An eligible program in the National SMART Grant is one that leads to a bachelor's degree in an eligible major. Students must have at least a 3.0 cumulative grade point average. The award is up to $4,000 for each of the third and fourth academic years.

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 $1,200 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.

Federal Stafford Loan

A 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 or fourth-year student, and $8,500 for a graduate student. For Stafford Subsidized Loans first disbursed on or after July 1, 2008, the interest rate is 6 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 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 first disbursed on or after July 1, 2006, there will be a fixed rate of 8.5 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.

Unsubsidized Federal 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. For Stafford Loans first disbursed on, or after July 1, 2006, 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 through a participating bank. Students must complete the Federal Stafford Loan form and the Master Promissory Note available through the Office of Student Administrative Services or online at www.lynn.edu/loans.

Florida Programs

Florida Resident Access Grant

Dependent students whose parents have been residents of Florida, or independent students who have been residents of Florida for at least 12 months for other than educational purposes, are enrolled in 12 credits each semester and maintain a 2.0 grade point average may be eligible to receive up to $2,837 per year from the State of Florida.

Florida Student Assistance Grant

Florida Student Assistance Grants awards up to $1,808 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 April 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 $2,010 per semester if the student is enrolled in 12 credits or more. Application is submitted directly to the Florida Department of Education. Deadline: 4/1/2008. 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 $1,339 per semester if the student is enrolled in 12 credits or more. Application is submitted directly to the Florida Department of Education. Deadline: 4/1/2008. 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 $1,339 per semester if enrolled in 12 or more credits. Application is submitted directly to the Florida Department of Education. Deadline: 4/1/2008.

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

Parents who prefer to pay educational costs out of their monthly income may do so through the program of an educational loan company, such as Tuition pay at 1-800-635-0120 or www.tuitionpayenroll.com.

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, of which 70 percent will be applied toward tuition and 30 percent toward 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.

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 3.25 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 - 12,000.

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.

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 upper-class students 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.

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 $38,700 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 February 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 or the donor, or both.

Business

- James Oussani Scholarship
- Alice and Leigh Palmer Scholarship
- Academic International Travel Endowment
- Postlethwaite Endowed Scholarship
- Runsdorf Endowed Scholarshp

Communications

- The Gordon and Mary Henke Scholarship

Music

- M. Elizabeth Maddy Cumpton Memorial Scholarship
- Ellman Family Scholarship
- Daniel and Shirlee Freed Scholarship
- Herbert Gleckman Endowed Scholarship
- Harold and Patricia Toppel Endowed Scholarship
- The Shirlee Cohen Endowed Scholarship
- Friends of the Conservatory Endowed Scholarship
- Boca West Scholarship

Other

- William Randolph Hearst Endowed Scholarship
- Burton D. Morgan Endowed Scholarship
- Excalibur Society Endowed Scholarship
- Excalibur Non-Traditional Scholarship
- Lynne Fuente Endowed Scholarship
- GWFC Royale Women's Club Scholarship
- Wold Endowed Scholarship
- The Cottrell Family Endowed Scholarship
- Nabit Family Endowed Scholarship
- Anne Gallo Scholarship
- Galena Foundation Scholarship

Veterans' Benefits (Available for All Credit Programs)

Lynn University is approved to administer veterans' benefits. Students who fail to achieve the desired level of academic performance will be terminated for Veterans Administration purposes. Questions regarding veterans' educational benefits may be directed to the Office of Student Administrative Services or the Regional Veterans Administration Office at 1-888-442-4551.

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. 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.

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.
- 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: Belgium, China, Commonwealth of Independent States, Cyprus, Czech Republic, Egypt, Estonia, France, Germany, Iceland, Indonesia, Israel, Japan, 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 a Social Security number. The Lynn University Center for International Programs and Services can help the students apply for this number. Applications are available at the Center for International Programs and Services. A student must complete a W-4 form, sign an IRS statement 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 by April 15, 2009. These tax forms are available in the Center for International Programs and Services or the Payroll 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 International Tax Number to be eligible to receive the scholarship. The Center for International Programs and Services can provide assistance on any questions in regard to these numbers.

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 Student Administrative Services Office.

Request for Course Withdrawal from Graduate Programs

Course withdrawals from graduate programs must be processed through the academic advisor. The student is responsible for properly filing a Course Withdrawal form with the Office of Student Administrative Services. 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 Unsubsidized Stafford Loan and Federal 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.

2008-2009 Fee Schedule

Graduate Studies	$565 per credit hour
Ph.D. Tuition	$770 per credit hour
International Student Insurance	$941 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 Phone: 561-237-7187
By Internet: www.lynn.edu/payments
By Wire: Bank of America,
Boca Raton, FL
Routing transit #: 0260-0959-3
Lynn University Checking account #: 003446423293

To help ensure that the appropriate student's account is credited timely, 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.

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.

Graduate Assistantships

A limited number of graduate assistantships are available each year. Applications for a graduate assistantship must be submitted before June 1, 2008, for the next academic year, which begins in late August. To be eligible, applicants must have completed the application process with all appropriate documentation; be fully admitted to the university for enrollment in one of the graduate programs; demonstrate financial need; maintain a 3.0 grade point average or higher; and meet specific qualifications. Students with a probationary admission are not eligible to apply.

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. Applications can be obtained in the Office of Student Administrative Services. Applicants should consult the Office of Student Administrative Services for policies governing graduate student assistantships. 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.

Education Grant

Master's students who are active, full-time employees of an educational institution may qualify for an Educational Scholarship tuition reduction of $135 and $145 respectively per credit hour. For qualified M.Ed. students, the tuition is $430 per credit hour. Development specialists also may be eligible. For scholarship 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 $565 per credit hour. Courses with NIA are not eligible. The scholarship rate of $440 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 $565 per credit hour. The scholarship rate of $440 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. These GPAs are also the GPAs that must be maintained in order to matriculate and graduate from Lynn University.

A student receiving Title IV funding must complete his or her degree within a specific time frame as follows:

Master's full-time: 18 terms (three years); part-time: 36 terms (six years)

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

Master's full-time: 24 credits (annually); part-time: 5 credits (annually)
Part-time: Less then 24 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 Stafford Loans (Subsidized and Unsubsidized).

In summary, all students must meet both criteria: a 3.0 grade point average for master's requirement and degree timeframe completion in order to continue to receive financial assistance. In essence, a least 2/3 of the courses attempted must be completed each year with a 3.0 grade point average for master's.

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 a student who resides in a country that does not have a tax treaty with the United States, the university must withhold 14 percent of the award in excess of the amounts used for tuition, fees, books and supplies. The university remits this 14 percent to the IRS as federal income tax withheld. 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.

GENERAL ACADEMIC INFORMATION — UNDERGRADUATE PROGRAM

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 university activities or classes as a result of any such observance, other than those noted on the academic calendar, the student should notify the dean of students and the current professors in writing prior to the specific holiday.

Student Responsibility

Each student is responsible for a knowledge of and adherence to the regulations covering registration, withdrawal, degree plan, curriculum and graduation requirements.

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

Academic Advisement and Registration

Academic Accommodations

Lynn University strives to meet the needs of students with disabilities in compliance with the requirements of Section 504 of the Rehabilitation Act and The Americans with Disabilities Act (ADA). An ADA Policy Board has been established to:

- help determine academic accommodations for students with disabilities
- develop programs for increasing faculty understanding of disabilities
- assist in resolving disagreements that might arise concerning accommodations

The ADA Policy Board consists of the following members: the vice president for academic affairs; the senior vice president for administration and student services; the dean of administration; the academic dean; and the dean of the Institute for Achievement and Learning, who is the ADA compliance officer. This board is guided by legal counsel familiar with the ADA. The ADA compliance officer is responsible for resolving "modification" of accommodation matters on an informal basis. However, if such effort is unsuccessful, an instructor or student services employee may be referred to the board to review the matter and advise the academic dean of the final decision. Accommodations must be addressed on an individual basis. Note: Issues regarding employment are handled through the Office of Human Resources.

Academic Advising

Day Division academic counseling for the students at Lynn University begins even before prospective students enroll. High school grades, class rank, scores on entrance examination board tests, and other information included in the application for admission are reviewed for placement purposes in freshmen courses. In some instances, a review of students' records may result in their being advised to consider more appropriate programs of study.

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 counselor in the college of their major. After an initial interview and registration, students may register online for the following term.

Combined Bachelor's/Master's Program

Lynn University offers an option for undergraduate students to enroll in the bachelor's/master's program. This program will allow the students to complete up to six graduate credits, which will count toward both their bachelor's and master's degree programs. In order to apply for the program, a student must:

- have a minimum of 90 credits completed toward their degree
- have a GPA of at least 3.25 in their last 15 undergraduate credits completed at Lynn University
- complete the graduate application procedures as described in the current Academic Catalog

The student must maintain a graduate course GPA of 3.0 or higher. Approval must be received by the dean of that college.

Admission to Classes

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

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 Registration

Changes in registration for day students are processed by their academic advisor while changes for evening students can be processed online or in the Office of the Registrar with the consent of the student's faculty advisor/mentor. 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. To drop, add, or change a course section, the student must obtain the appropriate form from the Office of the Registrar or go online to www.lynn.edu/registrar. The form must be signed by the faculty advisor/mentor. To change a load to less than three courses requires the approval 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.

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

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

Non-matriculated students 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.

Students seeking to matriculate into a degree program must declare their intent with the Office of Admissions. Failure to do so could result in the loss of all credits taken beyond the applicable credit limits specified.

Course Load

Day Division: The normal semester academic load for full-time students is nine to 16 credit hours per semester, with a three- to five-course load. Students at their discretion, and after consultation with their academic advisor, may register for up to 18 credit hours per semester. The student will be billed separately for credit hours in excess of 16 in each semester at the prevailing tuition rate per credit hour.

In order to register for 19 or more credit hours, students must have a cumulative grade point average of 3.0 or better and permission from the vice president of academic affairs or the academic dean. If permission is granted, the student will be billed for the credit hours in excess of 16 in each semester at the prevailing tuition rate per credit hour.

Students may not reduce their semester course load to less than three courses without written permission from the Registrar and a student may not live in the residence halls if his or her course load drops below three courses.

Evening Division: The normal term is eight weeks long. Three-credit classes meet for 32 hours; four-credit lecture classes meet for 40 hours. These hours are supplemented with additional contact hours on Saturdays or online.

The maximum course load for the Evening Division is nine credits. A course load exceeding nine credits requires the advisor's approval.

Course Withdrawal

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. Students who withdraw from a course will receive a W on their permanent

university records. Refer to the academic calendar for the deadline to withdraw from a course. 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.

Computation of 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 (used only for selected practicum, internship and 099 courses)
NP	Not Passed

A grade of P designates passing and is issued in selected courses to students whose work record and other course requirements reflect non-failing quality. The credit hours are recorded but not used in the calculation of the grade point average.

A student who has not met the course requirements by the end of the semester and/or term may receive an I (Incomplete). The grade of I reflects neither passing nor failing work, and it will not be included in the calculation of the grade point average.

1. Defining the Incomplete Grade "I"

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 2/3 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 coursework 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.

Please note that as of fall 2006 students are limited to eight undergraduate and three graduate course withdrawals.

Grade Review Process

A request for a final course grade to be reviewed may be submitted during the first three weeks of the following term only on the basis of error or prejudice. The process is as follows: (1) The student requesting a final course grade review must meet with the instructor who determined the grade, and must present evidence of prejudice or 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 evidence may be submitted to the instructor's immediate supervisor (normally the college dean). The supervisor will review the evidence and may support the instructor's decision or return the evidence to the instructor for a change of the grade. If an agreement cannot be reached, the supervisor and the instructor may consult with the academic dean before rendering a decision. (3) If the student's request is denied, the student may submit the written request and supporting evidence through the academic dean to the Academic Appeals Committee for review. The committee will convene within two weeks of receipt of the request and render a decision. The decision will be documented and returned to the student within one week of the completion of deliberations. The decision of the Academic Appeals Committee will be final.

For a disputed test or paper grade, the student must first meet with his or her instructor. Then the student may meet with the instructor's immediate supervisor (normally the college dean) by submitting a written statement. This process must take place within seven days from the date of the student's notification of the grade.

Independent Study and Directed Study

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 academic dean.

Directed Study (regular courses taken by special arrangement) involves the student and instructor in virtually a one-on-one relationship (i.e., frequent conferences regarding the study are needed in order to complete a regularly offered course). Appropriate request forms for Independent and Directed Study are available in the Office of the Registrar. Signatures denoting approval by the instructor, appropriate college dean and academic dean must be obtained before a student can register for either course of study.

Letters for Verification of Enrollment

Letters for verification of enrollment at the university may only be requested and signed by students, unless their parents are listed on the Buckley Form. Forms are available in the Office of the Registrar and take approximately three working days to process.

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.

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. The student's GPA will be affected only if the course is repeated at Lynn University.

Student Records

The Family Educational Rights and Privacy Act of 1974 (commonly called the Buckley Amendment) is designed to protect the privacy of education records, to establish the rights of students to inspect and review their records, and to 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 which includes the following:

- student's full name
- class
- date of graduation
- major
- degrees and/or honors awarded
- college or school of enrollment
- full-/part-time status
- merit scholarships
- e-mail address
- dates of attendance

Only transcripts of academic records and statements of academic status pertaining to Lynn University course work are released to third parties, and then only with the written authorization of the student.

A student has the right to challenge any content of the student's education record that is considered to be inaccurate, misleading, or in violation of the student's privacy or other rights. Such challenge may be directed to the Office of the Registrar.

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

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/registrar. Please note: Transcripts cannot be faxed. The following information is required:

- 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 alumna signature

Transfer Credits

Lynn University will accept credits in transfer from other institutions under the following conditions:

1. Transfer credit will be awarded only for courses in which the final grade was C or better.
2. For course titles not specifically listed in the catalog and curriculum, the appropriate college dean must determine equivalence before transfer credit will be awarded.
3. Credits from schools not accredited by one of the regional associations will be evaluated only after a student has submitted a school catalog and a course syllabus for each course to be evaluated. In certain instances competency testing may be required.
4. Students should keep in mind that only course credits transfer, not course grades. Grades of courses taken elsewhere are not considered in determining the student's grade point average at Lynn University.

Withdrawal from the University

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
- Librarian
- 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 academic dean. 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 readmission with the appropriate Office of Admissions.

Academic Standards

Minimum Academic Requirements

The minimum standard for satisfactory progress for all students at Lynn University is a career/cumulative GPA of 2.0. A student who achieves a cumulative GPA below a 2.0 for two consecutive semesters may be academically suspended from the university for two semesters. After this period has expired the student may apply for readmission. If accepted, the student must achieve a term GPA of 2.0 or higher 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.

* For Lynn P.M. students: one semester is equivalent to two evening sessions (terms).

Minimum Academic Requirements for 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. Extraordinary circumstances beyond the control of the student or significant academic progress are the only reasons for considering an appeal.

Change of Major/Specialization/Minor Forgiveness Policy

The change of major/specialization/minor forgiveness policy allows a student who has changed his or her major/specialization/minor to discount up to two courses in the abandoned major/specialization/minor. 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. Students who wish to declare change of major/specialization/minor forgiveness may pick up the required form in the registrar's office and will need the signature of the dean of the school of the newly chosen major, as well as registrar approval. A student may declare change of major/specialization/minor forgiveness only once in his or her college career. An undergraduate student must have a minimum of 30 credits toward the new major, and a graduate student must have a minimum of 9 credits toward the new degree or specialization in order to qualify for the policy. The academic dean and registrar have final approval.

Day Division Midterm Reports

At the midterm point each semester, all undergraduate students will be issued a midterm grade viewable on the Web at www.lynn.edu/mylynn. All first-year students will be mailed an interim grade report to their home and local addresses.

Lynn University 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.

Procedures

Faculty members who have evidence of a possible violation of the academic honesty policy must formally report the incident to the Academic Dean in the Office of Academic Affairs. Under no circumstances is the faculty member permitted to resolve the alleged incident on a unilateral basis. The Academic Dean 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 Academic Dean 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 Academic Dean will notify the faculty member and the student(s) that a formal hearing of 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 Academic Dean 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 Academic Dean 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 Academic Dean 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; students might also receive 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.

Falsification of Academic Records

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

Lynn University 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.

Academic Recognition

The administration and the faculty recognize superior academic achievement at Lynn University through the following known designations.

Dean's List and Honor Society

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. For evening undergraduate students a term will include Fall I and II, Spring I and II or Summer I and II. The eligible student must have no incompletes, WFs or grades below C. Courses with a grade of P will not be counted towards the 12 credit minimum.

The Dean's List acknowledgement will be posted on the student's transcript. In addition, the list is publicized within the university and distributed to news agencies in the local and regional area. Students whose names appear on the Dean's List for four consecutive terms and whose aggregate grade point average is at least 3.5 are eligible for membership in the Honor Society.

President's Honor Society

A student who has achieved Dean's List honors for six consecutive terms and whose aggregate grade point average is at least 3.75 is eligible for the President's Honor Society. Continuing membership in these honor organizations is dependent on a student's aggregate grade point average.

Honor's Convocation

During the spring term of each year all members of the Honor Society and the President's Honor Society will be invited to the Honor's Convocation and receive a certificate in recognition of their accomplishments.

Graduation

Student Right-to-Know graduation rates are available in the Institutional Research Office.

Requirements for Degrees*

Overall Requirements for the Baccalaureate Degree

A candidate for a baccalaureate degree must:

- complete a minimum of 120 semester hours. MAT 099 and ENG 099 credits do not count toward these 120 hours.
- attain a minimum cumulative grade point average of C (2.0 AGPA) for all courses taken.
- earn at least a minimum of the last 30 credits at Lynn University through course enrollment.
- 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).
- satisfy the requirements for a major that includes at least 30 credits. In consultation with the degree program coordinator or other designated advisor, the student shall enroll in courses for the major according to a suggested curriculum plan.
- complete graduation audit by the Office of Office of the Registrar two semesters (or four terms) prior to graduation.

* Requirements for graduate degrees are found in Chapter VIII: Educational Programs.

Completion of Undergraduate Requirements

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.

Departmental/Program Requirements

The requirements and regulations set forth above are the minimal requirements established by the university. Students are also obligated to meet all additional requirements established by the appropriate degree program.

Residence and Degree Requirements

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.

Graduation Audit

Students must satisfactorily complete all program requirements for graduation and have a graduation audit completed by the advisor two semesters prior to anticipated graduation. A student is not considered a candidate for a degree if his or her aggregate GPA is below 2.0.

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 in academic residence at Lynn University. Students who have fewer than 60 credit hours may apply for commencement honors by documenting that the overall GPA earned at previous institutions and at Lynn University meets designated standards, and the AGPA earned at previous institutions meets the minimum standards for honors. If the student has fewer than 60 credit hours at Lynn University and does not apply for commencement honors, the student will not be considered eligible for honors.

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 communications program and has the potential for an outstanding career in the field of communications.

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

The M. Elizabeth Maddy Cumpton 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.

The Bachelor's Degree Award and Master's Degree Awards are presented to the undergraduate degree candidates and master's degree candidate 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 also will be evaluated on other factors that may include community involvement at Lynn University and within the local community.

The Trustees' Medal is presented to the student who has exhibited outstanding scholarship, leadership, loyalty and service to the university.

ACADEMIC AND RECORDS INFORMATION — GRADUATE PROGRAM

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. A synergistic learning environment stimulates and challenges students to:

- discover and maximize administrative talents and leadership abilities.
- develop and expand critical thinking skills to facilitate application of theory to practice.
- acquire a technologically oriented frame of reference to identify, access and use knowledge and databases efficiently and appropriately.
- cultivate a comprehensive understanding of the dynamics of global change in order to distinguish its causes, effects, magnitude and cultural significance.

In this integrative learning process, students gain an understanding of the dynamic nature of contemporary transformation into a global society, demonstrate effective leadership in addressing the ensuing opportunities and dilemmas, and make choices that foster innovative alternatives to address changing human needs. More specifically, graduate students are expected to develop advanced competencies in critical thinking and analysis that enable them to use and contribute to a variety of knowledge bases developed to deal with contemporary and future challenges.

Degrees, Programs and Certificates

Degrees

The Graduate Programs at Lynn University offer five 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.), 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 and Sports, 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 a Teaching Endorsement in ESOL and a 36-credit Educational Leadership degree with three specializations: School Administration, Higher Education Administration and School Administration with an ESOL endorsement. 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 is offered with either the creative project or thesis option.

The 36-credit M.S. in Applied Psychology

The 36-credit M.M. in performance is offered with two variations designed for "pianists" or "strings, winds, brass and percussion."

In addition to the degree programs, an 18-credit hour certificate is offered in Emergency Planning and Administration. 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.

Introduction to the Lynn Graduate Educational Model

Lynn University has developed a conceptual model for differentiating the goals, expectations and outcomes for baccalaureate and master's level learning. This model represents the way in which Lynn University faculty members set standards and expectations for learners' performances, construct course syllabi, choose the learning experiences for students, design projects to maximize learning and set criteria for evaluating student performance and mastery of the requirements. Similarly, learners can use these dimensions to evaluate their knowledge and skill levels, as well as their learning experience and progress.

The model employs seven dimensions that define the learning experience and its expected outcomes:

Course Requirements: those expectations for the level of mastery to be achieved through completion of the course

Teaching Methodology: those roles and relationships that shape the learning domain, along with the nature of the exchange and flow of ideas, thought, information, knowledge and data during a course

Learner Goal: the primary and overriding goal of the learning process

Course Text(s) or Literature in the Field: the level and modalities used to access ideas, concepts, theories, information and knowledge exchange

Technology Infusion: the expectations for use of technology in courses and independent scholarly work

Expected Course Outcomes: the specific knowledge and skills to be developed during the course

Evaluative Measures: those ways and means in which knowledge and skills acquisition are cultivated

Undergirding each level is the minimum knowledge to be achieved for the specified degree program. This model provides a basis for assuring that students and faculty understand and share the expectations for the appropriate level of education and its outcome.

Table 1. Lynn University's Conceptual Distinction Between and Among Undergraduate and Master's Level Expectations

Dimensions	Undergraduate Level	Master's Level
Course Requirements	Grasp of discipline knowledge, its purpose and basic competencies	Mastery of knowledge, evaluation of its application and results
Teaching Methodology	Teacher as expert: lecture, discussion, frequent testing and feedback, learner-centered, group learning	Shared mastery: seminars, active learning, mentoring, individualized
Learner Goal	To access and use field resources/knowledge to understand and analyze a problem or issue	To use knowledge and research in practice to solve problems or pose alternatives
Course Text(s) or Literature in the Field	Introductory-intermediate texts, anthologies, videotapes, Internet, Web page construction	Advanced texts, professional journals, bibliographies, videotapes, Internet
Infusing Technology	To access and use computer as a course resource for learning, designing and using Web pages	Internet as data source for information to address professional and practice trends/issues
Course Outcomes	Ability to summarize, describe/integrate core curriculum knowledge and skills with major, develop critical thinking skills	Ability to analyze research, examine questions and synthesize course knowledge, use critical thinking effectively
Evaluative Measures	Substantive knowledge development: objective tests, presentations, research papers and the major thesis	Applied theory to practice: oral and written, individual and group presentations, graduate projects
Knowledge Level to be Achieved	**Introductory/Intermediate**	**Advanced**

Graduate Policies Relating to Academic Integrity

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, graduation requirements and payments of tuition and fees.

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.

Academic Probation

1. Master's degree students are expected to maintain a cumulative GPA of 3.0 each term and throughout their graduate academic careers. Students whose cumulative GPA falls below the required minimum standard at the end of a given term are automatically placed on academic probation, effective with the next term of course enrollment.

2. A student whose cumulative GPA falls below the minimum standard at the end of a term may continue in the program only with the approval of his or her assigned advisor or the program coordinator for a maximum of two probationary terms. It is the student's responsibility:
   a. to be knowledgeable about his or her academic performance during a course in progress and at the end of a course;
   b. to be knowledgeable about his or her cumulative GPA at the end of each term;
   c. to contact his or her assigned advisor or the program coordinator, and establish a plan for remediation in order to continue course work, should the minimum cumulative GPA standards not be attained.

3. In the event that a student preregistered for course(s) prior to completion of a given term and is subsequently placed on academic probation at the end of the term, the student is still responsible to contact his or her advisor or program coordinator to establish a plan for remediation in order to continue in further course work.
   a. A student who is at risk for academic probation (borderline cumulative GPA) and is unsure of his or her final course grade prior to enrollment in the next term, must contact the course instructor, advisor or program coordinator for academic status (such as course grades for the term, or cumulative GPA).
   b. A student who does not contact his or her advisor for approval for further continuation in course work, yet maintains enrollment in subsequent courses, may be withdrawn from courses and/or dismissed from the program.
   c. Students who are withdrawn from courses or dismissed after a term begins will be refunded their money for the course(s).
   d. A student on financial aid who is academically removed from a graduate program may have a financial obligation for the previous term.

4. Upon advisor or program coordinator approval to continue in further course work, at the end of the first probationary term of enrollment while on academic probation:
   a. The student must demonstrate graduate level work, 3.0 for master's student. If the student's cumulative GPA is at least 3.0 for master's student, he or she will be removed from academic probation. The student may enroll in the next term with approval from the advisor or program coordinator. Advisor approval to preregister thereafter is not required if the student maintains good academic standing.
   b. If the student's cumulative GPA is not at least 3.0 for master's students, he or she will remain on academic probation and must obtain advisor or program coordinator approval to register for a second probationary term. During the second probationary term, the student may not preregister for the next term.

5. At the end of the second probationary term, the student's cumulative GPA must be at least 3.0 for master's students.
   a. If the student's cumulative GPA is at least 3.0 for master's students, he or she will be removed from academic probation and may enroll in the next term with approval from the advisor or program coordinator. Advisor approval to preregister thereafter is not required if the student maintains good academic standing.
   b. If the student's cumulative GPA is not at least 3.0 for master's students, the student will be dismissed from the university.

Dismissal from the University

A graduate student may be subject to academic dismissal due to a lack of academic progress, specifically when the graduate student has a second consecutive term on academic probation. The student's advisor or program coordinator and the dean of the appropriate college review the academic records of such students and based on their recommendations, the academic dean will make a final decision.

Dismissed students, with the exception of anyone dismissed for academic dishonesty, may apply to the University for readmission after one year from the term of dismissal. Veteran students will have their benefits terminated if they fail to attain a 3.0 GPA (master's) or 3.25 GPA (Ph.D.) after two consecutive terms on probation. A student applying for readmission may be held to any new requirements in effect and/or may be required to validate prior learning.

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. 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:

- 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 (11 copies), expedited review (five copies), or request for exempt status (three copies).
- The deadline for submission of the application for IRB review is the 15th day of each month in order to be considered at the next monthly IRB meeting. 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 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 Office of the Registrar for the student's permanent file.
- Currently approved protocols must be reviewed annually.

Lynn University 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.

Campus Housing

A limited number of campus accommodations are available to graduate students on a space-available basis. For applications and information about costs for room and board, contact the Office of the Registrar.

Classification of Graduate Students

A master's student is classified as full-time if registered for six or more credits a term for five of the six terms during an academic year. A minimum of three credits each term is the requirement for two terms sequentially to qualify for federal financial aid. A student registered for less than six credits per term is considered part-time.

Course Schedule Changes

Graduate students may change their course schedule only within the one week add/drop period following registration at the beginning of each term. The deadline is posted on the appropriate academic calendar (www.lynn.edu).

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.

Graduation

Graduate students in master's degree programs who complete their course work by Summer II are eligible to participate in the May commencement. All students anticipating graduation must apply for graduation at the Office of Office of the Registrar and have an academic program audit completed. Students should comply with the application deadline indicated on the academic calendar.

Applications for graduation are available in the Office of the Registrar. Deadlines for applications are posted on the appropriate academic calendar.

Registration

Registration begins several weeks prior to the beginning of each of the six terms. Schedules of class offerings are posted on the Web site www.lynn.edu/mylynn as soon as they are finalized.

Each student must first meet with her or his advisor for approval of course selections. The student may then proceed to the Office of the Registrar to pay the tuition and registration fee and then to complete the registration process.

Add/Drop Period

The add/drop period takes place during the first week of the term. At this time a student may change or drop a course; however, when the add/drop period concludes, a student cannot change his or her schedule. There is a 75 percent tuition refund during the first week of classes. There are no refunds after the first week of classes.

Residency Requirement

The residency requirement in graduate programs is intended to ensure that students become integrally involved in the academic life of their program and of the university. In residence, students are more likely to become fully immersed in graduate study for a substantial period of time and develop a relationship of scholarly and professional collegiality with faculty and fellow students. During the residency period, students are expected to take courses and participate in other aspects of the intellectual life of their discipline and of the university community. Students should review the established requirements for their respective programs.

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 in the Office of Admissions, the Office of the Registrar, the appropriate college and 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.

Second Master's Degree

Currently matriculated graduate students who wish to pursue a second master's degree may do so. The primary requirement is that the second degree must include a minimum of 24 unique credits. An Application for Readmission and submission of the Lynn University graduate transcript must be completed and sent to the graduate admission coordinator, who sends formal notification of the acceptance into the second master's program.

Security Telephone

The Security Office is open 24 hours a day. A security station is located at the southeast corner of the Freiburger parking lot and adjacent to the baseball complex. Security can be reached at 561-237-7226.

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).

Transfers to Another Specialization Within a Degree Program

Should a graduate student wish to transfer to another specialization within the M.B.A. or M.S. degree program, a Request for Change of Specialization form must be completed and approved by both the current academic advisor and the dean of the college which sponsors the academic specialization.

A copy of the approved form is filed with the Office of the Registrar. The new advisor and the student also receive copies of the approved form.

Transfer of Graduate Credits from Other Colleges and Universities

Master's Degree Criteria for Transfer Credits

Up to six hours of graduate credits from a fully accredited graduate school may be transferred into the M.B.A., M.Ed. and M.S. programs if they meet the following criteria:

- The course(s) must be at the graduate level from either a master's degree program initiated at another school but not completed, or a completed master's degree;
- 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 credit will be awarded only for those courses that are comparable in title and content to those in the Lynn University Academic Catalog and are part of the proposed course of study. For course titles not specifically listed in the catalog and curriculum, the program coordinator or the dean of the appropriate college determine whether any transfer credit will be awarded.

Credits taken at schools not accredited by one of the regional associations will be evaluated only after a student has submitted a school catalog and a course syllabus for each. In certain instances, competency testing may be required.

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.

Prospective and enrolled graduate students are reminded that the general academic, financial and student behavioral policies and rules of the institution as stated in the catalog remain in force and effect unless specifically modified by graduate rules and policies included in the graduate information in the catalog.

Chapter VII.

Academic Support Services and Special Programs

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 Heller Family Diagnostic Center: The institute's diagnostic branch and the beginning of the Lynn University educational journey 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 Tutoring Program: The program is designed to assist all Lynn University students with coursework by offering individual and group content-area tutoring. Individual tutoring is fee-based, while group tutoring is free. This program is housed within the Heller Family Diagnostic Center.
- The Comprehensive Support Program: Designed to offer academic support services, specialized classes, a large staff and professional tutors for students with learning differences
- The Metamorphosis Program: Designed to offer weekly individual coaching sessions, tutoring and multiple intelligence experiential activities for students with issues surrounding attention, distractibility, organization and executive functioning
- 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 Heller Family Diagnostic Center, is to provide each student with his/her personalized profile by evaluating abilities 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.

Each student answers a series of questions. These questions are 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.

Comprehensive Support Program

The Comprehensive Support Program (CSP) offers students with learning differences an extraordinary opportunity to excel at the college level. The program provides motivated students with learning differences the additional support they need to achieve and maintain academic success and earn a university degree.

The CSP program provides these students with academic mentoring, a separate testing area, extended time for examinations (including other approved accommodations on exams), specialized core courses with a low pupil-to-teacher ratio (called "Z" sections) and one-on-one tutorials in most subject areas. Z sections 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, called 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 Comprehensive Support Program are required to take a dialogue 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.

First-year students in the Comprehensive Support Program are required to attend a minimum of two hours of one-on-one tutoring sessions per week to enhance their academic success. However, students may schedule as many additional half-hour tutoring sessions as needed. All Comprehensive Support Program 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 Building. Tutoring sessions are scheduled through the Tutoring Center coordinator. Center hours are 8 a.m. to 8 p.m., Monday through Thursday, and 8 a.m. to 5 p.m., Friday.

The Testing Center is located on the third floor of the Count and Countess de Hoernle International Center. Testing Center hours are 8 a.m. to 6 p.m., Monday through Friday (See the Institute for Achievement and Learning section on pages 55-56).

Metamorphosis Coaching Program

The Metamorphosis Coaching Program at Lynn University is an innovative program designed to address the specific executive functioning

issues experienced by college students with Attention-Deficit/Hyperactivity Disorder. The program offers weekly individual coaching sessions, 15 one-on-one tutoring sessions with professional tutors, a Self and Society Dialogue, Self as Learner and weekly experiential learning activities.

The program uses a diagnostic coaching model to address behavioral issues specific to college students with ADHD such as organization 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 weekly experiential learning component immerses students in bodily-kinesthetic and naturalist activities based upon Howard Gardener's Theory of Multiples Intelligences. The "lessons" learned through this intrapersonal reflective process provides students with valuable insights about the way they learn best - and themselves. Students gain an understanding of their cognitive strengths and how to utilize their potential for success.

The Heller Family Diagnostic Center

This center is located on the second floor of the de Hornle 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 licensed psychologist is on staff to administer these assessments.

There is no fee for diagnostic testing services. Hours are 9 a.m. to 5 p.m., Monday through Friday.

Additionally, through the Heller Family Diagnostic Center, Lynn University Tutoring is offered to all Lynn University students. The Center offers individual and group tutoring. Individual tutoring has a fee of $36 per session, which will be billed directly to the student's Lynn University account. Group tutoring is free. Students can attend on a walk-in basis or make an appointment by signing up at the 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 center supports writing across the curriculum, serving both day and evening students.

These sessions are held at regularly scheduled times posted in the center. Hours are 9 a.m. to 8 p.m., Monday through Thursday, and 9 a.m. to 5 p.m. on Friday.

American Disabilities Act (ADA) Accommodations

The ADA coordinator 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 a separate testing and distraction-reduced 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 Coordinator.
- For each test, students must notify their professor prior to test day that they will take their test in the Testing Center.
- For each test, students must notify and set an appointment with the Testing Center prior to test day.
- 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 arrive on time for their test appointment.
- 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 cheating, 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 Development & Internships

The Hannifan Center for Career Development & Internships 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 Development & Internships 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: resume development, interview skills, dress for success, and launching a job search. An annual Career Expo provides students with access to a large number of recruiters from a variety of employers. A variety of services is provided to students by appointment: career counseling, career and personality assessments, informational interview referrals, internship site resources, mentor relationships, resume review and 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 Development & Internships 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 its Web site, the center provides information on career options for each major, the Lynn "Knight Surfer" job posting/resume referral service, links to external job search and internship resources, stories about successful interns and graduates and a calendar of events.

Center for Instructional Innovation

The Center for Instructional Innovation (CII) supports Lynn University faculty and staff in utilizing instructional technology to facilitate and enhance teaching and learning. The CII offers information, resources, support and training to assist faculty with integrating technology in the classroom. The CII is located on the second floor of the Lynn University Library and maintains a regular schedule of educational technology training and innovative pedagogical sessions throughout the year. The CII includes a model classroom and a faculty conference room to provide a place to collaborate and explore new ideas.

Center for International Programs and Services

The Center for International Programs and Services 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 is a welcoming and supporting environment for our large and diverse international student population, assisting the students in their integration to the Lynn University and South Florida communities.

The Center for International Programs and Services is comprised of the following units: Study Abroad (short/long-term & International Internships), International Student Services (immigration advising services & international health insurance). 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/CIPS.

International Student Services

International Student Services (ISS) integrates international students to Lynn University and the South Florida communities. In addition, the office offers support and assists students to meet their specific needs and enhance their academic, social and cultural interaction throughout their four-year academic career. Services rendered include:

- Immigration and tax advising (immigration attorneys & IRS representatives)
- Employment advising (Curricular Practical Training & Optional Practical Training)
- Orientation Assistance Program
- Health insurance
- Visa processing for students and faculty studying abroad

Study Abroad Program

Study Abroad offers Lynn University students opportunities to critically analyze the complexities of a country's cultural, social and historical contexts. Service Learning is also within study abroad. 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 International Programs and Services. All programs are open to Lynn University students. Information on study abroad and service learning is available in the Study Abroad Resource Library.

American College Dublin, Ireland

American College Dublin lends another dimension to the international perspective offered to Lynn University students. Located on prestigious Merrion Square in the heart of Dublin, a portion of the school is headquartered in the childhood home of Oscar Wilde.

American College Dublin offers a Bachelor of Arts degree in several disciplines and concentrations. The college is designated by the Higher Education Training and Awards Council (HETAC), the state body responsible for third level educational and training institutions in Ireland. The following degrees are fully accredited by HETAC:

- Bachelor of Arts in Behavioral Science
- Concentration in Psychology
- Bachelor of Arts in International Business
- Concentrations in International Management and International Marketing

In addition to the degrees listed above, the college offers a Diploma in Hospitality Management that is accredited by the Educational Institute of the American Hotel and Motel Association.

Students not majoring in one of the above noted fields are still able to take a wide range of liberal studies courses during their study abroad semester to help fulfill their Lynn requirements. Terms of study include a fall and spring semester, and four-week summer and six-week summer programs. Semester programs are designed to carry 12 to 15 credit hours, while summer programs carry six to nine credit hours. Optional ACD short-term programs in Ireland and Italy are offered during all terms of study.

Faculty-Led Academic Programs Abroad

The faculty of Lynn University provides opportunities to incorporate an international education experience into each degree program. Colleges of the university host short-term academic programs whereby a faculty member directs a program for students to experience engage and learn of the host country.

Counseling Center

The Counseling Center, located on the first floor of the E.M. Lynn Residence Center, 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 and medication referrals are directed to qualified, off-campus, private practitioners. The center is open Monday through Thursday from 8 a.m. to 8 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 the 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 our 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

All freshmen on a Dean's Academic Scholarship automatically participate in the Freshman Honors Experience. The university also invites other freshmen with a minimum SAT Score of 1100 (or ACT equivalent) who meet one of the two of the following criteria:

- a cumulative high school GPA of 3.25 or higher
- and/or graduated in the top 20 percentile of their class

Transfer Students

Transfer students who wish to enter the Honors Program must have a minimum GPA of 3.5. They may apply to the Honors Program by mail. 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

Currently enrolled Lynn students who perform particularly well during their first semester and have a minimum GPA of 3.5 on all college work completed will be invited to join the Honors Program. 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 if 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 take up to nine credits (three courses).

Application Procedure

Students apply for admission to the Honors Program during the spring semester. The deadline for application is April 15. Transfer students have an extended application period with a deadline of June 15. An application consists of the following:

- a completed application form, available from the office of the secretary of the College of Arts and Sciences
- 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.

During each year of study, honors students must complete a total of 24 honors credits in Dialogues of Learning courses. While in the Honors Program, students must complete a minimum of two Honors Dialogue courses each year. The additional 12 credits of required honors coursework may be completed in any courses the student wishes, including additional Honors Dialogues of Learning courses, courses in the student's major or elective courses.

Honors Courses by Contract

Under special circumstances, with prior approval of the Honors Director, a student may elect to fulfill the required Honors Program credits by contract. An honors course by contract is one that is offered in the regular curriculum, in which an enrolled Lynn honors student enters into a formal agreement with the instructor to complete requirements well beyond those expected from other students. The student and the instructor jointly formulate a written contract specifying exactly what the student will do to receive honors credit in a course. Contracts must be approved by the Honors Program director or the Honors Council and be endorsed in writing by the above parties no later than the third week of classes for that semester.

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 *Honoris Generalis* depending upon their major.

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 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 composed 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, de Hoernle International Center, library, 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 the latest versions of Windows and Microsoft Office Suite. Internet is available throughout campus using a redundant Smart Ring DS-3 45 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 40-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 regularly scheduled 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 successfully completed at least 30 credit hours 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 International Programs and Services 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 Eugene M. and Christine E. Lynn Library, completed in 1996, is the most architecturally and 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 approximately 100,000 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 tens of thousands of articles, biographies, reference books, statistics, images, and more is accessible through the library Web site. The library also has more than 40,000 e-books that are accessible via the web.

Lynn students use the library's 100 computer workstations in addition to the availability of wireless access throughout the building. The Coleman Computer Center, 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 Computer Center, 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 and The Center for Innovation in Instruction. The Discovery Learning Center of the Institute for Achievement and Learning also provides tutoring services in the library.

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 regional academic libraries with holdings in excess of 20 million items.

and Analyzing Markets
market researchers

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 the 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. Each graduating undergraduate student receives only one academic transcript. For double majors, the academic transcript lists both majors.

Definition of Related Requirements

With the core requirements, related courses support the major. Related courses are in a discipline or group of disciplines other than the field of study or may be a specialized area within the discipline. The number of related courses varies with each major but should not outweigh the number of courses in the major.

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 be specified by the appropriate college or department in which the minor courses will be acquired. 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 be specified by the appropriate college or department in which the specialization will be taken. Where appropriate, the transcript shall indicate the major and the specialization (ie. 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; Music; 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, Elementary Education, Hospitality Management, Graphic Design, Illustration/Computer Animation, Photography.

Bachelor of Music (B.M.) in Music Performance and Composition

Graduate Degrees

Master of Business (M.B.A.) in Business Administration

Master of Education (M.Ed.) in Educational Leadership, Exceptional Student Education with ESOL Endorsement

Master of Science (M.S.) in Administration, Applied Psychology, Communication and Media

Master of Music (M.M.) in Performance and Composition

Academic Organization

Below are the academic units administered through the Office of Academic Affairs.
These units (disciplines) are responsible for the associated course and program offerings.

COLLEGE OF ARTS AND SCIENCES

>> Undergraduate Degree	>>Major	>>Specialization Options
B.A.	American Studies English International Relations Human Services	
	Liberal Arts	History/International Relations Humanities Philosophy
B.S.	Biology Psychology Criminal Justice	
Certificate	Emergency and Disaster Management	

>> Graduate Degree	>>Major	>>Specialization Options
M.S.	Administration	Criminal Justice Administration Emergency Planning and Administration
M.S.	Applied Psychology	Counseling
Certificate	Emergency Planning and Administration	

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 Managment 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 Grades K-6 Plus pre-K/Primary (Age 3-Grade 3) Exceptional Student Education

>> Graduate Degree	>>Major	>>Specialization Options
M.Ed.	Exceptional Student Education (with ESOL Endorsement)	Applied Behavioral Analysis Specific Learning Disabilities Autism Spectrum Disorder
	Educational Leadership	Higher Education Administration School Administration School Administration w/ ESOL Endorsement or w/ Exceptional Student Education Endorsement or w/ Specific Learning Difficulties Endorsement

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
M.S.	Communication and Media

COLLEGE OF HOSPITALITY MANAGEMENT

>> Undergraduate Degree	>>Major	>>Specialization Options
B.S.	Hospitality Management	Resort and Hotel Management Vacation Ownership/Timeshare Management Sports and Recreation 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	
B.A.	Music	

>> 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	
Certificate	Professional Performance Certificate (PPC)	Piano, Violin, Viola, Cello, Double Bass, Flute, Oboe, Clarinet, Bassoon, Trumpet, French Horn, Trombone, Bass Trombone, Tuba, Percussion

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.
- 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 to prepare 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	3
	DBR 400	3
Dialogue of Justice and Civic Life (DJC)		
	DJC 100	3
	DJC 200	3
	DJC 300	3
	DJC 400	3
Dialogue of Self and Society (DSS)		
	DSS 100	3
	DSS 200	3
	DSS 300	3
	DSS 400	3

Of the twelve required DBR, DJC and DSS Dialogue courses:
- Four Dialogue courses must have an American focus (designated by an "A," as in DBRA, DJCA or DSSA)
- Four Dialogue courses must have a Global focus (designated by a "G," as in DBRG, DJCG or DSSG)
- The remaining dialogue courses can be any combination of "A" American, "G" Global, or "O" Other
- Two Dialogue 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, DSSOE)

Dialogue of Scientific Literacy (DSL)		
	DSL 100	3
	DSL 200	3
	DSL 300	3
	DSL 400	3
Dialogue of Quantitative Reasoning (DQR)		
	DQR 100	3
	DQR 200	3
	DQR 300	3
	DQR 400	3
January Term (Four J-Terms are required)		P/F

Total Credits 60*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required

Evening Student Core Curriculum

		Credits
English Composition	ENG 101	3
English Composition II/World Literature	ENG 102	3
Humanity Elective	HUM ---	3
Humanity Elective	HUM ---	3
Fundamentals of Public Speaking	COM 111	3
Business Elective	BUS ---	3
IRPS Elective	IRPS ---	3
IRPS Elective (300 +)	IRPS 300 +	3
Foundations of Behavioral Science (select one)		
Introduction to Psychology	PSY 150	3 or
Introduction to Sociology	SOC 110	3
Math Requirement (select one)		
College Algebra	MAT 110	3 or
Probability & Statistics	MAT 221	3
Computer Applications	CMS 200	3
Science (select one)		
Introduction to Biology	SCI 201	4 or
Introduction to Physical Science	SCI 202	4 or
Introduction to Human Biology	SCI 203	4

Total Credits 37

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, and acquire 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 coursework 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 Dialogue 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 4 courses focused on the American experience and 4 courses designated as Global Studies, one for each area at each level.

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 fifty percent of the course will contain common material and the remaining fifty 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.
- Among these six foundational level *Dialogues*, student must select one at the 100 and one at the 200 level that have an American focus and one at each level that has 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 2 seminars at the 300 and 400 levels, including at least 2 in the major field or school.
- Within the 6 upper level Dialogue courses, each student must complete 2 courses focused on the American experience and 2 courses in Global Studies at the 300 and/or 400 levels.

C. Quantitative Reasoning and Scientific Literacy Requirements

1. Quantitative Reasoning

   - Students must complete two courses in QR during the Foundational period; QR *100: Why Numbers Matter; Introduction to Quantitative Reasoning; and, QR 200: Special Topics in Quantitative Reasoning for Explanation and Analysis.*

   There will be a common text for both courses. While all students will take the same QR 100 course; In QR 200, students can select different sections/courses based upon a specific them or topic.

   - Students must complete 2 additional QR courses at the 300 and 400 levels that can be taken from within the Dialogues or in any course that carries a QR designation, including courses within the major field.

2. Scientific Literacy

   - Students must successfully complete 4 courses in *Scientific Literacy*, one at each level; including a Foundational course *SL 100: The Scientific*

Imagination and Perspectives on the Human Experience. The remaining three courses can be taken from across the curriculum from courses listed with the *SL* designation; of these courses, at least 2 must be at the 300 or 400 levels.

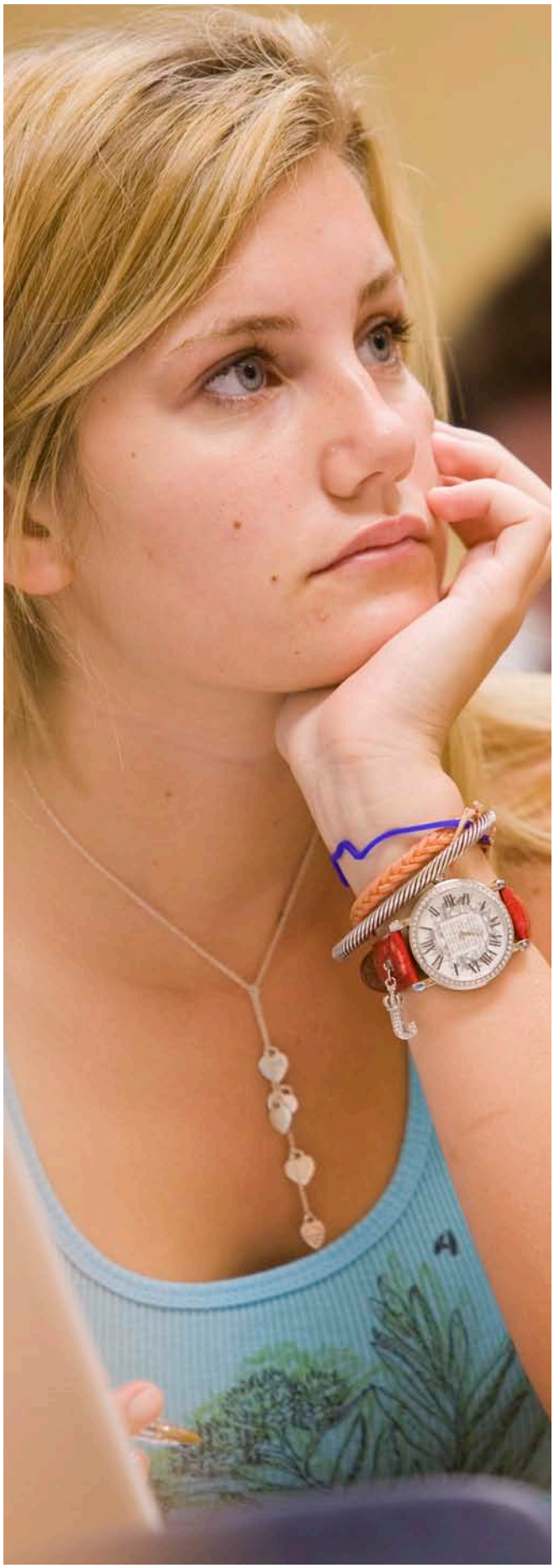
Dialogues of Innovation: The January Term

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 will 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.

Collectively, therefore, the *Dialogues of Learning* represents what the Lynn University community believes is essential to undergraduate education and defines the knowledge, abilities, and habits of heart and mind that will define a graduate of Lynn University.

Listed below are examples of the types of courses offered within the *Dialogues of Leaning*::

Myth, Magic & Morality
Human Reason in the Age of Unreason:
Give Me Liberty & Give me Justice
Clashing Issues in the Formation of the US, 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 US: 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 1960's
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 thru Drama Games
Self & Society: Identities in Crisis
Self as Learner



COLLEGE OF ARTS AND SCIENCES

UNDERGRADUATE PROGRAM

The College of Arts and Sciences provides a meaningful interpretive context for all programs within the university in the best tradition of liberal education. Through the programmatic initiatives and curricula described below, the college seeks to support the university's international and multicultural perspectives, thereby preparing students for responsible living in the 21st century. In addition to supporting the general education curriculum in English, Psychology, History, Natural Social Sciences, Mathematics, Quantitative Reasoning and Humanities, 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 (minors in International Communications and International Business); 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; Bachelor of Science with a major in Psychology.

BACHELOR OF ARTS

MAJOR: AMERICAN STUDIES

The American Studies (AMS) program 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 historic and unique 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, historical perspective, social justice and moral reasoning, among other skills and values, in order to produce more responsible, informed and ethical citizens. The major is designed to allow students to substitute courses in place of degree requirements and to develop an individualized area of study within the major.

CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS: AMERICAN STUDIES 36 CREDITS

___ HIS 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 54 CREDITS

___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3

TOTAL CREDITS 120

AMERICAN STUDIES MINOR 15 CREDITS

___ HIS 225	UNITED STATES GOVERNMENT	3
___ HIS 230	SOCIAL AND POLITICAL HISTORY OF THE UNITED STATES	3
___ HUM 350	AMERICAN PHILOSOPHY	3
___ ENG 330 ___ ENG 331	AMERICAN LITERATURE I or AMERICAN LITERATURE II	3
___ SOC 450	RACE AND ETHNICITY	3

SAMPLE COURSES CROSS-LISTED FROM OTHER PROGRAMS

Pending approval of the program coordinator, students may substitute courses in place of the major and minor requirements. Students must complete a minimum of 45 credits that are upper division (300+ level).

BUS 370	BUSINESS – SPECIAL TOPICS
COM 235	FILM HISTORY (1895-1950)
COM 299	TOPICS IN COMMUNICATION
COM 305	MEDIA AND SOCIETY
COM 321	GENDER COMMUNICATION
COM 335	FILM HISTORY (1950-PRESENT)
HA 302	TOURISM – SPECIAL TOPICS
HS 330	THE POLITICS OF AMERICAN EDUCATION AND HUMAN SERVICES
IRPS 470	UNITED STATES FOREIGN POLICY
IRPS 471	THE AMERICAN PRESIDENCY

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 perspectives 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

CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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 MULTICULTURALISM	3
___ ENG 405	SEMINAR IN GENDER and LITERATURE	3
___ ENG 420	TOPICS IN LITERATURE	3
___ ENG 480	LITERARY THEORY	3

ELECTIVES 51 CREDITS

___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3

TOTAL CREDITS 120

* Suggested electives include six hours of foreign language beyond the 100 level, or a minor in History, Philosophy, Humanities or Psychology.

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. Specifically, students will be provided the opportunity to focus studies on two particular genres of literature. Students may choose from studies in poetry, short fiction, drama and novels. Additionally, students gain expertise in a particular era of American or British literature and may focus entirely on the literature of one nation. Students cap their English studies with one of Lynn University's highest-level classes, narrowing the focus of study around an author, a genre, a literary movement or a theme. 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+ ELECTIVE		6
Choose two of the following four classes:		
___ ENG 330	AMERICAN LITERATURE I	
___ ENG 331	AMERICAN LITERATURE II	
___ ENG 340	BRITISH LITERATURE I	
___ ENG 341	BRITISH LITERATURE II	
___ 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

CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS 48 CREDITS

___ HS 100	INTRODUCTION TO HUMAN SERVICES	3
___ HS 301	PROFESSIONALS AS ADVOCATES	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
___ SOC 261	CURRENT PERSPECTIVES IN SUBSTANCE ABUSE	3
___ SOC 450	RACE & ETHNIC RELATIONS	3
___ CRJ 450	RESEARCH METHODS	3

FREE ELECTIVES **42 CREDITS**

___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3

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	HUMAN SERVICE PROFESSIONALS AS ADVOCATES	3
___ HS 360	ASSESSMENT & INTERVIEWING	3
___ HS 410	CASE MANAGEMENT or	
___ HS 325	GROUPWORK AND FAMILY SYSTEMS	3
___ 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, modern languages and economics/business. An emphasis on student-centered learning and flexibility of the curriculum—through a set of upper level major electives—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

CORE CURRICULUM REQUIREMENTS **60 CREDITS***

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS **66 CREDITS**

___ IRPS 150	INTRO. TO INTERNATIONAL RELATIONS	3
___ IRPS 220	GLOBAL HUMAN RIGHTS	3
___ IRPS 310	INTERNATIONAL LAW or	
___ IRPS 305	INTERNATIONAL ORGANIZATION(S)	3
___ IRPS 325	INTERNATIONAL DIPLOMACY	3
___ IRPS 330	THE POLITICS OF DEVELOPMENT	3
___ IRPS 380	THEORIES OF INTERNATIONAL RELATIONS	3
___ IRPS 350	COMPARATIVE POLITICAL SYSTEMS or	
___ IRPS 470	UNITED STATES FOREIGN POLICY	3
___ IRPS 483	SEMINAR IN INTERNATIONAL RELATIONS	3
___ BUS 171	MACROECONOMICS	3
___ HIS 113	2OTH CENTURY WORLD	3
___ HUM 230	WORLD RELIGIONS	3
___ CRJ 450	RESEARCH IN CRIMINAL JUSTICE	3
___ LAN FOREIGN LANGUAGE	(4 courses – all must be in one language)	12
___ IRPS ELECTIVE (300 +)		3
___ IRPS ELECTIVE (300 +)		3
___ IRPS ELECTIVE (300 +)		3
___ IRPS ELECTIVE (300 +)		3
___ IRPS ELECTIVE (300 +)		3
___ IRPS ELECTIVE (300 +)		3

FREE ELECTIVES **24 CREDITS**

___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3

TOTAL CREDITS 120

INTERNATIONAL RELATIONS MINOR
REQUIREMENTS **15 CREDITS**

Designed to compliment 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:

___ IRPS 150	INTRODUCTION TO INTERNATIONAL RELATIONS	3
___ IRPS 310	INTERNATIONAL LAW or	
___ IRPS 305	INTERNATIONAL ORGANIZATION(S)	3
___ IRPS 350	COMPARATIVE POLITICAL SYSTEMS or	
___ IRPS 470	UNITED STATES FOREIGN POLICY	3
___ HIS 113	20TH CENTURY WORLD or	
___ HUM 230	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, analytical skills, 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 specializations in 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

CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS: LIBERAL ARTS		**45 CREDITS**
___ COM 105	FUNDAMENTALS OF COMMUNICATION	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	**45 CREDITS**
___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3

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 the 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+ (NOT INCLUDING IRPS 250)	3
___ HIS/IRPS 300+	12

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. Those who are planning a career in the arts may wish to take all 15 hours required for a major in Art History. A suggested program for a broader Humanities minor includes:

HUMANITIES		**15 CREDITS**
___ HUM 221	INTRODUCTION TO PHILOSOPHY	3
___ HUM 230	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. Yet 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+	6
___ HUM 300+	9

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, podiatric medicine, pharmacy, physical therapy, occupational therapy, optometry, chiropractor, physician's assistant, and environmental science/health, and positions in research, education and industry.

MAJOR: BIOLOGY - DEGREE REQUIREMENTS

CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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	**31-32 CREDITS**
___FREE ELECTIVE (300+)	3
___FREE ELECTIVE (300+)	4
___FREE ELECTIVE (300+)	3
___FREE ELECTIVE	3-4 **
___FREE ELECTIVE	3
___FREE ELECTIVE	3
___FREE ELECTIVE	3
___FREE ELECTIVE	3
___FREE ELECTIVE	3
___FREE ELECTIVE	3

TOTAL CREDITS 120-121

* 45 upper division credits (300+ level) are required for degree completion.

** Transfer students may need an additional elective credit to satisfy the 122- credit requirement. This may be satisfied by transferring an additional elective, enrolling in a one-credit HUM 399 course or taking a four-credit elective instead of a three-credit elective.

EXERCISE AND HEALTH MINOR		**17 CREDITS**
___ SCI 235	ANATOMY OF HUMAN MOVEMENT	3
___ SCI 260	ANATOMY AND PHYSIOLOGY I	4
___ SCI 301	MEDICAL TERMINOLOGY I	3
___ SCI 330	SELECTED TOPICS IN HEALTH CARE	3
___ SCI 340	PRINCIPLES OF EXERCISE	4

TOTAL CREDITS 17

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. Students acquire depth and breadth of learning following the guidelines and goals of the Criminal Justice major.

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 critically examining and evaluating 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

CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS: CRIMINAL JUSTICE 57 CREDITS

___ PSY 150	INTRODUCTION TO PSYCHOLOGY	3
___ SOC 110	INTRODUCTION TO SOCIOLOGY	3
___ SOC 220	FAMILY AND SOCIETY	3
___ SOC 335	CONTEMPORARY SOCIAL PROBLEMS	3
___ PSY 261	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
___ CRJ 300+	CRIMINAL JUSTICE ELECTIVE	3
___ CRJ 300+	CRIMINAL JUSTICE ELECTIVE	3
___ CRJ/PSY/SOC 300+ ELECTIVE		3

* Please note that students must take both PSY 150 and SOC 110.

FREE ELECTIVES 33 CREDITS

___ FREE ELECTIVE 300+	3
___ FREE ELECTIVE 300+	3
___ FREE ELECTIVE 300+	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3

TOTAL 120 CREDITS

CRIMINAL JUSTICE MINOR 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

CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS: PSYCHOLOGY 51 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	3
___ PSY 305	EXPRESSIVE STUDIES: DRAMA AS EXPRESSION or	3
___ PSY 310	EXPRESSIVE STUDIES: POETRY AND NARRATIVE	
___ 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	3
___ PSY 490	SEMINAR IN PSYCHOLOGY	3

ELECTIVES 39 CREDITS

___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE (300 +)	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE OR INTERNSHIP	3

TOTAL CREDITS 120

* Courses taken in core may not apply toward major requirements.

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. Orientation to the study of Psychology and Developmental Psychology are foundational courses for the minor. Students may choose two courses from studies in the areas of Facilitator Training, Social Psychology, Industrial and Organizational Psychology, or Abnormal Psychology. Students enhance their knowledge of psychology by examining various in-depth topics in a capstone Seminar in Psychology course. To earn the Psychology minor, students must take 15 credits in the following manner:

___ PSY 200		3
___ PSY 200 + ELECTIVE		3
___ PSY 300 + ELECTIVE		3
___ PSY 300 + ELECTIVE		3
___ PSY 300 + ELECTIVE		3

UNDERGRADUATE CERTIFICATE PROGRAM

CERTIFICATE IN EMERGENCY AND DISASTER MANAGEMENT

The Undergraduate Certificate in Emergency and Disaster Management consists of a series of upper division online courses in emergency and disaster management. Students complete three core courses, and then select course work in one of two concentrations, for a total of 15 credits. An internship course, providing a practical component with a suitable organization, is also offered as an option. Applicable to both the public and private sectors, the courses that comprise the undergraduate certificate program provide a foundation for the rapidly growing field of emergency management. Various emergency management theories, concepts and contemporary practices will be examined, thereby providing an understanding of crises within an intergovernmental framework. Students who complete the undergraduate certificate program are also eligible to receive a minor in Emergency and Disaster Management.

EDM CERTIFICATE REQUIREMENTS 15 CREDITS
CORE

___ EDM 300I	THEORY AND PRINCIPLES OF HAZARDS, DISASTERS AND U.S. EMERGENCY MANAGEMENT	3
___ EDM 310I	PRINCIPLES AND PRACTICE OF HAZARD IDENTIFICATION AND MITIGATION	3
___ EDM 320I	A SOCIAL VULNERABILITY APPROACH TO EMERGENCY MANAGEMENT	3

* Students must then select either the Homeland Security Concentration or the Business and Industry Crisis Management Concentration:

Homeland Security Concentration

___ EDM 410I	TERRORISM AND HOMELAND SECURITY	3
___ EDM 420I	DISASTER RESPONSE OPERATIONS AND MANAGEMENT	3

Business and Industry Crisis Management Concentration

___ EDM 450I	CRISIS MANAGEMENT AND BUSINESS CONTINUITY PLANNING	3
___ EDM 460I	EMERGENCY MANAGEMENT PRINCIPLES AND APPLICATIONS FOR TOURISM, HOSPITALITY, AND TRAVEL MANAGEMENT	3

EMERGENCY AND DISASTER MANAGEMENT MINOR 15 CREDITS

Select any five of the following courses within the Emergency and Disaster Management program:

___ EDM 300I	THEORY AND PRINCIPLES OF HAZARDS, DISASTERS, AND U.S. EMERGENCY MANAGEMENT	3
___ EDM 310I	PRINCIPLES AND PRACTICE OF HAZARD IDENTIFICATION AND MITIGATION	3
___ EDM 320I	A SOCIAL VULNERABILITY APPROACH TO EMERGENCY MANAGEMENT	3
___ EDM 410I	TERRORISM AND HOMELAND SECURITY	3
___ EDM 420I	DISASTER RESPONSE OPERATIONS AND MANAGEMENT	3
___ EDM 450I	CRISIS MANAGEMENT AND BUSINESS CONTINUITY PLANNING	3
___ EDM 460I	EMERGENCY MANAGEMENT PRINCIPLES FOR TOURISM, HOSPITALITY, AND TRAVEL MANAGEMENT	3
___ EDM 470Q	INTERNSHIP IN EMERGENCY AND DISASTER MANAGEMENT	3

Note: Students who complete the Minor in Emergency and Disaster Management may also qualify for the Undergraduate Certificate in Emergency and Disaster Management, provided that they meet both the core and concentration requirements listed under the EDM Certificate Requirements above.

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 a student's initial registration or may 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. The third requirement varies 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, 18 credits of specialization courses and a three-credit graduate project or 21 credits of specialization courses.
   b. Criminal Justice Administration/Technical Intelligence Operations: Complete 36 graduate credits, including 18 credits of foundation courses for the administration major and 18 credits of specialization courses.
   c. Emergency Planning and Administration: Complete 36 graduate credits, including 15 credits of foundation courses for the administration major, 18 credits of specialization courses and a three-credit graduate project or 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 by 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.

Once approved, the student must follow the project plan. The advisor must approve any changes or deviations from the plan. A copy of the proposal is placed in the student's permanent record in the Office of Student Administrative Services.

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 presentations 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.

Undergraduate prerequisites for CJA Students are CMS 200 Introduction to Computers and DQR 200 Special Topics in Quantitative Reasoning for Exploration and Analysis.

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

b. THE M.S. IN ADMINISTRATION WITH A SPECIALIZATION IN EMERGENCY PLANNING AND ADMINISTRATION

The field of emergency management has undergone a tremendous transformation since the tragic events of September 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.

Undergraduate prerequisites for EPA students are CMS 200 Introduction to Computers and DQR 200 Special Topics in Quantitative Reasoning for Exploration and Analysis.

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 18-21 CREDITS

EPA 540	TERRORISM: ITS EFFECT ON CRIMINAL JUSTICE AND EMERGENCY PLANNING (Optional)	3
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 620	INTERNSHIP IN EMERGENCY PLANNING AND ADMINISTRATION (OPTIONAL)	3

III. GRADUATE PROJECT (OPTIONAL) 3 CREDITS

EPA 665	GRADUATE PROJECT IN EMERGENCY PLANNING AND ADMINISTRATION	3

NOTE: With respect to EPA specialization courses, students must complete EPA 630, EPA 640, EPA 651, EPA 652, EPA 654 and EPA 655. If students select not to complete the optional Graduate Project (EPA 665), then they must complete the optional EPA 540 course instead. EPA 610 (Internship) is an additional optional course that provides students with the opportunity to integrate theory with practice as they work alongside competent professionals in the field.

IV. GRADUATE CERTIFICATE PROGRAMS

Students who complete the six EPA specialization courses listed under Section II above are also eligible to receive a Graduate Certificate in Emergency Planning and Administration. Please refer to the following for additional information.

CERTIFICATE IN EMERGENCY PLANNING AND ADMINISTRATION

The Graduate Certificate in Emergency Planning and Administration consists of 18 credits of course work in Emergency and Disaster Management. The six specialization courses that comprise the graduate certificate program provide a comprehensive examination of Emergency Management theories, concepts and contemporary practices. Students who complete the graduate certificate course work may be eligible to apply credit hours earned toward Lynn University's Master of Science in Emergency Planning and Administration.

EPA CERTIFICATE REQUIREMENTS 18 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 OFEMERGENCY PLANNING AND ADMINISTRATION	3
EPA 654	LIVING IN A HAZARDOUS ENVIRONMENT	3
EPA 655	VULNERABILITY ANALYSIS AND HAZARD MITIGATION	3

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' thinking on 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 clinical 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 clinical graduate program can enroll in the M.S. in Applied Psychology and satisfy all the 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 Departmental Competency Standards. (See Competency Requirement)
2. Students must satisfactorily complete the experiential components of their curriculum based upon their selected track.
3. Students must complete a scholarly research thesis commensurate with all departmental expectations and policies.

No graduate degree will be conferred without the satisfactory completion of this project.

STATEMENT OF COMPETENCE: In graduate work, the grade earned in a course not only represents a grade but also is a symbol of mastery of the work and competence in the field. It is for this reason that the Department of Psychology has instituted a competence requirement for satisfactory completion of a course. This requirement is stated as achieving a grade of B (3.0 on a 4.0 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 a B). In compliance with the Lynn University Graduate Student Catalog, students must earn a 3.0 grade point average to be eligible for graduation.

CURRICULUM

M.S. IN APPLIED PSYCHOLOGY COURSES: GENERAL TRACK 36 CREDITS

YEAR 1 – FALL

PSY 500	PERSONALITY THEORIES	3
PSY 520	PSYCHOPATHOLOGY	3
PSY 540	RESEARCH AND PROGRAM EVALUATION IN APPLIED PSYCHOLOGY	3

YEAR 1 – SPRING

PSY 560	DEVELOPMENTAL PSYCHOLOGY	3
PSY 690	LEGAL AND ETHICAL ISSUES IN PSYCHOLOGY	3
PSY 600	THESIS CLASS	3

YEAR 2 – FALL

PSY 688	SEMINAR IN APPLIED PSYCHOLOGY	3
PSY 640	SOCIAL AND CULTURAL FOUNDATIONS IN PSYCHOLOGY	3
PSY 580	PSYCHOBIOLOGY	3

YEAR 2 – SPRING

PSY 660	PSYCHOLOGICAL CONSULTATION IN COMMUNITY SETTINGS	3
PSY 685	CAREER AND LIFESTYLE ASSESSMENT or	
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 520	PSYCHOPATHOLOGY	3
PSY 540	RESEARCH AND PROGRAM EVALUATION IN APPLIED PSYCHOLOGY	3

YEAR 1 – SPRING

PSY 560	DEVELOPMENTAL PSYCHOLOGY	3
PSY 690	LEGAL AND ETHICAL ISSUES IN PSYCHOLOGY	3
PSY 600	THESIS CLASS	3
PSY 610	COUNSELING THEORIES AND PRACTICE	3

YEAR 1 – SUMMER

PSY 620	TESTING AND ASSESSMENT IN PSYCHOLOGY	3
PSY 615	GROUP THEORIES AND PRACTICE	3
PSY 680	TECHNIQUES AND INTERVENTIONS IN APPLIED PSYCHOLOGY	3

YEAR 2 – FALL

PSY 605	PRACTICUM IN COUNSELING	3
PSY 650	HUMAN SEXUALITY	3
PSY 640	SOCIAL AND CULTURAL FOUNDATIONS IN PSYCHOLOGY	3
PSY 580	PSYCHOBIOLOGY	3

YEAR 2 – SPRING

PSY 660	PSYCHOLOGICAL CONSULTATION IN COMMUNITY SETTINGS	3
PSY 685	CAREER AND LIFESTYLE ASSESSMENT	3
PSY 699	PRACTICUM IN PSYCHOLOGY	3

YEAR 2 – SUMMER

PSY 700	INTERNSHIP IN COUNSELING	3
PSY 688	SEMINAR IN APPLIED PSYCHOLOGY	3
PSY 670	SUBSTANCE ABUSE	3

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

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. The student will then engage in a scholarly research project which upon completion will be formally presented to the master's thesis committee as part of a thesis defense process. This study will be supervised by the student's thesis advisor. NO GRADUATE DEGREE WILL BE CONFERRED UPON A STUDENT WITHOUT SATISFACTORY COMPLETION OF THIS GRADUATION REQUIREMENT.

CROSS WIND
DOWNWIND
FINAL
BASE
TLAR

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 and staff, and the greater community for the purpose of creating personal and professional success for all stakeholders.

The Burton D. Morgan School of Aeronautics is a world-class aviation educational organization 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 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 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 of 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. Thirty-six of the 120 credit hours are to meet the general education requirements completed by all undergraduate students of the university. Fifty-seven of the 120 credit hours are the requirements for the major in Business Administration. Up to four (4) courses or 12 credits required for a business major also meet the new requirements for the Dialogues of Learning. Therefore, only 45 credits are required for the business major plus 12 credits which count for both the Dialogues and the business major. With the remaining 39 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 33 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

The College of Business and Management offers a Master of Business Administration (M.B.A.) program with specialization in:

- Aviation Management
- Financial Valuation and Investment Management
- Hospitality Management
- International Business
- Marketing
- Mass Communication and Media Management
- Sports and Athletics Administration

FIVE-YEAR BACHELOR'S/MASTER'S PROGRAM

Since our MBA program can be completed in six (6) eight (8) week terms by taking two (2) courses per term, all business students have the opportunity to complete their BS and MBA in five years, provided they meet the entrance requirements for the MBA and complete all programmatic requirements. If a student maintains a GPA of 3.3 or better for the first three years in the undergraduate program, then upon completion of the third year at Lynn, he or she may apply for entrance into the MBA program. If admitted, the student may take up to nine (9) credits at the graduate level that will count toward completion of undergraduate degree requirements. Having done this, the student will then have three (3) additional electives in the MBA program and have the opportunity to complete two (2) specializations.

BACHELOR OF SCIENCE

MAJOR: BUSINESS ADMINISTRATION

Each Business Administration major completes 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 coursework 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 assure that their programs of study have met the established guidelines for the degrees.

MAJOR: BUSINESS ADMINISTRATION - DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS: BUSINESS ADMINISTRATION 57 CREDITS

___ ACC 201	ACCOUNTING FOR FINANCIAL REPORTING	3
___ ACC 202	ACCOUNTING FOR DECISION MAKING	3
___ BUS 120	BUSINESS TRENDS	3
___ BUS 170	MICROECONOMICS (DQR 300)	3
___ BUS 171	MACROECONOMICS (DQR 300)	3
___ BUS 270	MANAGING ORGANIZATIONS (DSS 200/300)	3
___ BUS 311	FINANCIAL MANAGEMENT (DQR 300)	3
___ BUS 312	SOCIAL DYNAMICS IN BUSINESS (DSS 300)	3
___ BUS 322	STATISTICS FOR BUSINESS AND ECONOMICS (DQR 200)	3
___ BUS 372	THE LEGAL ENVIRONMENT OF BUSINESS (DJC 300)	3
___ BUS 435	PROJECT MANAGEMENT (DQR 300 and DSL 300)	3
___ BUS 446	ENTREPRENEURSHIP, CREATIVITY, AND ETHICS	3
___BUS 450	BUSINESS MODELS (DQR 400 and DSL 400)	3
___ BUS 460	BUSINESS STRATEGY (DSS 400 and DSL 400)	3
___ BUS 498	BUSINESS INTERNSHIPS	3
___ CMS 200	COMPUTER APPLICATIONS	3
___ CMS 350	SPREADSHEET DESIGN AND APPLICATION (DQR 300 and DSL 200)	3
___ INB 390	GLOBAL BUSINESS ENTERPRISE (DSS 400)	3
___ MKT 250	PRINCIPLES OF MARKETING	3

SPECIALIZATIONS 15 CREDITS

FASHION MANAGEMENT, GENERAL MANAGEMENT, INTERNATIONAL BUSINESS, MARKETING AND AVIATION MANAGEMENT

ELECTIVES 18 CREDITS

Elective courses may be customized to personal preference, including completing a specialization in business or completing a minor in another academic discipline; however, students must complete a minimum of 45 credits (of the 120 required) that are upper division (300 + level). Students should confer with their academic advisors to assure that all academic requirements are met.

SPECIALIZATIONS IN BUSINESS
FASHION MANAGEMENT 15 CREDITS

___ BUS 101	APPAREL INDUSTRY	3
___ BUS 260	FUNDAMENTALS OF APPAREL	3
___ BUS 301	RETAIL BUYING	3
___ BUS 316	RETAILING MANAGEMENT	3
___ BUS 320	TEXTILE KNOWLEDGE FOR MANAGERS	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	3

*In addition to the Aviation Management course, 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 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 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. Students should consult with their academic advisors to assure that the Business minor meets the requirements of their degree program.

FASHION MANAGEMENT MINOR

___ BUS 101	APPAREL INDUSTRY	3
___ BUS 260	FUNDAMENTALS OF APPAREL	3
___ BUS 301	RETAIL BUYING	3
___ BUS 316	RETAILING MANAGEMENT	3
___ BUS 320	TEXTILE KNOWLEDGE FOR MANAGERS	3

GENERAL MANAGEMENT MINOR

___ 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

___ 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

___ 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

___ 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	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 coursework are as follows:

PRIVATE PILOT CERTIFICATE PROGRAM

AVM 120 – PRIMARY FLIGHT THEORY AND TRAINING, SOLO	3
AVM 121 – PRIMARY FLIGHT THEORY AND TRAINING, PPL	3

INSTRUMENT PILOT RATING CERTIFICATE PROGRAM

AVM 220 – INSTRUMENT FLIGHT THEORY AND TRAINING, BASIC	3
AVM 221 – INSTRUMENT FLIGHT THEORY AND TRAINING, ADVANCED	3

COMMERCIAL PILOT RATING CERTIFICATE PROGRAM

AVM 230 – COMMERCIAL FLIGHT THEORY	3
AVM 231 – COMMERCIAL FLIGHT TRAINING	1

PROFESSIONAL COMMERCIAL PILOT CERTIFICATE PROGRAM

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

AVM 310 – FLIGHT INSTRUCTION METHODS AND PROCEDURES	4

BOEING B-727 FAMILIARIZATION CERTIFICATE PROGRAM

AVM 472 – B-727 PILOT FAMILIARIZATION	3
AVM 473 – B-727 PILOT SIMULATOR FAMILIARIZATION	3

AIRLINE TRANSPORT PILOT (ATP) CERTIFICATE PROGRAM

AVM 477 – AIRLINE TRANSPORT PILOT (ATP) CERTIFICATE	3

RECURRENT FLIGHT TRAINING CERTIFICATE PROGRAM

AVM 120 – PRIMARY FLIGHT THEORY AND TRAINING, SOLO	3

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 seven to nine are foundation courses (21 to 27 credits) for the Business Administration major, and three to five are specialization courses (nine to 15 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 strategy; 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. Completion of a course in Statistics at the college level with a grade of B or better.
4. Completion of a course in Quantitative Methods, Calculus, or Pre-calculus with a grade of B or better.
5. Official undergraduate transcripts.
6. A résumé and personal statement.
7. Two letters of recommendation from academic or professional sources. At least one of these must be academic.
8. A writing sample demonstrating capacity to perform at the graduate level.
9. 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.

If an applicant meets all requirements for admission except #3 and/or #4, then that applicant may be granted a probationary admission subject to the conditions stipulated below:

10. If an applicant has not taken a Statistics course or if the grade earned was below B, then that applicant may be admitted on probation subject to completion of RES 602 Statistics with a grade of B or better.
11. If an applicant has not taken a Quantitative Methods, Calculus or Pre-calculus course or if the grade earned was below B, then that applicant may admitted on probation subject to completion of MBA 500 Quantitative Methods in Business.

While not required for admission, students who have not taken a course in accounting, macroeconomics, microeconomics and/or who lack proficiency in the MS Office Suite (Word, PowerPoint, Excel) may be required to take prerequisite courses in each: MBA 504 Survey of Accounting and Finance; MBA 502 Managerial Economics; and a computer information systems course, respectively, before taking the foundation courses in the MBA program.

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.

M.B.A. Degree Completion Requirements

1. Complete any necessary prerequisites.
2. Complete the degree in four calendar years from the date on a student's initial registration or may be held to any new degree requirements.
3. Maintain a cumulative 3.0 GPA and achieve a C (2.0) grade or higher in each course.
4. Complete 12 three-credit courses, including seven to nine foundation courses (21 to 27 credits) and three to five specialization courses (nine to 15 credits).
5. 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 FOR 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	PORTFOLIO MANAGEMENT	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

MBA 671	AVIATION ORGANIZATION OPERATION	3
MBA 675	AIRPORT OPERATIONS	3
MBA 678	SPECIAL TOPICS IN AVIATION MANAGEMENT	3

INTERNATIONAL STUDY OPPORTUNITY

MBA 660	INTERNATIONAL BUSINESS STUDIES ABROAD	3

INDEPENDENT STUDY

MBA 697	INDEPENDENT STUDY (NON-DEGREE CREDIT HOURS)	1-3

BUSINESS INTERNSHIP

MBA 698	BUSINESS ADMINISTRATION INTERNSHIP (NON-DEGREE CREDIT HOURS)	1-2

(ch. 18, contd.)
1820
ssical style
mies, hierarchi
est, still

DONALD E. AND HELEN L. ROSS COLLEGE OF EDUCATION

Mission Statement

Programs at the Ross College of Education 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 State of Florida-approved teacher preparation programs leading to teacher certification. All education students are required to take the General Knowledge portion of the Florida Teacher Certification Examination by the beginning of the second semester of the freshman year. 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 program:

1. Have a grade point average of 2.5 on a 4.0 scale for the general component of undergraduate studies.
2. Demonstrate mastery of general knowledge, including the ability to read, write and compute by passing the General Knowledge portion of the Florida Teacher Certification Examination.
3. In addition, the student must demonstrate that they have:
   a. Completed at least 45 undergraduate credit hours.
   b. A grade point average of 2.5 on a 4.0 scale in all teacher preparation courses, with no grade lower than a C-.
   c. Submitted a completed application prior to the deadline date. Using a portfolio assessment that demonstrates effective teaching principles, the faculty of the Ross College of Education will review the candidate's file to determine the status of admission to the state-approved teacher education programs.

Graduation Requirements for All Teacher Education Programs

Students in all education programs must pass all three portions of the Florida Teacher Certification Examination, consisting of General Knowledge, Professional Skills and a Subject Area.

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.

BACHELOR OF SCIENCE IN EDUCATION

MAJOR: ELEMENTARY EDUCATION

SPECIALIZATION: 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 and ESOL performance standards and encompass 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 our 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 Plus Pre-K/Primary Education must fulfill the following core and certification requirements:

UNIVERSITY CORE CURRICULUM REQUIREMENTS 60 CREDITS*
* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS 56 CREDITS

___ ZEDU 001	GENERAL KNOWLEDGE PREPARATION	0
___ EDU 105	INTRO TO EARLY CHILDHOOD EDUCATION	3
___ EDU 101	INTRO TO EDUCATION	3
___ EDU 210	DIFFERENTIATED INSTRUCTION AND EFFECTIVE TEACHING STRATEGIES	3
___ EDU 214	ART, MUSIC AND MOVEMENT	2
___ EDU 215	CHILDREN'S LITERATURE	3
___ EDU 257	HEALTH AND SAFETY IN SCHOOLS	1
___ 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
___ EDU 310	SHELTERED CONTENT INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS	3
___ EDU 320	TEACHING SCIENCE AND MATH	4
___ EDU 400	MANAGING THE CLASSROOM	3
___ EDU 420	ASSESSMENT FOR INSTRUCTION	4
___ EDU 480	PRACTICUM	3
___ EDU 481	STUDENT TEACHING	9

ELECTIVES 4

ESOL REQUIREMENTS
ESOL Infusion Model implemented as of September 2008 for all new majors

TOTAL HOURS 120

MAJOR: ELEMENTARY EDUCATION

SPECIALIZATION: GRADES K–6 PLUS PRE-K/PRIMARY (AGE 3-GRADE 3)

The Elementary Education Plus Pre-K/Primary Education program combines theoretical components of both K–6 grades with age three through grade 3, along with practical application appropriate to each developmental level. Students in this degree program have extensive field experiences in the community and in local private and public schools (Pre-K through grade 6). Emphasis is placed on the use of developmentally appropriate materials designed to incorporate all newly required competencies, thus leading to eligibility for certification in the State of Florida in the area of age three to grade 3 as well as the already established competencies for K–6 certification. This sequence of courses has been accepted by the Florida Department of Education for program approval.

Students fulfill the core requirements and certification requirements listed in the Elementary Education program in addition to the following program requirements.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 60 CREDITS*
* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS 55 CREDITS

___ ZEDU 001	GENERAL KNOWLEDGE PREPARATION	0
___ EDU 105	EARLY CHILDHOOD EDUCATION CURRICULUM	3
___ EDU 210	DIFFERENTIATED INSTRUCTION AND EFFECTIVE TEACHING STRATEGIES	3
___ EDU 214	ART, MUSIC AND MOVEMENT	2
___ EDU 215	CHILDREN'S LITERATURE	3
___ EDU 230	CREATIVE ACTIVITIES	3
___ EDU 240	PRE PRIMARY LANGUAGE ARTS	3
___ EDU 250	PRE PRIMARY MATH AND SCIENCE	3
___ EDU 257	HEALTH AND SAFETY IN SCHOOLS	1
___ ESE 275	INCLUSIVE EDUCATION	3
___ EDU 315	READING IN THE PRIMARY GRADES	3
___ EDU 316	READING IN THE INTERMEDIATE GRADES	3
___ EDU 319	TEACHING SOCIAL STUDIES	3
___ EDU 415	MANAGING THE CLASSROOM	3
___ EDU 420	ASSESSMENT FOR INSTRUCTION	4
___ EDU 460	CHILDREN AT RISK	3
___ EDU 480	PRACTICUM	3
___ EDU 481	STUDENT TEACHING	9

ELECTIVES 5

ESOL REQUIREMENTS
ESOL Infusion Model implemented as of September 2008 for all new majors

TOTAL HOURS 120

BACHELOR OF SCIENCE IN EDUCATION

MAJOR: ELEMENTARY EDUCATION

SPECIALIZATION: EXCEPTIONAL STUDENT EDUCATION

The Elementary Education plus ESE Specialization Program combines theoretical components of K–6 grades with basic knowledge and skills needed to teach students with disabilities. This specialization would afford the student an opportunity to become certified in ESE K-12 grade as well as Elementary Education and to gain knowledge and understanding about students with disabilities. Students will also have the opportunity to take three graduate courses during their senior year and then transfer those three courses into a master's degree in ESE at Lynn University (if the students wish to pursue a master's degree).

Students majoring in Elementary Education with an ESE specialization must fulfill the following core and certification requirements:

UNIVERSITY CORE CURRICULUM REQUIREMENTS 60 CREDITS*
* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS 43 CREDITS

___ ZEDU 001	GENERAL KNOWLEDGE PREPARATION	0
___ EDU 105	EARLY CHILDHOOD EDUCATION CURRICULUM	3
___ EDU 210	DIFFERENTIATED INSTRUCTION AND EFFECTIVE TEACHING STRATEGIES	3
___ EDU 214	ART, MUSIC AND MOVEMENT	2
___ ESE 275	INCLUSIVE EDUCATION	3
___ EDU 257	HEALTH AND SAFETY IN SCHOOLS	1
___ EDU 215	CHILDREN'S LITERATURE	3
___ EDU 315	READING IN THE PRIMARY GRADES	3
___ EDU 316	READING IN THE INTERMEDIATE GRADES	3
___ EDU 319	TEACHING SOCIAL STUDIES	3
___ EDU 415	MANAGING THE CLASSROOM	3
___ EDU 420	ASSESSMENT FOR INSTRUCTION	4
___ EDU 480	PRACTICUM	3
___ EDU 481	STUDENT TEACHING	9

SPECIALIZATION REQUIREMENTS 9 CREDITS

___ EDU 460	CHILDREN AT RISK	3
___ EDU 310	LITERACY FOR STUDENTS WITH DISABILITES	3
___ ESE 410	INSTRUCTIONAL METHODS IN CONTENT AREAS	3

ESOL REQUIREMENTS
ESOL Infusion Model implemented as of September 2008 for all new majors

TOTAL HOURS 120

GRADUATE PROGRAM

Graduate Admission Standards for M.Ed. 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 of 3.0 or higher.
3. Official undergraduate and graduate transcripts of all academic course work attempted
4. Current resume
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 (GRE, GMAT, MAT).
8. Interview with Program Coordinator prior to admission.

M.Ed. Degree Completion Requirements

1. Complete the degree in a maximum of four calendar years from the date on a student's initial registration or may be held to any new degree requirements.
2. Maintain a cumulative 3.0 GPA and achieve a B (3.0) grade or higher in each course.
3. Complete a minimum of 36 credits.
4. All students in the M.Ed. in Educational Leadership K-12 and Exceptional Student Education degree program must pass all relevant certification examinations.

I. MASTER OF EDUCATION IN EXCEPTIONAL STUDENT EDUCATION (ESE)

This program consists of completing several courses in ESE which will provide you with the skills needed to work with a diverse group of children with disabilities in a K-12 setting. Specifically, an ESE classroom includes students who may have emotional, mental or learning disabilities. The courses focus primarily on theory, knowledge, and clinical experiences in the field, as well as practical application of that theory and knowledge. The intent is to produce graduates who, as teachers, are able to address the needs of this increasingly diverse student population and can provide leadership for innovative programs to coordinate professional activities to better serve these students.

Program Options

The Ross College of Education offers a Master of Education program in ESE with three different tracks. Please read over all the tracks and choose the one that meets your needs.

1. Track one is for individuals new to education and affords the opportunity to gain initial ESE teaching certification. This is a state-approved program called Master of Education in Exceptional Student Education with ESOL Endorsement. This Master of Education degree program requires 36 credit hours in ESE core coursework, 15 credit hours in ESOL coursework and 12 credit hours in state certification coursework for a total of 63 credit hours. Students are also required to earn a passing score on the General Knowledge Test (state teacher exam), the ESE subject area exam and the Professional Education teacher exam. This track affords graduates the opportunity to gain certification from the State Department of Education, which means that the graduate should be eligible for certification without taking any additional course work.
2. Track two is for people who want a master's degree in ESE but seek certification on a course by course basis through alternative certification. This is the shortest track with only the ESE course work required for a total of 36 credit hours. This track allows students to receive a Master of Education degree with state approval on a course by course basis. It does not include course work leading to an ESOL endorsement, or state certification course work in how to teach reading, math or language arts. If a student chooses to take this track, he/she may be required to take additional course work/inservice credit by the district and/or state to obtain full teacher certification. This track is for individuals who wish to obtain certification through alternative certification. Students may complete their student teaching requirement in their own classroom. 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. 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 or to participate in professional examinations in Florida. 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 and for the appropriate state professional board under the Department of Professional and Occupational Regulation to make similar evaluations prior to scheduling examinations.

Any student interested in obtaining a Florida Teaching Certificate should contact the Office of Teacher Certification, Department of Education, Tallahassee, FL 32301. Any student interested in practicing a regulated profession in Florida should contact the Department of Professional and Occupational Regulation, 2009 Apalachee Parkway, Tallahassee, FL 32301.

EXCEPTIONAL STUDENT EDUCATION

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 or	
ESE 580	GRADUATE PRACTICUM IN EXCEPTIONAL STUDENT EDUCATION	3
ESE 581	STUDENT TEACHING IN EXCEPTIONAL STUDENT EDUCATION	3

GRAND TOTAL 27

SPECIALIZATION COURSES*

* All students are required to pick one specialization from the following and must complete three courses.

SPECIALIZATION IN SPECIFIC LEARNING DISABILITES (SLD)

ESE 521	SURVEY OF LEARNING DISABILITIES	3
ESE 522	CURRICULUM ADAPTATION/MODIFICATION IN THE CONTENT AREAS	3

ESE 523	COGNITIVE STRATEGY INSTRUCTION	3

TOTAL 9

SPECIALIZATION IN AUTISM SPECTRUM DISORDERS (ASD)
(Choose three classes from the following)

ESE 531	INTRODUCTION TO AUTISM SPECTRUM DISORDERS	3
ESE 532	NEEDS OF FAMILIES WITH A CHILD WITH AUTISM SPECTRUM DISORDERS	3
ESE 533	FUNCTIONAL LANGUAGE/ COMMUNICATION SYSTEMS	3
ESE 534	AUTISM: METHODS OF INSTRUCTION AND INTERVENTION	3
ESE 535	TEACHING FUNCTIONAL SOCIAL SKILLS	3

TOTAL 9

SPECIALIZATION IN APPLIED BEHAVIOR ANALYSIS (ABA)
(Choose three classes from the following)

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 9

Note: Additional coursework under ASD and ABA specializations may be taken for additional endorsements or certifications.

II. MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

This program consists of 36 credit hours of coursework delivered either online, in the traditional classroom or a mixture of both. Courses focus on educational leadership related theory, knowledge and clinical experience in the field.

Program Options

The Ross College of Education offers a Master of Education program in Educational Leadership with two different tracks.

1. School Administration K-12
2. Higher Education Administration

The School Administration K-12 program offers three additional specializations:

1. School Administration with ESOL endorsement
2. School Administration with a specialization in Exceptional Student Education (ESE)
3. School Administration with a specialization in Specific Learning Difficulties (SLD)

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.

After completing the M.Ed. in Educational Leadership, students will be able to:

- develop a knowledge base of basic leadership theories and concepts and apply them to leadership behaviors.
- enhance 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.
- develop knowledge of management policies and procedures for appropriate use of technology.
- analyze federal, state and school data to ensure effective school improvement planning.

The Educational Leadership Master's Degree School Administration specialization program of study ensures that students seeking administrative certification obtain the competencies needed to become strong, effective administrative and instructional leaders. The knowledge and skills acquired through the course work also improve the likelihood of School Administration students passing the FELE certification examination given by the State of Florida.

SCHOOL ADMINISTRATION

CORE REQUIREMENTS

LEADERSHIP FOUNDATION

EDL 605	INTRODUCTION TO EDUCATIONAL ADMINISTRATION	3
EDL 624	COMMUNICATION SKILLS	3
EDL 630	TRANSFORMATIONAL LEADERSHIP AND INNOVATION	3
EDL 635	TECHNOLOGY AND ADMINISTRATION FOR EDUCATIONAL SYSTEMS	3

EDUCATIONAL FOUNDATION

EDL 670	SPECIAL EDUCATION FOR ADMINISTRATORS	3
EDL 606	DATA ANALYSIS FOR SCHOOL IMPROVEMENT PLANNING	3
EDL 622	CULTURAL DIVERSITY IN EDUCATIONAL SYSTEMS	3

PROFESSIONAL KNOWLEDGE

EDL 621	HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT	3
EDL 623	EDUCATIONAL LAW FOR THE SCHOOL ADMINISTRATOR	3
EDL 625	GOVERNANCE AND FINANCE OF EDUCATION SYSTEMS	3
EDL 626	PUBLIC SCHOOL CURRICULUM AND INSTRUCTION	3

EXPERIENTIAL COMPONENT

EDL 699	LEADERSHIP	3

GRAND TOTAL 36

SPECIALIZATION COURSES

EXCEPTIONAL STUDENT EDUCATION (ESE) ENDORSEMENT
CORE REQUIREMENTS PLUS

ESE ENDORSEMENT COURSES

ESE 500	FOUNDATIONS FOR EXCEPTIONAL STUDENT EDUCATION	3

ESE 511	INSTRUCTIONAL METHODS IN CONTENT AREAS	3
ESE 520	CLASSROOM BEHAVIOR MANAGEMENT	3
ESE 505	ASSESSMENT OF EXCEPTIONAL STUDENTS	3
ESE 523	CONGNITIVE STRATEGY INSTRUCTION	3

TOTAL 15

ESOL ENDORSEMENT
CORE REQUIREMENTS PLUS

ESOL ENDORSEMENT COURSES

ESL 521	METHODS OF TEACHING ESOL	3
ESL 522	CURRICULUM AND MATERIALS DEVELOPMENT IN ESOL	3
ESL 523	CROSS-CULTURAL COMMUNICATION	3
ESL 524	APPLIED LINGUISTICS	3
ESL 525	TESTING AND EVALUATION IN ESOL	3

TOTAL 15

SPECIFIC LEARNING DIFFICULTIES (SLD) ENDORSEMENT
CORE REQUIREMENTS PLUS

SLD ENDORSEMENT COURSES

ESE 500	FOUNDATIONS OF EXCEPTIONAL STUDENT EDUCATION	3
ESE 520	CLASSROOM BEHAVIOR MANAGEMENT	3
ESE 521	SURVEY OF LEARNING DISABILITIES	3
ESE 523	COGNITIVE STRATEGY INSTRUCTION	3
ESE 522	CURRICULUM ADAPTATION/ MODIFICATIONIN THE CONTENT AREAS	3

TOTAL 15

HIGHER EDUCATION ADMINISTRATION
CORE REQUIREMENTS

LEADERSHIP FOUNDATION

EDL 605	INTRODUCTION TO EDUCATIONAL ADMINISTRATION	3
EDL 624	COMMUNICATION SKILLS	3
EDL 630	TRANSFORMATIONAL LEADERSHIP AND INNOVATION	3
EDL 635	TECHNOLOGY AND ADMINISTRATION FOR EDUCATIONAL SYSTEMS	3

EDUCATIONAL FOUNDATION

EDL 653	TEACHING AND LEARNING AT THE HIGHER EDUCATION LEVEL	3
EDL 651	AMERICAN HIGHER EDUCATION CURRICULAR ISSUES	3
EDL 622	CULTURAL DIVERSITY IN EDUCATIONAL SYSTEMS	3

PROFESSIONAL KNOWLEDGE

EDL 621	HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT	3
EDL 627	HIGHER EDUCATION ECONOMICS AND FINANCE	3
EDL 650	HIGHER EDUCATION LAW	3
EDL 652	ADMINISTRATION AND GOVERNANCE OF HIGHER EDUCATION INSTITUTIONS	3

EXPERIENTIAL COMPONENT

EDL 699	INTERNSHIP	3

GRAND TOTAL 36

Chef Instructor

COLLEGE OF HOSPITALITY MANAGEMENT

MISSION STATEMENT

The College of Hospitality Management, founded in 1991, offers a baccalaureate degree program. The program is offered in the day division through a variety of venues. 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, 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.

BACHELOR OF SCIENCE

MAJOR: HOSPITALITY MANAGEMENT

Academic programs include a major in Hospitality Management (B.S.) with specializations in Resort and Hotel Management, Vacation Ownership/Timeshare Management and Sports & Recreation Management. The B.S. is offered in the day division program only. Graduate degree programs are available in conjunction with the College of Business and Management through the M.B.A. specializations in Hospitality Management and Sports and Athletics Administration. To obtain a bachelor's degree in Hospitality Management, students must fulfill the following core and program requirements:

MAJOR: HOSPITALITY MANAGEMENT
DEGREE REQUIREMENTS

UNIVERSITY CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

BUSINESS REQUIREMENTS 15 CREDITS

___ BUS 171	MACROECONOMICS	3
___ MKT 250	PRINCIPLES OF MARKETING	3
___ BUS 350	HUMAN RESOURCES MANAGEMENT	3
___ ACC 201	FINANCIAL ACCOUNTING	3
___ BUS 270	MANAGING ORGANIZATIONS	3

MAJOR REQUIREMENTS 38 CREDITS

(For Students Pursuing a Program of Study in Any of the Following Specializations: Resort and Hotel Management, Vacation Ownership/ Time Share Management)

___ 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 390	HOSPITALITY INTERNSHIP	4
___ HA 429	REVENUE MANAGEMENT	3
___ HA 481	HOSPITALITY INDUSTRY SEMINAR	3
___ HA 300+	ELECTIVE	3

MAJOR REQUIREMENTS 38 CREDITS

(For Students Specializing in Sports and Recreation Management)

___ HA 125	INTRODUCTION TO SPORTS & RECREATION MANAGEMENT	3
___ HA 290	HOSPITALITY INTERNSHIP	4
___ HA 313	SPORTS LAW & RISK MANAGEMENT	3
___ HA 311	MANAGERIAL ACCOUNTING FOR THE HOSPITALITY INDUSTRY	3
___ HA 326	METHODS OF TEACHING SPORTS	3
___ HA 338	CONCESSIONS MANAGEMENT	3
___ HA 306	SPORTS-SPECIAL TOPICS	3
___ HA 355	CUSTOMER SERVICE	3
___ HA 376	SPORTS MARKETING	3
___ HA 390	HOSPITALITY INTERNSHIP	4
___ HA 429	REVENUE MANAGEMENT	3
___ HA 481	HOSPITALITY INDUSTRY SEMINAR	3

SPECIALIZATIONS 16 CREDITS (Select One)

RESORT AND HOTEL MANAGEMENT 16 CREDITS

___ HA 427	FACILITY PLANNING, DESIGN AND MANAGEMENT	3
___ HA 428	EVENT AND CONFERENCE MANAGEMENT	3
___ HA 445	ADVANCED FOOD PRODUCTION	3
___ HA 456	RESORT MANAGEMENT AND OPERATIONS	3
___ HA 493	ADVANCED INTERNSHIP IN RESORT AND HOTEL MANAGEMENT	4

VACATION OWNERSHIP/TIMESHARE MANAGEMENT 16 CREDITS

___ HA 456	RESORT MANAGEMENT AND OPERATIONS	3
___ HA 457	PRINCIPLES OF VACATION OWNERSHIP	3
___ HA 458	MARKETING STRATEGIES FOR VACATION OWNERSHIP	3
___ HA 459	INVENTORY MANAGEMENT FOR VACATION OWNERSHIP	3
___ HA 491	ADVANCED INTERNSHIP IN VACATION OWNERSHIP	4

SPORTS AND RECREATION MANAGEMENT 16 CREDITS

___ 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 494	ADVANCED INTERNSHIP IN SPORTS AND RECREATION MANAGEMENT	4

ELECTIVES 21 CREDITS

___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE	3
___ FREE ELECTIVE (300+)	3
___ FREE ELECTIVE (300+)	3

TOTAL CREDITS 120

SONY

EUGENE M. AND CHRISTINE E. LYNN COLLEGE OF INTERNATIONAL COMMUNICATION

MISSION STATEMENT

The Lynn University College of International Communication (CIC) provides students with 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 communications. 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 and 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 the 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, including:

- 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 go on 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 PR; Drama; and Communication, Media and Politics place greater emphasis on theory. All majors include components in history and development of the field, 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 the programs 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 credits
- 12 elective credits within the major
- Up to an additional 45 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 are required for graduation

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 M.S. program while finishing their undergraduate degree, provided they have completed 90 undergraduate credits, maintain an average of 3.25 GPA in the last 15 undergraduate credits at Lynn, complete the graduate application procedure and maintain a 3.0 or higher GPA in their graduate courses. Students who earn a B.A./B.S. degree from Lynn University with a major program of study in the College of International Communication may submit a petition to waive COM 515 and either COM 540 or COM 545; however, petitioners will have to submit a portfolio of their undergraduate work and receive approval from their M.S. committee.

Upon completion of bachelor's degree requirements, students in the Five-Year Bachelor's/Master's Program who have completed a minimum of two graduate courses and maintained a 3.0 GPA or higher in their graduate courses at Lynn will automatically be admitted into the M.S. program upon receipt of a letter of intent from the student stating that s/he wants to continue in the M.S. program and the recommendation of the graduate program director. No standardized test or further letters of recommendation will be needed for acceptance.

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. Students who do not meet the GPA requirement may take additional upper-level courses in the major. A maximum of six credits of internship may apply toward graduation.

POLICY REGARDING TRANSFER OF CREDITS

A grade of C or higher is required for coursework transferred from other schools. Credits earned toward an associate degree or at a two-year college transfer as freshman and sophomore (100 and 200) level courses. Students transferring an associate degree in communication, journalism, graphic design or a related field must complete 45 credit hours of upper-level (300 and 400) coursework.

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 60 CREDITS*
* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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 REQUIRMENTS 15 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 375	ADVERTISING, PUBLIC RELATIONS AND SOCIETY	3

ELECTIVES IN THE MAJOR 12 CREDITS
(Choose four classes 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 341	PERSUASION AND PROPAGANDA	3
___ COM 365	MAGAZINE PRODUCTION	3
___ COM 440	PR PRACTICES	3
___ COM 451	INTERCULTURAL COMMUNICATION	3
___ COM 492	STRATEGIES IN ADVERTISING RESEARCH	3

FREE ELECTIVES up to 45 CREDITS
Electives may be a minor, general elective, or additional courses in the college and should be selected after consultation with an academic advisor.

Students must complete a minimum of 45 credits that are upper division (300+ level) and fulfill university graduation requirements.

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 60 CREDITS*
* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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 REQUIRMENTS 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 classes 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 up to 45 CREDITS
Electives may be a minor, general elective, or additional courses in the college and should be selected after consultation with an academic advisor.

Students must complete a minimum of 45 credits that are upper division (300+ level) and fulfill university graduation requirements.

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 lives, through the worldwide distribution of media on the Internet. They teach individuals about the world around us and the society in which we 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 with each other. 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 and 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. The Drama major is a student 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 60 CREDITS*
* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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	
___ COM 393	DRAMATIC THEORY	3
___ COM 475	SENIOR COMMUNICATION SEMINAR	3

MAJOR REQUIRMENTS 15 CREDITS

___ COM 103	ACTING I	3
___ COM 113	THEATER APPRECIATION	3
___ COM 213	STAGECRAFT	3
___ COM 323	HISTORY OF THE THEATER	3
___ COM 373	VOICE AND MOVEMENT	3

ELECTIVES IN THE MAJOR 12 CREDITS
(Choose four classes 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 363	DRAMA PRACTICUM	3
___ COM 423	THE BUSINESS OF DRAMA	3

FREE ELECTIVES up to 45 CREDITS

Electives may be a minor, general elective, or additional courses in the college and should be selected after consultation with an academic advisor.

Students must complete a minimum of 45 credits that are upper division (300+ level) and fulfill university graduation requirements.

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 related media and film criticism. The world has become smaller through technology dominated by images via small and large screens. 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 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 60 CREDITS*
* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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	
___ COM 410	FILM THEORY or	
___ COM 393	DRAMATIC THEORY or	
___ GVC 395	VISUAL COMMUNICATION THEORY	3
___ COM 475	SENIOR COMMUNICATION SEMINAR	3

MAJOR REQUIRMENTS 15 CREDITS

___ COM 150	FILM PRODUCTION	3
___ COM 235	FILM HISTORY (1895-1950) or	
___ 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

ELECTIVES IN THE MAJOR 12 CREDITS
(Choose four classes 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 335	FILM HISTORY (1950-PRESENT)	3
___ COM 355	FILM PRACTICUM	3
___ COM 380	DOCUMENTARY PRODUCTION	3
___ COM 430	INTERNATIONAL FILM	3
___ COM 451	INTERCULTURAL COMMUNICATION	3

FREE ELECTIVES **up to 45 CREDITS**

Electives may be a minor, general elective, or additional courses in the college and should be selected after consultation with an academic advisor.

Students must complete a minimum of 45 credits that are upper division (300+ level) and fulfill university graduation requirements.

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 has expanded beyond its traditional boundaries to encompass new techniques and concepts. Though contemporary 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.

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 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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 REQUIRMENTS **15 CREDITS**

___ COM 110	INTRODUCTION TO JOURNALISM	3
___ COM 224	MULTIMEDIA JOURNALISM	3
___ COM 305	MEDIA AND SOCIETY	3
___ COM 310	ONLINE AND PRINT JOURNALISM I	3
___ COM 390	PHOTOJOURNALISM	3

ELECTIVES IN THE MAJOR **12 CREDITS**
(Choose four classes from the following)

___ COM 140	AUDIO PRODUCTION	3
___ COM 145	TELEVISION PRODUCTION	3
___ COM 210	NEWS REPORTING	3
___ COM 243	RADIO AND TELEVISION PERFORMANCE	3
___ COM 212	PUBLIC RELATIONS PLANNING AND STRATEGY	3
___ COM 304	INVESTIGATIVE JOURNALISM	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 **up to 45 CREDITS**

Electives may be a minor, general elective, or additional courses in the college and should be selected after consultation with an academic advisor.

Students must complete a minimum of 45 credits that are upper division (300+ level) and fulfill university graduation requirements.

TOTAL CREDITS 120

BACHELOR OF ARTS (B.A.)

MAJOR: RADIO, TELEVISION AND INTERNET MEDIA

MISSION STATEMENT

Given the number of television outlets in homes, on computer screens, mobile phones and other portable devices; much of the world's cultural discourse is carried out in the language of media. Literacy in media language is critical in assuming the responsibilities of citizenship and informed consumer behavior. User-Generated Content (UGC), such as that found on YouTube and MySpace, continues to grow significantly in popularity and generate increasing revenue.

The major in Radio, Television and Internet Media (RTIM) 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 management skills from both academic and technical skills perspectives. Students in the RTIM major can absorb professional quality methodologies and experiences where high quality, state-of-the-art equipment is readily available.

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 who aspire to radio and television content, perform as "on air" talent or work behind the scenes.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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	
___ COM 410	FILM THEORY or	
___ COM 393	DRAMATIC THEORY or	
___ GVC 395	VISUAL COMMUNICATION THEORY	3
___ COM 475	SENIOR COMMUNICATION SEMINAR	3

MAJOR REQUIRMENTS **15 CREDITS**

___ COM 140	AUDIO PRODUCTION	3
___ COM 145	TELEVISION PRODUCTION	3
___ COM 206	INTERNET MEDIA	3
___ COM 370	PROGRAMMING STRATEGIES FOR RADIO, TELEVISION AND INTERNET MEDIA	3
___ COM 356	MEDIA AESTHETICS	3

ELECTIVES IN THE MAJOR **12 CREDITS**
(Choose four classes 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 336	HISTORY OF RADIO, TELEVSION, INTERNET	3
___ COM 380	DOCUMENTARY PRODUCTION	3
___ COM 435	MEDIA MANAGEMENT	3
___ COM 450	PROJECTS IN RADIO-TV-FILM PRODUCTION	3

FREE ELECTIVES **up to 45 CREDITS**

Electives may be a minor, general elective, or additional courses in the college and should be selected after consultation with an academic advisor.

Students must complete a minimum of 45 credits that are upper division (300+ level) and fulfill university graduation requirements.

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 the 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 **60 CREDITS***
* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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
___ GVC 480	VISUAL COMMUNICATION SEMINAR	3

MAJOR REQUIRMENTS **15 CREDITS**

___ GVC 120	DESIGN	3
___ GVC 230	GRAPHICS I	3
___ GVC 240	COLOR THEORY	3
___ GVC 330	GRAPHICS II	3
___ GVC 390	TYPOGRAPHY	3

ELECTIVES IN THE MAJOR **12 CREDITS**
(Choose four classes from the following)

___ GVC 105	DRAWING	3
___ GVC 260	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 380	3-DIMENSIONAL DESIGN	3
___ GVC 450	ADVANCED GRAPHICS	3
___ GVC 493	PROFESSIONAL PRACTICES	3
___ GVC 430	GRAPHICS PRACTICUM	3

FREE ELECTIVES **up to 45 CREDITS**

Electives may be a minor, general elective, or additional courses in the college and should be selected after consultation with an academic advisor.

Students must complete a minimum of 45 credits that are upper division (300+ level) and fulfill university graduation requirements.

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 use by the previous generation of students, and the increased sophistication of computer tools has allowed the 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 and 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 **60 CREDITS***
* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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	
___ COM 410	FILM THEORY or	
___ GVC 395	VISUAL COMMUNICATION THEORY	3
___ GVC 480	VISUAL COMMUNICATION SEMINAR	3

MAJOR REQUIRMENTS **15 CREDITS**

___ GVC 105	DRAWING	3
___ GVC 205	3-DIMENSIONAL COMPUTER MODELIING	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 classes from the following)

___ GVC 120	DESIGN	3
___ COM 225	STORYBOARDING	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 **up to 45 CREDITS**

Electives may be a minor, general elective, or additional courses in the college and should be selected after consultation with an academic advisor.

Students must complete a minimum of 45 credits that are upper division (300+ level) and fulfill university graduation requirements.

TOTAL CREDITS 120

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	
___ COM 410	FILM THEORY or	
___ GVC 395	VISUAL COMMUNICATION THEORY	3
___ GVC 480	VISUAL COMMUNICATION SEMINAR	3

MAJOR REQUIRMENTS **15 CREDITS**

___ GVC 120	DESIGN	3
___ GVC 265	INTRODUCTION TO PHOTOGRAPHY	3
___ GVC 365	COLOR PHOTOGRAPHY	3
___ GVC 375	HISTORY OR PHOTOGRAPHY	3
___ GVC 445	APPLIED PHOTOGRAPHY	3

ELECTIVES IN THE MAJOR **12 CREDITS**
(Choose four classes from the following)

___ GVC 105	DRAWING	3
___ COM 145	TELEVISION PRODUCTION	3
___ GVC 230	GRAPHICS I	3
___ COM 225	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 **up to 45 CREDITS**

Electives may be a minor, general elective, or additional courses in the college and should be selected after consultation with an academic advisor.

Students must complete a minimum of 45 credits that are upper division (300+ level) and fulfill university graduation requirements.

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 **60 CREDITS***

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

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 305	MEDIA AND SOCIETY	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 or	
___ COM 225	STORYBOARDING	3
___ GVC 205	3-DIMENSIONAL COMPUTER MODELING	3
___ GVC 305	3-DIMENSIONAL COMPUTER ANIMATION	3
___ GVC 380	THREE DIMENSIONAL DESIGN	3
___ GVC 385	HISTORY OF ANIMATION	3

MINOR IN PHOTOGRAPHY **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

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. A curriculum vitae or résumé.
5. Two letters of recommendation from academic or professional sources.
6. A writing sample demonstrating the 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.

Completion Requirements

1. Complete the degree in four calendar years from the date of a student's initial registration or student may 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, including 30 credits of required courses in the M.S. program and six credits of a creative project/thesis or COM 540 and 545.

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 30 credit hours of academic courses and six credit hours of a creative project , thesis or COM 540 and 545. 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

COM 500	THEORIES IN COMMUNICATION AND MEDIA
COM 505	HISTORY OF COMMUNICATION AND MEDIA
COM 510	COMMUNICATION AND MEDIA TECHNOLOGIES
COM 515	MEDIA LAW AND REGULATION
COM 520	RESEARCH METHODS FOR COMMUNICATION AND MEDIA
COM 525	INTERNATIONAL MEDIA COMMUNICATION
COM 540	TOPICS IN COMMUNICATION AND MEDIA I
COM 545	TOPICS IN COMMUNICATION AND MEDIA II
COM 550	MEDIA AND CULTURE
COM 555	MEDIA, PUBLICS AND SOCIAL CHANGE
COM 560	GRADUATE MEDIA PRACTICUM I
COM 565	GRADUATE MEDIA PRACTICUM II
COM 590	CREATIVE PROJECT/THESIS SEMINAR I
COM 595	CREATIVE PROJECT/THESIS SEMINAR II

Creative Project/Thesis

Students have the option to complete a creative project, a thesis, or COM 540 and 545. If the creative project or thesis is chosen, the applicant must adhere to the guidelines established by the Eugene M. and Christine E. Lynn College of International Communication.

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 595 – CREATIVE PROJECT/THESIS SEMINAR II in the term following completion of COM 590 – CREATIVE PROJECT/THESIS SEMINAR I must reenroll in COM 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 Lynn College of International Communication.

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 previously had 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 are the primary criteria for admission. In addition to the Bachelor of Music degree, the conservatory offers a Bachelor of Arts degree with a major in music. This latter degree is designed for the undergraduate music student who is interested in a liberal arts education with a broad range of topics. The Bachelor of Arts degree also offers the music student the opportunity to have a minor in a different discipline. 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.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS 66 CREDITS

___ MUS 301	APPLIED MAJOR INSTRUMENT	32
___ MUG 301	BASIC CONDUCTING	3
___ MUG 329	PEDAGOGY	3
___ 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
___ MUT 150-251	EAR TRAINING I-IV	4*
___ MUT 200	FUNDAMENTALS OF MUSIC I	3*
___ MUT 201	FUNDAMENTALS OF MUSIC II	3*
___ MUT 300	FUNDAMENTALS OF MUSIC III	3*
___ MUT 301	FUNDAMENTALS OF MUSIC IV	3*

ELECTIVES 6 CREDITS

___ MUH 300+	MUSIC HISTORY ELECTIVE	3
___ MUT 300+	MUSIC THEORY ELECTIVE	3

FOR STRINGS, WINDS, BRASS, HARP & PERCUSSION 18 CREDITS

___ MUS 131-132	SECONDARY PIANO I-II	2*
___ MUS 311	SMALL ENSEMBLE	8
___ MUS 321	LARGE ENSEMBLE	8

FOR PIANISTS 18 CREDITS

___ MUP 313-414	KEYBOARD SKILLS FOR PIANISTS I-IV	4*
___ MUS/MUP 311	SMALL ENSEMBLE/ENSEMBLE ARTS FOR PIANISTS	8
___ MUP 325	PIANO LITERATURE	3
___ FREE ELECTIVE(S)		3

TOTAL CREDITS: 120

* Credits may be awarded through placement examination. MUH courses pertain to transfer students only.

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.

UNIVERSITY CORE CURRICULUM REQUIREMENTS 60 CREDITS*

* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS 74 CREDITS

___ MUS 301	APPLIED MAJOR INSTRUMENT	32
___ MUG 301	BASIC CONDUCTING	3
___ MUG 329	PEDAGOGY	3
___ 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 131-132	SECONDARY PIANO I-II and/or	
___ MUS 100	ELECTIVE IN INSTRUMENTAL LESSONS	8**
___ MUT 150-251	EAR TRAINING I-IV	4*
___ MUT 200	FUNDAMENTALS OF MUSIC I	3*
___ MUT 201	FUNDAMENTALS OF MUSIC II	3*
___ MUT 300	FUNDAMENTALS OF MUSIC III	3*
___ MUT 301	FUNDAMENTALS OF MUSIC IV	3*

ELECTIVES 16 CREDITS

___ MUH 300+	MUSIC HISTORY ELECTIVE	3
___ MUT 300+	MUSIC THEORY ELECTIVE	3
___ MUH 300+/ ___ MUT 300+	MUSIC HISTORY or MUSIC THEORY ELECTIVE	3
___	FREE ELECTIVES	7

TOTAL CREDITS: 120

* Credits may be awarded through placement examination. MUH courses pertain to transfer students only.
** The student is required to take eight semesters of instruction in piano. The first two semesters of this study will be either MUS 131-132 Secondary Piano I & II or MUS 100 Elective in Instrumental Lessons (Piano) based on placement examination.

BACHELOR OF ARTS (B.A.)

MAJOR: MUSIC

This four-year program of study includes music and academic courses firmly rooted in the liberal arts. The program is designed for undergraduate students who are interested in a broad program of general education rather than intense specialization. Because of the program's flexibility, music majors are also able to minor in a different discipline.

Students completing this program will be able to:

- think, speak and write clearly and effectively
- understand mathematical, physical and biological concepts
- address culture and history from a variety of angles
- understand and experience arts other than music
- develop and defend musical judgments
- understand the compositional process and the different musical styles and how these shape and are shaped by cultural sources
- work conceptually and in practice with the elements of music—rhythm, melody, harmony and structure
- perform in a variety of musical styles

UNIVERSITY CORE CURRICULUM REQUIREMENTS 60 CREDITS*
* The 300 and 400 level Dialogue course requirements may be embedded within the major, which will constitute 30 of the total 60 credits required.

MAJOR REQUIREMENTS 42 CREDITS

___ MUS 303	PRINCIPAL INSTRUMENT	12
___ MUS 311/321	ENSEMBLE (SMALL or LARGE)	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*
___ MUT 150-251	EAR TRAINING I-IV	4*
___ MUT 200	FUNDAMENTALS OF MUSIC I	3*
___ MUT 201	FUNDAMENTALS OF MUSIC II	3*
___ MUT 300	FUNDAMENTALS OF MUSIC III	3*
___ MUT 301	FUNDAMENTALS OF MUSIC IV	3*

FOR PIANISTS 6 CREDITS

___ MUP 325	PIANO LITERATURE	3
___ MU-	MUSIC ELECTIVE(S)	3

FOR NON-PIANISTS 6 CREDITS

___ MUS 131-132	SECONDARY PIANO I-II	2*
___ MU-	MUSIC ELECTIVES	4

ELECTIVES 12 CREDITS

___ FREE ELECTIVE (NON-MUSIC)		3
___ FREE ELECTIVE (NON-MUSIC)		3
___ FREE ELECTIVE (NON-MUSIC)		3
___ MU- 300+	MUSIC ELECTIVE	3

TOTAL CREDITS: 120

* Credits may be awarded through placement examination. MUH courses pertain to transfer students only.

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. Coursework 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

GRADUATE PROGRAM

MASTER OF MUSIC (M.M.) IN PERFORMANCE

This is a two-year program of study at the post-baccalaureate level for students of piano, 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. 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.

Graduate Admission Standards for MM 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 letters of recommendation.
4. An audition (performance majors only).
5. A portfolio of three original compositions, and if available, recordings (composition majors only).
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.M. Degree Completion Requirements

1. Complete the degree in four calendar years from the date on a student's initial registration or may 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 credits of music courses, including four semesters of applied music study (16 credits, 20 credits for pianists), four academic music courses (12 credits) and various performance requirements (a full recital, a concerto performance, a chamber work performance – each 0 credit). String, wind, brass 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 and Collaborative Piano students are required to complete four semesters of small ensemble or ensemble arts for pianists (4 credits) and perform a sight reading jury for pianists (0 credit).

M.M. IN PERFORMANCE

GENERAL MUSIC REQUIREMENTS — 12 CREDITS

MUH 530	BIBLIOGRAPHY AND RESEARCH SKILLS	3
MUR 501	PERFORMANCE FORUM	0
MUR 600	GRADUATE RECITAL	0*
MUH 500+	MUSIC HISTORY ELECTIVE	3
MUT 500+	MUSIC THEORY ELECTIVE	3
MUH/MUT 500+	MUSIC HISTORY/THEORY ELECTIVE	3

FOR STRINGS, WINDS, BRASS, HARP & PERCUSSION — 24 CREDITS

MUS 501	APPLIED MUSIC-MAJOR INSTRUMENT	16
MUS 511	SMALL ENSEMBLE	4
MUS 521	LARGE ENSEMBLE	4

FOR PIANISTS — 24 CREDITS

MUS 501	APPLIED MUSIC-MAJOR INSTRUMENT	20
MUS/MUP 511	SMALL ENSEMBLE/ENSEMBLE ARTS FOR PIANISTS	4

TOTAL CREDITS: 36

* Students specializing in Collaborative Piano will be required to perform two complete student collaborative recitals.

MASTER OF MUSIC (M.M.) IN 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 the graduate student and to provide this 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 Completion Requirements

1. Complete the degree in four calendar years from the date on a student's initial registration or may 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 credits of music courses, including four semesters of applied music-composition study (16 credits), four academic music courses (12 credits), music electives (8 credits) and a full recital of original compositions.

M.M. IN COMPOSITION

MUS 501	APPLIED MUSIC-COMPOSITION	16
MUH 530	BIBLIOGRAPHY AND RESEARCH SKILLS	3
MUR 501	PERFORMANCE FORUM	0
MUR 600	GRADUATE RECITAL	0
MUH 500+	MUSIC HISTORY ELECTIVE	3
MUT 500+	MUSIC THEORY ELECTIVE	3
MUH/MUT 500+	MUSIC HISTORY/THEORY ELECTIVE	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, 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 music performance education. The requirements for completion of this program include intensive applied study with specific performance requirements encompassing recitals, concerti, orchestral excerpts and chamber music. 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 — 16 CREDITS

MUS 501	APPLIED MUSIC-MAJOR INSTRUMENT	16
MUR 501	PERFORMANCE FORUM	0
MUR 600	GRADUATE RECITAL	0*

FOR STRINGS, WINDS, BRASS, HARP & PERCUSSION — 8 CREDITS

MUS 511	SMALL ENSEMBLE	4
MUS 521	LARGE ENSEMBLE	4

FOR PIANISTS — 4 CREDITS

MUS/MUP-511	SMALL ENSEMBLE/ENSEMBLE ARTS FOR PIANISTS	4

STRINGS, WINDS, BRASS, HARP & PERCUSSION TOTAL CREDITS: 24
PIANO TOTAL CREDITS: 20

* Students specializing in Collaborative Piano will be required to perform two complete student collaborative recitals.

HAROLD PER

Chapter IX.

Undergraduate and Graduate Course Descriptions

A course description indicates that the university is currently offering the course; however, if a degree program is discontinued, the courses offered for that program shall be restricted to those students previously enrolled in the program.

Undergraduate Course Designation Guide

ACC	Accounting
AFS	Air Force Studies
AVM	Aviation Management
BUS	Business
CED	Continuing Education
CMS	Computer Management Systems
COM	Communication/Mass Communication
CRJ	Criminal Justice
DBR	Dialogue of Belief and Reason
DJC	Dialogue of Justice and Civic Life
DSL	Dialogue of Scientific Literacy
DSS	Dialogue of Self and Society
DQR	Dialogue of Quantitative Reasoning
EDM	Emergency and Disaster Management
EDU	Education
ENG	English
ESE	Exceptional Student Education
ESL	ESOL
GVC	Graphic and Visual Communication
HA	Hospitality Management
HIS	History
HNR	Honors Seminars
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
TSR	Transfer Seminar

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

Note: Course numbers 297, 397 and 497 (one to three credit hours) denote independent research projects or other approved phases of research or independent study. They are available in all disciplines, and the prerequisite is the permission of the appropriate college dean.

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 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 US 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 US 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, and 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 and 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 221 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.

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 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.

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.

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.

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. Offered: Fall.

BUS 120 BUSINESS TRENDS 3 credits
This course is a survey of the development of American business practices, as well as an investigation of recent business trends and how they affect the economy. The course will examine the evolution of modern managerial capitalism, the people who created it and explore the history of managerial behavior and ethics in American business.

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. May fulfill DQR 300 requirement.

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. May fulfill DQR 300 requirement.

BUS 120 BUSINESS TRENDS 3 credits

BUS 210 ENTREPRENEURSHIP 3 credits
This course explores the spirit of entrepreneurship and its importance in achieving personal success. The examination of entrepreneurship is done in the context of students' acquiring a fundamental knowledge of economic principles. Topics covered include the law of supply and demand, business cycle, monetary and fiscal policies and creativity and innovation.

BUS 228 COMMUNICATIONS AND PROFESSIONAL BUSINESS PRESENTATIONS 3 credits
A study of the principles and practices underlying administrative communications. Beginning with an exploration of the needs of a communication system within organizations, the course focuses on the nature and effects of organizational design, interpersonal and role-based communication behaviors, problem-solving and motivation. Techniques in written and oral communication are included. Prerequisite: ENG 102.

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 260 FUNDAMENTALS OF APPAREL 3 credits
A study of design details of apparel, including an analysis of historical influences and contemporary fashion creators. Student projects and presentations are required with a focus on management decisions. Prerequisite: BUS 101.

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. May fulfill DSS 200/300 requirement.

BUS 290 FASHION INTERNSHIP I 3 credits
Opportunity for fashion 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, BUS 260 and MKT 250.

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 228, BUS 260, MKT 325 and computer word processing ability.

BUS 301 RETAIL BUYING 3 credits
The student 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. Prerequisites: BUS 101 and DQR 100.

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 and MKT 250.

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. May fulfill DQR 300 requirement. Prerequisite: ACC 202.

BUS 312 SOCIAL DYNAMICS IN BUSINESS 3 credits
This course will focus on advanced communication strategies including improvisational oral communication, negotiation skills for salesmanship, dispute resolution and teambuilding assessment and feedback skills. Specific exercises are designed to build competencies in selling, negotiations, dispute resolution, effective arguing and creative responses to unexpected questions. May fulfill DSS 300 requirement.

BUS 314 PORTFOLIO OF PROFESSIONAL EXCELLENCE 1 credit
This course provides the framework for students to demonstrate their knowledge, skills and abilities that qualify them for career opportunities. The goal of this course is to assist students in developing a collection of best practices called "Portfolio of Professional Competencies," a prepared portfolio that provides a distinct advantage when pursuing career opportunities. Prerequisite: Completed 60 credits and in good standing.

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 250 and BUS 260.

BUS 320 TEXTILE KNOWLEDGE FOR MANAGERS 3 credits
Comprehensive survey of the materials and production methods involved in making fabrics, with focus on fiber, yarn and construction. Federal regulations pertaining to textiles also are covered, with an emphasis on typical managerial decisions.

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: ACC 202 and 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. May fulfill DQR 200 requirement. Prerequisite: DQR 100. Math credit will not be awarded for both BUS 322 and DQR 200. Prerequisite: 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 352 MONEY, BANKING AND MONETARY POLICY 3 credits
Nature, functions and sources of money; domestic and international features of monetary systems; monetary and banking history; financial institutions and markets; commercial and central banking; and monetary theory and policy and their relationship to fiscal policy. Prerequisites: BUS 170 and BUS 171.

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 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: BUS 260 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. May fulfill DJC 300 requirement. 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: BUS 240, BUS 316, BUS 320 and MKT 305.

BUS 420 REAL ESTATE LAW 3 credits
A study of the law as it applies to ownership and transfer of real property, contracts for sale, leases, options, mortgages and liens, conveyancing processes and title insurance, zoning, condemnation and other elements relative to commercial and personal interests in real estate, including analysis of forms and practical applications.

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. May fulfill DQR 300 and/or DSL 300 requirements. Prerequisite: CMS 350.

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: BUS 311, INB 390 and MKT 250.

BUS 450 BUSINESS MODELS 3 credits
This course will dissect a business to determine its business model: technology leader, low-cost producer, customer satisfaction leader; determine its competitive strategy; perform financial analyses; and prescribe competitive options. This course will introduce additional tools like Monte Carlo simulations using software like Crystal Ball for risk management purposes, as well as incorporate the latest tools or techniques in each functional area. May fulfill DQR 400 and DSL 400 requirements.

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. May fulfill DSS 400 and DSL 400 requirements.

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: BUS 411 and MKT 321.

BUS 490 FASHION INTERNSHIP II 3 credits
Opportunity for fashion management 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, BUS 411, MKT 321 and MKT 430.

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, American College Dublin; 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 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.

CED 198 PORTFOLIO SEMINAR 1 credit
Seminar designed to guide students through the process of developing a portfolio of their experiential learning. Prerequisite: ENG 102.

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 300 DATABASE SYSTEMS AND MANAGEMENT 3 credits
Study of database concepts, systems and management techniques for microcomputer systems. Examination of query languages, data definition and manipulation techniques, including relational, hierarchical and network approaches to database management systems. A survey of available software and public and commercial database services and practice in the application of microcomputer packages is included. Lab fee: $30. Prerequisite: CMS 200.

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 320 DESKTOP PUBLISHING 3 credits
An introduction to methods, techniques, conventions and limitations of desktop publishing. Hands-on instruction will make use of a professional desktop publishing program. Projects will include composition and production of brochures, flyers, newsletters and short magazines. Course includes layout, composition, freehand art, clip art, scanning and photo retouching. Lab fee: $30. Prerequisite: CMS 200.

CMS 340 WEB SITE DESIGN 3 credits
This undergraduate course is designed to expose students to the techniques and principles of good Web site design. This course will focus on creating and incorporating a series of linked Web pages into a cohesive Web site suitable for publishing on the Internet. A popular graphic program will be used in the preliminary design of the site. Enhancements and more advanced features will be added to the Web pages utilizing HTML code. Java scripts will be used and manipulated. Simple animation and multimedia elements will be created and added to the pages as appropriate. Lab fee: $30. Prerequisites: CMS 200 and BUS 228, or permission of instructor.

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. May fulfill DQR 300 and DSL 200 requirements. Lab fee: $30. Prerequisite: CMS 200.

COM 101 INTRODUCTION TO COMMUNICATION AND 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 104 INDEPENDENT MOVIES 3 credits
An introduction to the art and industry of independent filmmaking. Students learn visual language, story structure and directorial style both in the classroom and at screenings of independent films at the Palm Beach International Film Festival. Informal seminars with filmmakers offer students a deeper understanding of the full range of filmmaking.

COM 105 INTRODUCTION TO MASS MEDIA 3 credits
An introductory course that deals with the nature and function of mass media and offers insight into the history and structure of the book industry, newspapers, magazines, motion pictures, radio, music industry, television, cable, Internet media and advertising. The course also analyzes the mass media audience, media uses and effects.

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 communication. The course emphasizes oral presentations, especially in the context of large groups, but also across a variety of delivery platforms.

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, using analog and digital equipment. 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 radio and television. Students also study the balance between the rights of an individual and the ethical and moral responsibilities in journalism. Prerequisite: COM 110.

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 affect.

COM 213 STAGECRAFT **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 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. Prerequisite: COM 111.

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.

COM 225 STORYBOARDING **3 credits**
This course introduces the basic theory and tools that lay the foundation for the creative process in which abstract concepts and ideas are transformed from written language to visual imagery.

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, Moliere, Ibsen, Pirandello and Miller.

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. Prerequisite: COM 130.

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 communication. 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 story-telling 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. Prerequisites: COM 145 or COM 150.

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 discussed 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. Prerequisite: COM 101 or COM 105.

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, 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.*

COM 315 NARRATIVE WRITING FOR FILM AND TV 3 credits
Art and craft of screenwriting for the conventional narrative film and for TV. Students develop a treatment and master scenes of a full-length project in an appropriate 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. Prerequisite: COM 101 or COM 105.

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. Coursework will consist of selected readings, video clips, group research, discussions and creative projects.

COM 325 WRITING FOR RADIO-TV-FILM 3 credits
Principles and practices of writing for radio, television and film. Exercises include news writing, feature stories, commentaries and developing intros, links and closings for radio, TV and the Internet.

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 mass media organizations. Prerequisite: COM 101 or COM 105.

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. Prerequisite: COM 130.

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. Prerequisites: COM 101 or COM 105.

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. Prerequisite: COM 111.

COM 343 DIRECTING THE ACTOR 3 credits
This course covers the basic 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. Lab fee: $40. 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. Prerequisite: COM 101 or COM 105.

COM 353 ACTING FOR THE CAMERA 3 credits
This course offers instruction and practice in the basics of acting for both TV and Film style productions. Emphasis is placed on truthful acting within the medium of the camera. Students learn both the practical and artistic issues, which 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 single-camera film. Prerequisites: Junior standing, COM 130 and COM 150.

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 — 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. Prerequisite: COM 101 or COM 105.

COM 363 DRAMA PRACTICUM 1 credit
Students participate in a theatrical production through acting, set, costume, lighting and sound design. 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 communications in the international online delivery environment.

COM 370 PROGRAMMING STRATEGIES FOR RADIO, TELEVISION AND MEDIA 3 credits
Categories and sources for selecting materials used in radio, television, cable and the Internet to attract, build and sustain the audience. Prerequisite: COM 101 or COM 105.

COM 373 VOICE AND MOVEMENT 3 credits
This course provides students a practical introduction to vocal production and articulation, as well as movement and relaxation methods that pertain to performing as an actor. Students learn 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. Prerequisite: COM 101 or COM 105.

COM 380 DOCUMENTARY PRODUCTION 3 credits
An examination of American and world nonfiction film. The study and practice of documentary production from script to screen. Lectures and laboratory. Lab fee: $40. Prerequisite: COM 255.

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. Prerequisite: COM 111.

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.* Prerequisite: COM 310.

COM 390 PHOTOJOURNALISM 3 credits
Study of pictorial narrative and the process of capturing the critical visual moment. Concentrates on developing the photo essay through digital technology.

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 discussed.

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. Prerequisite: COM 130.

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. Prerequisite: COM 101 or COM 105.

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 or COM 307 or COM 300 and Senior standing.

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, 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 a portfolio item. Prerequisites: COM 101 or COM 105 and Senior standing.

COM 480 DOMESTIC INTERNSHIP 3-6 credits
Practical work experience in a mass communications business such as a radio or television station, production facility, advertising or public relations agency, 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 3-6 credits
Practical work experience in an international mass communications 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 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 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 communications 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 course instructor and creative project/thesis committee, students prepare a proposal.

COM 595 CREATIVE PROJECT/THESIS SEMINAR II 1-3 credits
Enrollment in this course is required for the final term and completion of all degree requirements. 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 322 PROBATION AND PAROLE 3 credits
This course examines imposition of conditions and the supervision of offenders in the community as an alternative to imprisonment. Both probation and parole are examined in a historical and contemporary context. Consideration is given to the effects that probation and parole have upon the rest of the criminal justice system.

CRJ 323 COMMUNITY CORRECTIONS 3 credits
This course considers the community treatment of offenders. While examining the concept of community corrections, it notes the historical development and problems that offenders face when they enter community programs. Community resource provision and prerelease preparation are emphasized.

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. Prerequisites: CRJ 101 and CRJ 203 or 301.

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. Prerequisites: CRJ 101 and CRJ 201 or 203.

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. Prerequisites: CRJ 101, 201 and 203.

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, CRJ 101, CRJ 201, CRJ 203 and CRJ 320.

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.

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.

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.

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.

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 SPECIAL TOPICS IN QUANTITATIVE REASONING FOR EXPLORATION AND ANALYSIS 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 are discipline specific for a particular major or specialization and engage students while underscoring the essential uses of these mathematical concepts

in everyday life. Prerequisites: DQR 100, appropriate course substitution or special permission from the mathematics coordinator.

DSSG 100 SELF AS LEARNER 3 credits
Self as Learner is designed to introduce students to the history and theory of multiple intelligences, metacognitive strategies through neuroscience, 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 them in becoming lifelong learners.

EDL 523 CROSS-CULTURAL COMMUNICATION 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. Emphasis on development of teaching strategies for multicultural classrooms. Field experience required.

EDL 605 INTRODUCTION TO EDUCATIONAL ADMINISTRATION 3 credits
This 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. 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.

EDL 606 DATA ANALYSIS AND SCHOOL IMPROVEMENT PLANNING 3 credits
The use of data is the engine that drives school and district accountability systems. This course will prepare educators in three areas related to data assessment and accountability: (a) understanding and using statistically sound procedures to describe data and making inferences and decisions that can be supported by a knowledgeable analysis of data and/or relevant research; (b) understanding the usefulness and limitations of standardized and/or state-mandated test results in terms of improving curriculum and the school environment, assessing the learning strengths and needs of individuals and sample groups, generating community involvement and support and developing school-wide school improvement strategies; and (c) gaining the knowledge and skills necessary to assist teachers in developing and using a variety of assessments, rubrics and instructional strategies that can contribute to improved teaching effectiveness, improved stakeholder communications and higher-level student learning.

EDL 621 HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT 3 credits
This course will examine the professional functions, processes and tools of human resource management, including collective bargaining and arbitration, from the perspectives of the line manager, human resources professional and organization member. Additional topics include: definition and determination of staff needs, management and coordination problems. Also included are policies for recruitment, selection, assignment, salary planning, scheduling, promotion, separation, grievances, reassignment, records, development programs, in-service training, evaluation, benefits and services.

EDL 622 CULTURAL DIVERSITY IN EDUCATIONAL SYSTEMS 3 credits
Analysis of the changing demographics of the world population and its implications for basic human needs on all levels: educational, psycho-bio-social and environmental. Trends and countervailing forces affecting social disorganization and the need for institutional renewal in educational systems are discussed.

EDL 623 LEGAL ASPECTS OF EDUCATIONAL SYSTEMS 3 credits
Exploration of the historical and contemporary legal challenges in educational systems and management of the litigious environment that emerges. Constitutional, statutory and common laws relating to education are discussed.

EDL 624 COMMUNICATION SKILLS 3 credits
Provides leadership candidates the opportunity to explore and develop communication skills necessary for the planning, implementation and ongoing evaluation of home/school/community relations programs.

EDL 625 GOVERNANCE AND FINANCING OF EDUCATIONAL SYSTEMS 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.

EDL 626 ADMINISTRATION OF CURRICULUM AND INSTRUCTION 3 credits
The development, administration and evaluation of curriculum and instruction.

EDL 627 HIGHER EDUCATION ECONOMICS AND FINANCE 3 credits
Higher education economic context and financial processes in resource acquisition and allocation; productivity, performance and value; costs, leadership decisions, and projections in public and private institution related to academic development, institutional services, technology, and changing student demography.

EDL 630 TRANSFORMATIONAL LEADERSHIP AND INNOVATION 3 credits
Theories of leadership: roles, styles and management of the change process in educational systems. Planning, implementation and assessment process of the leader's vision for program innovation are also addressed.

EDL 635 TECHNOLOGY AND COMMUNICATION FOR EDUCATIONAL SYSTEMS 3 credits
The role of technology and its impact on traditional and non-traditional educational systems. Historical perspectives on traditional and non-traditional ways of educating, coupled with theories of how individuals communicate and learn. Range and mix of technology available as instructional tools to enhance learning across culturally diverse groups and environments. Future directions of technological innovations in educational systems.

EDL 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 also addresses the defining roles and levels of strategy for each institutional unit/subunit in implementing and assuring the strategic control of the plan over time.

EDL 650 HIGHER EDUCATION LAW 3 credits
The impact of laws, regulations, and judicial opinions on institutions of higher education. Addressed are legal issues involved in various controversies co-extensive with inquiry regarding the educational and policy implications of the legal cases considered.

EDL 651 AMERICAN HIGHER EDUCATION CURRICULAR ISSUES 3 credits
A conceptual analysis of curriculum and other educational program elements and rational relationships among them, including educational goals, instructional plans, program evaluation, managerial planning, content sources and criteria for selection and organization.

EDL 652 ADMINISTRATION AND GOVERNANCE OF HIGHER EDUCATION INSTITUTIONS 3 credits
An analysis of controls in higher education: internal organizational patterns, roles of trustees, administrative personnel and faculties. The impact of teaching, research, criticism and sanctions on the differentiation of institutional goals.

EDL 653 TEACHING AND LEARNING AT THE HIGHER EDUCATION LEVEL 3 credits
This course is an introduction to general theories of human learning and their application to learning in academic disciplines. The course

raises pedagogical and curricular issues related to the creation of instruction and learning environments in subject matter domains, as well as the evolution and status of instructional programs and practices in American higher education.

EDL 670 SPECIAL EDUCATION FOR ADMINISTRATORS 3 credits
Designed for the administrator to understand and implement policies at the federal, state and local levels for children with special needs. Major theories in the field of Special Education will be the focus, along with strategies to evaluate Special Education Programs, such as inclusion, and transition. Program planning, child placement, least restrictive environment and assessment will be addressed.

EDL 690 THE PRACTICAL PRINCIPAL 3 credits
An examination of the practical side of the principalship. Areas to be discussed include research, i.e. action research; issues of moral judgment; planning and conducting faculty meetings; supervising; writing reports and grant proposals for federal, state and local agencies; building school morale; and allocation of time.

EDL 699 INTERNSHIP 3 credits
Culminating field experience for administrators. Supervised placement in an educational setting demonstrating leadership competencies learned throughout the program.

EDL 750 SPECIAL TOPICS IN EDUCATIONAL LEADERSHIP 3 credits
Current issues and problems in academic educational systems.

EDM 300 THEORY AND PRINCIPLES OF HAZARDS, DISASTERS AND U.S. EMERGENCY MANAGEMENT 3 credits
An examination of various mitigation, preparedness, response, and recovery measures; the system put into place to implement these measures; and the key players involved in these activities at the local, state and federal levels. The course will explore various hazards and disasters; human response to hazards and reaction to disasters; vulnerability and risk; as well as the political and inter-jurisdictional context of emergency management.

EDM 310 PRINCIPLES AND PRACTICE OF HAZARD IDENTIFICATION AND MITIGATION 3 credits
This course provides an understanding of the principles and practice of hazard mitigation in the United States at the local, state and federal levels. The emphasis will be on strategies designed to avoid or prevent future and recurring losses of life and damage to public and private property. The course will review the various tools, techniques, resources, programs, intergovernmental relationships, and broader social context involved in planning for and implementing hazard mitigation.

EDM 320 A SOCIAL VULNERABILITY APPROACH TO EMERGENCY 3 credits
This course examines how broad political, social and economic patterns produce social relationships and social structures that put some social groups more at risk than others in disasters. Students will explore global, national and local patterns of vulnerability as they impact people throughout the disaster cycle and affect emergency management practices. The capacities, resources and needs of highly vulnerable groups will be explored, and models for community-based disaster mitigation projects engaging the resources of vulnerable social groups will be examined.

EDM 410 TERRORISM AND HOMELAND SECURITY 3 credits
A survey of political terrorism, ranging from low-level threats to acts of violence that may represent risk to human life and property, to large-scale acts of violence using "weapons of mass destruction" that may have devastating long-term effects. The course will explore the nature of terrorism and its many forms; policies and programs to reduce the risk that terrorism represents to society; policies and programs to manage terrorist events; and policies and programs to manage the consequences of terrorist violence.

EDM 420 DISASTER RESPONSE OPERATIONS AND MANAGEMENT 3 credits
This course will examine the principles that promote effective disaster response operations and management by examining the nature of disasters, the context of response operations in the United States, and the roles and responsibilities of various emergency management organizations. The course will review the popular myths and realities of human behavior in catastrophic events as well as various approaches to disaster response operations. Problems associated with response operations will be identified, and various means to improve emergency management operations after a disaster occurs will be emphasized.

EDM 450 CRISIS MANAGEMENT AND BUSINESS CONTINUITY PLANNING (BUSINESS AND INDUSTRY CRISIS MANAGEMENT CONCENTRATION) 3 credits
This course considers the similarities and differences between government (public sector) and business and industry (private sector) crisis management. The fundamental corporate objective of ensuring corporate survivability and economic viability is assessed. Students will discover how crisis management decisions must reflect business reality if a private sector organization is to survive. Attention is given to how competition in the private sector can inhibit cooperation and the sharing of ideas between organizations. This course also illustrates how corporate culture, leadership, stakeholder desires and public pressure can affect emergency and disaster management in the private sector.

ZEDU 001 GENERAL KNOWLEDGE PREPARATION CLASS Non-credit 3 hours
This course reviews skills, competencies and strategies necessary for successfully completing the CLAST. 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 foundations of education as well as the legal, social, financial, and political environment of schools. This course has a dual purpose. First, the course is designed to introduce the prospective teacher to some of the issues (and the backgrounds of these issues) currently found in education. Second, it will help the student develop a basis for making decisions about whether teaching is going to be her/his profession of choice. There are ten hours of field experience required for this course.

EDU 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.

DSS/EDU 160 HUMAN DEVELOPMENT AND LEARNING 3 credits
The theories and concepts of human growth and development from conception through middle childhood will be discussed with focus on the six characteristic stages of language, cognition, physical and motor, perceptual, social and emotional development.

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.

EDU 214 ART, MUSIC AND MOVEMENT 3 credits
The development of instructional skills, techniques and strategies for teaching art and music in the elementary school.

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. Field experience will be required.

EDU 219 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL 3 credits
Development of instructional skills, techniques, strategies and related technologies for teaching social studies appropriate for all children as a mode of inquiry in elementary school. Offered: Day Spring, Evening Spring I.

EDU 230 CREATIVE ACTIVITIES 3 credits
Integration of art, music and movement in the pre-primary and primary environment (age three through grade 3) 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. Offered: Day Spring.

EDU 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 3. Offered: Day Fall.

EDU 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 3. Activities will be examined and creative ideas explored as the student develops math and science lesson plans appropriate for diverse learners. Offered: Day Spring.

EDU 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. May fulfill DSSA 100 requirement.

EDU 257 HEALTH AND SAFETY IN SCHOOLS 1 credit
An introductory course to help students develop an understanding of the important aspects of health and safety as it relates to elementary age students and the elementary school teacher. This course will cover school safety and overall wellness of all students.

EDU 265 THE WRITING PROCESS IN THE ELEMENTARY SCHOOLS 3 credits
Materials, methods and strategies to teach all children the writing process as an integral part of reading, language and literacy development. Prerequisites: ENG 101, ENG 102 and EDU 211. Offered: Day Fall.

EDU 300 APPLIED LINGUISTICS 3 credits
Examines current linguistic theories and principles related to second language acquisition research and teaching. Application of theory to teaching basic content area and for the development of English as a second language and literacy for linguistically and culturally diverse students. Observation and field experience required. Offered: Day Fall, Summer I.

EDU 310 METHODS OF TEACHING ESOL 3 credits
An overview of current and effective instructional methods and strategies for planning and delivering instruction to English Language Learners in a variety of classroom settings and for a variety of purposes. Application of theory, principles and research to methods and strategies in multicultural classrooms. Field experience required. Prerequisite: EDU 300. Offered: Day Spring, Summer II.

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. Field observation and practice will be 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. 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.

EDU 317 SCIENCE IN THE ELEMENTARY SCHOOL 3 credits
Contemporary elementary science methods and materials, courses of study and science texts are examined, including development and use of science teaching units. Offered: Day Fall, Fall I.

EDU 318 MATHEMATICS IN THE ELEMENTARY SCHOOL 3 credits
Development and use of functional mathematical skills for elementary school teachers. Investigation of methods and materials for use with diverse students in elementary school mathematics. Offered: Day Spring, Fall I.

EDU 319 TEACHING SOCIAL STUDIES 3 credits
Development of instructional skills, techniques, strategies and related technologies for teaching social studies appropriate for all children as a mode of inquiry in elementary school. Offered: Day Spring, Evening Spring I.

EDU 320 TEACHING SCIENCE AND MATH 4 credits
This course is designed to provide students with contemporary elementary math and science methods and materials, courses of study and texts.

EDU 330 DIVERSE POPULATIONS 3 credits
This course is designed to provide students with a general understanding of the characteristics and supports provided for individuals from diverse populations. May fulfill DSSG requirement.

EDU 400 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. Field observation will be required.

EDU 410 TESTING AND EVALUATION IN ESOL 3 credits
This course explores how to effectively evaluate and implement assessment practices for ESOL students in the public school. Participants will gain an understanding of standardized tests and appropriate authentic assessment to best meet students' needs. Since testing affects all aspects of the ESOL students' education, it is critical that teachers are knowledgeable about testing issues when making pedagogical decisions that involve their students. Offered: Day Spring, Summer II.

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 field observation will be 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. 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.

EDU 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 3. Procedures and intervention approaches for appropriate and effective family support are discussed. Offered: Day Spring.

EDU 480 PRACTICUM 3 credits
The guided practice of teaching under supervision of a Clinical Education, ESOL endorsed classroom teacher in two diverse classrooms, one in K-2 and the other in 3-5. This placement requires the utilization of knowledge, attitudes and skills in elementary school instructional situations.

EDU 481 STUDENT TEACHING 9 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 at the elementary school level. Students will be placed in a classroom on a full-time basis for 15 weeks. Participation in bi-weekly seminars is also required.

ENG 099 ENGLISH SKILLS non-credit
A three-credit course in basic writing, grammar and sentence structure a prerequisite to ENG 101 when required. Includes writing lab requirements. This course is graded pass/fail, and course credit does not apply toward graduation requirements.

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. Prerequisite: C- or higher in ENG 102. 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. Prerequisite: C- or higher in ENG 102. 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. Prerequisite: C- or higher in ENG 102. 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. Prerequisite: C- or higher in ENG 102. 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. Prerequisite: C- or higher in ENG 102.

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. Prerequisite: C- or higher in ENG 102. Offered: Fall of odd-numbered years.

ENG 325 SHAKESPEARE 3 credits
An intensive study of the plays and sonnets of William Shakespeare. Prerequisite: C- or higher in ENG 102. 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. Prerequisite: C- or higher in ENG 102. 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. Prerequisite: C- or higher in ENG 102. 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. Prerequisite: C- or higher in ENG 102. 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. Prerequisite: C- or higher in ENG 102. 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 also will examine the development of gender formation and sexual identity as a social, political and historical construct and its representation in multicultural literature. Prerequisite: C- in ENG 102. 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. Prerequisite: C- or higher in ENG 102. Offered: Spring of even-numbered years.

ENG 420 TOPICS IN LITERATURE 3 credits
An advanced study of selected themes, genres and authors. Prerequisite: C- or higher in ENG 102. 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. Prerequisite: C- or higher in ENG 102. Offered: Every semester.

ENG 480 LITERARY THEORY 3 credits
This capstone class provides tools for critical thinking that cuts across existing disciplines and demands 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 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. Twelve hours of field observations required.

ESE 310 LITERACY FOR STUDENT 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.

ESE 410 INSTRUCTIONAL METHODS IN CONTENT AREAS 3 credits
An in-depth study of the characteristics and needs of students with disabilities (mentally challenged, specific learning disabilities, emotionally disorders) 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.

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; areas contributing to the history of special education; legal and ethical issues in exceptional student education; and major theories associated with mildly handicapped situations. Field experience and observation required.

ESE 505 ASSESSMENT OF EXCEPTIONAL STUDENTS 3 credits
The purpose of this course is to offer an advanced set of skills in assessment as it applies to the characteristics and needs of the student who is disabled (e.g. mentally retarded, learning disabled, or emotionally/behaviorally disordered). 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 these target groups. 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.

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 ten 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 (mentally challenged, specific learning disabilities, emotionally disorders) 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 ten hours of field experience required. Prerequisite: ESE 500

ESE 520 CLASSROOM BEHAVIOR MANAGEMENT 3 credits
Focuses on developing strategies to formulate a standard of behavior in special needs classrooms and methods that promote instructional momentum for special needs classrooms and special educators working within regular classrooms.

ESE 521 SURVEY OF LEARNING DISABILITIES 3 credits
This course provides an 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 and 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.

ESE 522 CURRICULM ADAPATION/MODIFICATION IN THE CONTENT AREA 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 regular education classroom and curriculum.

ESE 523 COGNITIVE STRATEGY INSTRUCTION 3 credits
The course provides the skills and competencies needed to effectively organize instructional programs and environments. Techniques for organizing instruction will include such skills as: developing and teaching learning strategies**,** developing compensatory strategies, designing educational goals, instructional objectives, task analysis, curriculum design, environmental arrangements, scheduling and use of informal assessment/evaluation methods in the classroom.

ESE 525 TRANSITION PLANNING FOR STUDENTS WITH DISABILITIES 3 credits
Comprehensive guide to collegiate counseling, residential, social and vocational programs, 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 ten hours of field experience required. Prerequisites: ESE 500 and ESE 515.

ESE 530 TECHNOLOGY AND EXCEPTIONAL STUDENTS 3 credits
A practical online 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 (hardware and software) for students with disabilities. Application of e-mail and Web resources for instructing students with disabilities will be explored. Prerequisite: ESE 500.

ESE 531 INTRODUCTION TO AUTISM SPECTRUM DISORDERS 3 credits
The course will provide participants with a framework for understanding the definition and history of autism. The medical and educational knowledge of treatment efforts to promote the appropriate education and services for young children, adolescents and young adults with Autism Spectrum Disorders (ASD) will be discussed. The course will also focus on the social and communication needs of children with ASD. This course is intended as a general overview of autism and a prerequisite for other courses offered in this specialization. A minimum of ten hours of field experience required. Pre- or co-requisites: ESE 500.

ESE 532 NEEDS OF FAMILIES WITH A CHILD WITH AUTISM SPECTRUM DISORDERS 3 credits
This course will focus on understanding family dynamics in relation to the child's disability and the education system. The course will also place emphasis on the professional developing strategies to improve parent-professional relationships, analysis of available resources for special needs and family struggles with autism spectrum disorders. A minimum of ten hours of field experience required. Prerequisites: ESE 500, ESE 531, ESE 525.

ESE 533 FUNCTIONAL LANGUAGE/ COMMUNICATION SYSTEMS 3 credits
This course will allow participants to develop an understanding of the communication disorders associated with Autism Spectrum Disorders, 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 Functional Communication Systems, how children with ASD develop language, how to promote Functional Communication at home, school or other community settings, and how to assess and evaluate various language systems. A minimum of ten hours of field experience required. Prerequisites: ESE 500, ESE 510, ESE 520.

ESE 534 AUTISM: METHODS OF INSTRUCTION AND INTERVENTION 3 credits
This course will present current practice and research on evaluation and treatment services for individuals with Autism Spectrum Disorders. 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, intervention and treatment, language/communication acquisition and inclusion methods for children with Autism Spectrum Disorders. This course is part of a state grant and is offered to professionals and preservice teachers to improve skills in working with students with autism. A minimum of ten hours of field experience required. Prerequisites: ESE 500, ESE 515, ESE 531, ESE 532.

ESE 535 TEACHING FUNCTIONAL SOCIAL SKILLS 3 credits
Participants in this course will gain a framework for understanding the social needs of children, adolescents and young adults with Autism Spectrum Disorders. Successful social interactions depend, in a large part, on the ability to perceive and correctly interpret the nonverbal behaviors of others and demonstrate awareness of other people's point of view and feelings. The course will focus on concepts,

social skills, social deficiencies and the importance of teaching social skills to children and youth with Autism Spectrum Disorders. A minimum of ten hours of field experience required. Prerequisites: ESE 500, ESE 515, ESE 520, ESE 531, ESE 532, ESE 533

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
In this course, 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, (4) execute other activities normally performed by a behavior analyst, such as attending planning meetings, researching the literature, etc. 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, (4) execute other activities normally performed by a behavior analyst, such as attending planning meetings, researching the literature, etc. 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 30 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 6 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 at the elementary school level. 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 and practicum placements into the elementary school setting. 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.

ESL 310 E.S.O.L. METHODS AND CURRICULUM DEVELOPMENT 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.

ESL 520 APPLIED LINGUISTICS 3 credits
Current linguistic theories and principles related to second language acquisition research and teaching. Application of theory to teaching basic content area and for the development of English as a second language and literacy for linguistically and culturally diverse students. Field experience and observation required.

ESL 521 METHODS OF TEACHING ES.O.L. 3 credits
An overview of current and effective instructional methods and strategies for planning and delivering instruction to English language learners in a variety of classroom settings and for a variety of purposes. In-depth application of theory, principles and research to methods and strategies. Field experience required. Prerequisite: EDL 520

ESL 522 CURRICULUM AND MATERIALS DEVELOPMENT FOR E.S.O.L. 3 credits
Advanced practices in planning, selecting, adapting, implementing and evaluating instructional programs, materials, content and resources appropriate to both instructional goals and needs of linguistically and culturally diverse students. Special emphasis on the application of language sensitive content teaching, adapting, as well as developing content and materials for English language learners. Field experience and observation required. Prerequisite: EDL 521

ESL 525 TESTING AND EVALUATION IN E.S.O.L. 3 credits
Advanced study and research on current issues in the field of E.S.O.L. testing and evaluation. Development of skills necessary for selecting, designing and administering appropriate assessment instruments for the purposes of evaluating second language proficiency and monitoring academic progress. Field experience 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 205 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 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. Prerequisite GVC 120.

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 or permission of instructor.

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 260 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 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 and advertising design. Prerequisite: GVC 265.

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 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 331 PRINTMAKING 3 credits
Advanced intaglio process. Advanced techniques in color printing and photo-etching. Prerequisite: Permission of instructor.

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. Students leave the course with several portfolio-quality pieces. Lab fee: $30.

GVC 345 FIGURE DRAWING METHODS 3 credits
Explores the various methods used for finding individual styles of expression. Includes discussions of the historical and contemporary use of the figure in art. Prerequisite: GVC 315.

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 learn how to manage 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 or permission of instructor.

GVC 363 PAINTING MATERIALS 3 credits
Emphasis on an individual aesthetic related to materials. This is developed through a series of self-directed problems. Prerequisite: GVC 105.

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. Prerequisite: GVC 220 or permission of instructor.

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. Prerequisite: GVC 330 or permission of instructor.

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. Prerequisite: Permission of instructor.

GVC 440 GRAPHIC DESIGN PRODUCTION 3 credits
This capstone course enhances knowledge gained in earlier technology and design courses. Issues such as pre-press and printing are addressed. Students attend a field trip to a local printer and service bureau. In addition to a required packaging solution, students have an opportunity to propose individual projects. Lab fee: $30. Prerequisite: Senior standing or 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. 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. 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 460 ADVANCED TYPOGRAPHY 3 credits
Advanced study of typography. Students develop a more comprehensive understanding of the visual language and rhythm of typographic structure and form. Focus is placed on current typographic design trends in both the fine art and commercial design fields. This course is dependent upon students' previous coursework in Typography 1, Commercial Layout and Design and Electronic Design. Prerequisites: GVC 220, 340, 360 and 390 or permission of instructor.

GVC 480 VISUAL COMMUNICATION SEMINAR 4 credits
A capstone course designed to assess the degree to which the student has assimilated the knowledge and information of preceding courses. This is done through discussion, papers, essay, exams and group critiques of work-to-date. Prerequisite: Senior standing.

GVC 485 INTERNSHIP 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.

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. Prerequisite: Senior standing.

GVC 493 PROFESSIONAL PRACTICES 3 credits
This course prepares students for employment in the professions of graphic design, photography, and computer animation. Working in small groups, students design, prepare and present portfolios and resumes. Prerequisite: Senior standing.

GVC 499 MAJOR THESIS 4 credits
This course provides an opportunity for students to create a body of work in which personal imagery, concept and technique are successfully integrated. Includes a written description of the student's personal aesthetic. For graduating seniors in the Graphic and Visual Communication program. Prerequisite: Senior standing.

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 140 FRONT OFFICE OPERATIONS 3 credits
This study of front office procedures and operations includes identification and duties of the front office staff, guest relations, front office salesmanship, room procedures and handling of cash/credit transactions.

HA 163 HOSPITALITY EMPLOYEE DEVELOPMENT 3 credits
Presents a framework for training and coaching, training for positive results, task and job development, how to hire trainable employees, individual and group training methods, how to develop training programs, attitude and motivation, coaching and counseling.

HA 218 SPORTS SKILLS I: GOLF 3 credits
This course focuses on the development of methods, techniques and form as supervised by a professional instructor. It is intended to develop students' playing abilities and sharpen their skills and talent. Course may be repeated with a different sport. Lab fee: $50.

HA 231 HOSPITALITY MANAGEMENT AND ORGANIZATION 3 credits
Examines the skills specific to managing operations. Includes management responsibilities, operational responsibilities and the personal and professional demands of management.

HA 250 GOLF SEMINAR I 3 credits
Relevant topics related to the management and operation of different types of golf facilities will be discussed. Trends and advances in the sport will be emphasized. Lab fee: $50.

HA 261 FOOD SERVICE OPERATIONS II 3 credits
This course is designed to teach the student the principles of menu planning and design in various types of food service operations.

HA 263 FOOD SERVICE OPERATIONS III 3 credits
Beverage management systems will be covered in this advanced course. The areas of selection, procurement, receiving, storage, controlling, preparation and service will be taught for different types of food service operations.

HA 271 HOSPITALITY INDUSTRY HUMAN RELATIONS 3 credits
Focuses on the transition of employee to supervisor, including how to handle difficult employees, implement motivational techniques and conduct performance evaluations. The course also describes the general process of management and how to achieve organizational goals by planning, organizing, coordinating, staffing, directing, controlling and evaluating functions.

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 302 TOURISM – SPECIAL TOPICS 3 credits
The purpose of this course is to select special topics that are not covered in existing courses and expose students to recent developments and future research.

HA 303 HOSPITALITY – SPECIAL TOPICS 3 credits
The hotel field is constantly changing due to new technology and avenues for their expansion and management. 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 hospitality industry.

HA 304 FOOD SERVICE – SPECIAL TOPICS 3 credits
The purpose of this course is to select special topics that are not covered in existing courses and expose students to recent developments and future research in the food service 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 308 RECREATION – 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 recreation 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 315 LEISURE AND TOURISM IN A DIVERSE SOCIETY 3 credits
An exploration of leisure activities, tourism and hospitality services within the multi-racial, multi-cultural, multi-ethnic society that is evolving through increasing globalization. The course includes a review of methodologies for servicing persons with disabilities and compliance considerations for ADA requirements, as well as applications within various age groups. Attention is given to consumer attitudes and creating meaningful leisure opportunities and leisure lifestyles in diverse communities.

HA 326 METHODS OF TEACHING SPORTS 3 credits
A professional sports management intensive course covering the techniques and methods of teaching sports such as golf, tennis and baseball.

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 338 CONCESSIONS MANAGEMENT 3 credits
This course examines food and beverage concession operations within the sport and recreation industry in a variety of venues. Focuses on logistical, inventory, financial, cash control and human resources.

HA 343 FOOD SERVICE PURCHASING 3 credits
Describes the development and implementation of an effective hospitality purchasing program, focusing on the role of the purchasing department and the buyer, generation of specifications and the use of forms and control techniques.

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 347 FOOD SERVICE SANITATION 3 credits
Details the fundamentals of sanitation for food service employees and covers practical guidance in safe food handling without neglecting the scientific principles underlying good sanitation practices.

HA 348 FOOD AND BEVERAGE COST CONTROLS 3 credits
This course will include a thorough analysis of food, beverage and labor cost control techniques from a management perspective. Prerequisite: HA 201.

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 353 HOSPITALITY SYSTEMS AND OPERATIONS 3 credits
This course is designed to provide the advanced-standing student the opportunity to face problems similar to those which confront a hospitality manager through intense, systematic and detailed analysis of case studies.

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 360 METHODS/MATERIALS OF TEACHING GOLF 3 credits
A professional golf management intensive course covering the techniques of teaching golf. Lab fee: $50.

HA 370 GROUP AND CONVENTION MANAGEMENT 3 credits
Defines the scope and various segments of the convention market. Explains what is required to meet the individual needs of patrons and explores methods and techniques that lead to the development and implementation of more competitive service.

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 385 TOURISM PLANNING AND DEVELOPMENT 3 credits
A detailed analysis of the immense proportions of world tourism, spanning the processes of long-range planning and management strategies that ensure tourism's proper development within the economic, political and social sectors. Topics range from a market analysis and conceptual planning to site development, transportation, accommodations and support industries.

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 410 HOSPITALITY LEADERSHIP AND SUPERVISION 3 credits
An incident approach is used to provide a cross-section of supervisory situations that have faced hospitality management. Emphasis is given to particular situations involving leadership development, ethical behavior and social responsibility.

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 426 HEALTH FACILITIES 3 credits
The study of administrative theory, responsibilities, personnel supervision and operational functions of a health facility manager. Programs and equipment utilized in the facility will be studied in depth.

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 437 SPA CUISINE 3 credits
Explores menu planning, recipe development and food production suitable for the spa objectives of healthy life styles. Nutrition and wellness will be emphasized.

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, safety, legal and ethical issues. Field trips and guest lecturers are utilized.

HA 445 ADVANCED FOOD PRODUCTION 3 credits
This course will provide advanced food production analysis in the areas of quantity food production, health conscious cuisine and Garde Manger. Lab fee: $100. Prerequisite: HA 345.

HA 446 SPORTS AND RECREATION SEMINAR 3 credits
Advanced topics related to the management and operation of different types of club and recreational facilities will be discussed. Contemporary topics and trends, as well as current research will be covered.

HA 447 INTERNATIONAL BAKING AND PASTRY 3 credits
A global survey of the art and science of baking and pastry production. Topics include: breads and rolls, French pastries, cakes, tortes and other international pastries.

HA 449 INTERNATIONAL CUISINE 3 credits
This course will provide the advanced student an analysis of Classic French, European, Asian and various other cuisines.

HA 455 CLUB FACILITIES MANAGEMENT 3 credits
This course provides an understanding of golf operation facilities and the layout of space both indoors and outdoors. Emphasis is placed on equipment, construction and maintenance of these facilities.

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 457 PRINCIPLES OF VACATION OWNERSHIP 3 credits
Introduces the time-share and vacation ownership industry and the issues currently affecting that sector of hospitality. Management skills, tools and techniques will be examined as they relate to the successful strategic management of vacation ownership properties. The course includes investigation of legislation, legal structure, development, program design, finance, owner services, marketing, sales and property management concerns in vacation ownership.

HA 458 MARKETING STRATEGIES FOR VACATION OWNERSHIP 3 credits
This course builds upon the fundamental principles of marketing and investigates the differences in application when determining business development strategies that are focused within the vacation ownership sector. Includes product design, pricing models, distribution methodologies and promotional programming; with attention given to the dynamics of personal selling, incentives, presentation techniques, adaptive selling and relationship marketing activities. Prerequisite: MKT 250.

HA 459 INVENTORY MANAGEMENT FOR VACATION OWNERSHIP 3 credits
Examines the systems utilized in the time-share, vacation ownership, condo-hotel, hotel-condo and fractional sectors of the hospitality industry for owner exchanges, inventory utilization, electronic distribution, reservations processing and access management. Investigates the intricacies of vacation ownership models and reviews the techniques used by the industry sector for balancing priorities for consumption of points, time and fractional obligations. Presents case studies with examples of how leaders in the industry control and optimize inventory resources.

HA 460 GOLF SEMINAR II 3 credits
A continuation of HA 250. Lab fee $50.

HA 481 HOSPITALITY INDUSTRY SEMINAR 3 credits
This capstone course will include current issues in personal and professional development for the hospitality manager. Topics include ethics, principle-centered living, and situational leadership. Prerequisite: Senior standing or consent of instructor.

HA 484 DEVELOPMENT OF RECREATIONAL PROGRAMS AND LEISURE ACTIVITIES 3 credits
This course investigates the theory and techniques involved in developing programmed recreational and leisure activities. Includes needs assessment, goal and objective setting, program design, organization, management, logistics and deployment.

HA 485 TURF AND LANDSCAPE MANAGEMENT 3 credits
Basic care and maintenance of fine turf grass, trees, shrubs and ornamental plants used on golf courses.

HA 487 TOURISM SEMINAR 3 credits
Current topics and developments within the tourism/hospitality industry with emphasis on career development in tourism and travel. Prerequisite: Senior standing.

HA 488 CLUB & SPA MARKETING AND BUSINESS DEVELOPMENT 3 credits
A review of the marketing and business development principles and approaches that are unique to club and spa businesses. This course also addresses the importance of sales in developing profitable club and spa patronage, including selling retail items and tangential merchandise, experiences and services that are integral to these establishments. Prerequisite: MKT 250.

HA 490 HOSPITALITY INTERNSHIP 3 credits
Includes 150 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 491 ADVANCED INTERNSHIP IN VACATION OWNERSHIP 4 credits
After completing and documenting 600 hours of related internship experience and holding senior status, students must complete an additional 200 hours of supervised work experience with an approved project in vacation ownership during which managerial exposures are required. Minimum 2.0 GPA and consent of advisor required to register for the course.

HA 492 ADVANCED INTERNSHIP IN SPA MANAGEMENT 4 credits
After completing and documenting 600 hours of related internship experience and holding senior status, students must complete an additional 200 hours of supervised work experience with an approved project in spa management during which managerial exposures are required. Minimum 2.0 GPA and consent of advisor required to register for the course.

HA 493 ADVANCED INTERNSHIP IN RESORT & HOTEL MANAGEMENT 4 credits
After completing and documenting 600 hours of related internship experience and holding senior status, 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 & RECREATION MANAGEMENT 4 credits
After completing and documenting 600 hours of related internship experience and holding senior status, 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 495 RESEARCH IN HOSPITALITY 3 credits
Independent research projects or other approved phases of research or independent study. Prerequisite: Permission of the dean.

HA 496 ADVANCED INTERNSHIP IN CLUB MANAGEMENT 4 credits
After completing and documenting 600 hours of related internship experience and holding senior status, students must complete an additional 200 hours of supervised work experience with an approved project in club 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 111 WESTERN CIVILIZATION I 3 credits
An examination of the significant trends and influences of the Greek, Roman, Early Christian, Byzantine, Islamic, Medieval and Non-Western civilizations. Also includes the Renaissance and Reformation.

HIS 112 WESTERN CIVILIZATION II 3 credits
An examination of the social, political, economic, international and cultural events from the European Renaissance to the First World War.

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 225 UNITED STATES GOVERNMENT 3 credits
An examination of the Constitution; foundations of political power; national parties; the executive, legislative and judicial functions; and the impact of government policies on national and international issues. Cross-listed with IRPS 225.

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 320 LATIN AMERICAN HISTORY 3 credits
An examination of international, social, economic and political life of Latin America from the perspective of selected countries as well as regions. Emphasis given to the role of international organizations, regionalism and the trend toward economic integration. Cross-listed with IRPS 320. Prerequisite: IRPS 150 or IRPS 250.

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.

HNR 295 HONORS SEMINAR I 1 credit
Open to sophomores and above who meet certain academic average standards, by recommendation and invitation of a faculty honors committee. Special topics to be covered will be selected by the students involved and team-taught by faculty. Enrollment limited to 15 students.

HNR 395 HONORS SEMINAR II 1 credit
Open to seniors who have completed HNR 295 and continue to meet the requisite academic average standards. Other openings are filled through recommendation and invitation of a faculty honors committee. Special topics to be determined by the students and team-taught by faculty. Enrollment limited to 15 students.

HNR 495 HONORS SEMINAR III 1 credit
Open to seniors who have completed HNR 395 and continue to meet the requisite academic average standards. Other openings are filled through recommendation and invitation of a faculty honors committee. Special topics to be determined by the students and team-taught by faculty. Enrollment limited to 15 students.

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 150 INTRODUCTION TO LEADERSHIP 3 credits
The course introduces students to the basic principles of contemporary management and leadership styles, differentiates between the study of management and leadership, and cites the function of leadership in education, in cultural management and other human services industries.

HS 200 INTERPERSONAL PROCESS IN HUMAN SERVICES 3 credits
This course will focus on assessment and intervention skills with an emphasis on the theories and skills commonly used when working with families, groups, and organizations. The developmental theories of human behavior will be discussed, leading to an examination of the range of cognitive-behavioral interventions commonly used by human service workers. An emphasis will be placed on the importance of the interaction between helper and client and the utilization of the helping relationship as an agent of change.

HS 240 HELPING IN HUMAN SERVICES 3 credits
This course will provide an in-depth understanding of ONE particular social problem commonly encountered by human services professionals. The content of the course will be determined by the instructor.

HS 255 HUMAN SERVICE ORGANIZATIONAL SYSTEMS 3 credits
The dynamics of human service organizations in relation to other human service systems. Emphasis on knowledge of factors that influence organizational behavior, the skills useful in influencing organizational outcomes and the characteristics of effective human service professionals in human services organizations. Prerequisite: HS 100.

HS 301 HUMAN SERVICE PROFESSIONALS AS ADVOCATES 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 330 THE POLITICS OF AMERICAN EDUCATION AND HUMAN SERVICES 3 credits
An analysis of the political processes that shape and influence educational politics and human service agencies in the United States at the local, state, and national levels.

HS 340 PERSONAL DEVELOPMENT FOR HUMAN SERVICE PROFESSIONALS 3 credits
The student will be encouraged to develop self-awareness and a personal helping philosophy. Students will examine how their own personal and professional values, attitudes, beliefs, and experiences affect their work with clients. Also, students will increase sensitivity to diversity issues. Prerequisite: HS 100.

HS 355 THE ADMINISTRATION OF CHANGE 3 credits
Course content includes forces of change, models and strategies for intentional change diffusion, planning and managing change, and self-renewal in educational organizations and human services.

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. Prerequisite: HS 100.

HS 370 PROGRAM PLANNING AND EVALUATION IN HUMAN SERVICE ORGANIZATIONS 3 credits
The knowledge and skills involved in planning, management and evaluation of programs in the human services. The problem-solving process and decision-making are emphasized. Prerequisite: HS 255.

HS 400 LEADERSHIP BEHAVIOR 3 credits
This course is designed to provide students the opportunity to simulate the position of a human service administrator and assume the leadership of a typical agency. The content is developed around the use of simulated materials and focuses on the individual student and his/her approach to realistic problems and situations faced by a human service administrator. These responses are the basis for the student's self-examination of his/her administrative behavior and enable him/her to capitalize upon strengths and ameliorate weaknesses.

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 inter-disciplinary 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. Prerequisites: HS 100, HS 360.

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. Prerequisite: HS 450.

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 resume and work portfolio will be designed by each student. Prerequisite: Senior standing.

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, 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 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 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 230 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 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 and drugs, affirmative action, animal rights, and 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 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. Yet America's attempt to express itself philosophically assumed many forms. Sources will be varied as we 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. May fulfill DSS 400 requirement. Prerequisite: BUS 270.

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, BUS 210 and 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. Offered: Spring.

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 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 Study Abroad Program will offer language and other appropriate area study courses, along with 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 socially and academically in another country. Participation in the Study Abroad Program requires that a sufficient number of concentration courses and other language requirements be met to the satisfaction of the College of Business and Management.

INB 496 INTERNATIONAL STUDY ABROAD IN BUSINESS 3–9 credits
International studies abroad in business 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 environmental forces, such as social, political and economic. Studies abroad in business may accumulate 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.

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: Advisor or dean permission.

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 UN 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. Prerequisite: IRPS 150.

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. Cross-listed with HIS 255.

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, finally, between single and multipurpose organizations. Course goals encompass skill set development including writing/editing, reading comprehension/interpretation and critical thinking/analysis. Prerequisite: IRPS 150 or IRPS 250.

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. Prerequisite: IRPS 150.

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. Prerequisite: IRPS 150 or 250.

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. Prerequisite: IRPS 150 or 250. Cross-listed with HIS 320.

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. Prerequisite: IRPS 150 and 250.

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. Prerequisites: IRPS 150 and IRPS 250.

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. Prerequisite: IRPS 150 or 250.

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. Prerequisite: IRPS 150 or 250.

IRPS 350 COMPARATIVE POLITICS 3 credits
By taking a regional approach that highlights cultural, historical, economic and political features common to all or most of the states within a given geographic area, this course helps students acquire a theoretical and analytical structure in which to approach the study of comparative governments. The course provides the basis for comparison between and among states, and across regional boundaries. Prerequisite: IRPS 150 or IRPS 250.

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. Prerequisites: IRPS 150 and 250.

IRPS 365 INTERNATIONAL EXPERIENCE IN THE MAJOR 3 credits
This international study abroad opportunity is typically one week in length and hosted by the college in which the student is majoring.

IRPS 365 ALTERNATIVE FOR INTERNATIONAL EXPERIENCE IN THE MAJOR 3 credits
Staffed by various faculty, this course focuses on a variety of topics relevant to the student's major in an international and/or multicultural context. It is an online course substitution incorporating a variety of assignments and activities and supported by the college in which the student is majoring. Eligible students are those who cannot participate in a study tour. Prerequisite: Permission of the dean.

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. Prerequisite: IRPS 150 or IRPS 250.

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. Prerequisite: IRPS 150.

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. Prerequisite: IRPS 150 or 250.

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. Prerequisite: IRPS 150 or 250.

IRPS 403 GOVERNMENT AND POLITICS OF CHINA 3 credits
The 21st century has been designated as the "Chinese Century." Yet, even with expanded knowledge of and interaction with China, the functioning of the political system remains an enigma. This course aims to uncover the basic historical trends and cultural predispositions that will reveal how China functions, both internally and externally, as well as provide a prognosis for its future development.

IRPS 420 ORIGINS AND DEVELOPMENT OF THE EUROPEAN UNION 3 credits
This course undertakes an examination of the circumstances leading to the creation of the European economic community and its eventual metamorphosis into the European Union. It considers the consequences of the Cold War and the United States' decision to promote European integration. Of special interest will be British, French and German attitudes and the policies of the Benelux countries. This course also will feature an examination of Ireland's entry into the EEC in 1973 and its role since then. Prerequisite: IRPS 150 or IRPS 250.

IRPS 465 LAND-BASED INTERNATIONAL EXPERIENCE 4 credits
This domestic travel experience with an international focus is offered for those unable to study abroad and complete the International Experience (IRPS 100 and IRPS 365) requirement.

IRPS 465 COMBINED INTERNATIONAL EXPERIENCE 4 credits
An online alternative for those students unable to complete a study tour and the International Experience (IRPS 100 and IRPS 365) requirements. Prerequisite: Permission of the dean.

IRPS 470 UNITED STATES FOREIGN POLICY 3 credits
The purpose of this course is to illustrate how the United States makes its foreign policies in the post-Cold War world. The endings of the bipolar superpower confrontations between the United States and the Soviet Union, growing global interdependence, the rise of ethnic politics and other factors have produced important changes in the way U.S. foreign policy is made. This course will uncover the changing actors and issues that comprise the new context of U.S. foreign policy. Prerequisites: IRPS 225 and IRPS 250.

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. Prerequisites: IRPS 150 and 250.

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 coursework and examines compelling issues in the discipline in a rigorous manor. 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 117 PRE-CALCULUS 3 credits
The course covers advanced algebra topics such as extensive analyses of different kinds of functions, equations and systems of equations. Attention is paid to problem solving techniques and proper graphing of functions. Prerequisite: Permission from the Mathematics Coordinator.

MAT 204 FINITE MATHEMATICS AND GEOMETRY 3 credits
This course covers a variety of contemporary areas in mathematics specifically designed for education majors. Topics include problem solving strategies, word problems, ratio and proportion, permutations and combinations and their use in probability and statistics, systems of measurement and conversion, topics in plane geometry and topics in number theory. Emphasis will be placed on methods of integrating these topics into curricula at various levels in the education system. Offered: Spring. No prerequisite.

MAT 210 CALCULUS I* 4 credits
A first course in calculus covering differentiation of algebraic and trigonometric functions, logarithmic and exponential functions and applications to geometry, simple physics phenomena and business economics. Prerequisite: MAT 117.

MAT 211 CALCULUS II* 4 credits
A second course in calculus covering integration techniques, series, vectors, vector valued functions and partial derivatives. Prerequisite: MAT 210.

MAT 215 TRIGONOMETRY WITH ANALYTICAL GEOMETRY 4 credits
Topics include functions and graphs, trigonometric functions, the unit circle, graphs of trigonometric functions, analytic trigonometry, oblique triangles with popular coordinates, analytic geometry, complex numbers and vectors. Prerequisite: Permission from the Mathematics Coordinator. Offered: Spring of odd-numbered years.

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. Prerequisite: CMS 200 Computer Applications. Offered: Fall, Spring.

MAT 310 LINEAR ALGEBRA* 3 credits
The study of vector spaces, linear transformations, matrices, applications in analysis of systems of linear equations, and Eigenvalues and Eigenvectors. Prerequisite: Permission from the Mathematics Coordinator.

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. Prerequisite: MAT 110 or DQR 100 or Permission from the Mathematics Coordinator. Offered: Fall, Spring.

MAT 321 STATISTICAL APPLICATIONS* 3 credits
A course designed to emphasize the applications of statistics, including discrete and continuous distributions, sums of random variables and an introduction to basic theorems of probability and statistics. Prerequisite: MAT 221 or DQR 200.
* Class will be offered on a needed basis.

MBA 500 QUANTITATIVE METHODS IN BUSINESS 3 credits
A survey of quantitative methods used in business analysis including optimization, matrix algebra, linear programming, use of exponents and logarithms, differential calculus, and other appropriate quantitative techniques.

MBA 501 MANAGERIAL WRITING AND COMMUNICATION 3 credits
A variety of classroom exercises in writing, presentations, one-on-one communication, listening and responding, and writing business proposals. Provides an opportunity to enhance persuasive managerial communication skills to succeed in business environments.

MBA 502 MANAGERIAL ECONOMICS 3 credits
Application of economic theory to the decision making process of managers to achieve the organizational objective of maximizing the value of the enterprise. Topics include microeconomics discussions of theory of a consumer and a firm, market structures production functions, costs and revenues, profit maximization and environmental factors.

MBA 504 SURVEY OF ACCOUNTING AND FINANCE 3 credits
An introduction to and overview of financial accounting and its role in reporting business activity. Included will be financial reporting for different forms of business organizations, users and uses of financial information, interpretation of the major financial statements and the assumptions and the principles in financial reporting.

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 analysis 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, 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 through 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 260 RETAILING 3 credits
Examination of the organization and operation of retail establishments. Emphasis is placed on markup, pricing, stock turn, sales and stock planning, and the selling of services and goods. Prerequisite: MKT 250.

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 321 PROFESSIONAL SELLING AND SALES MANAGEMENT 3 credits
An integrative course that introduces the professional sales process with an emphasis on selling skills and technique, and then focuses on the management of the sales team. Topics such as forecasting, relationship management, territory design and professional presentation development and delivery are components of this course. Prerequisite: MKT 250.

MKT 325 FASHION ADVERTISING AND PROMOTION 3 credits
Advertising, visual display and marketing methodology are utilized in establishing a sales promotion plan. Shows and special events used to promote fashion products are incorporated in student projects. Prerequisites: BUS 240 and 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 credit
An advanced course of individually directed study with a focus on either 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 3 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 regularly conduct a small class ensemble. Prerequisites: MUT 151 and MUT 201.

MUG 329 PEDAGOGY 3 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 two sections: one for string, wind, brass and percussion students, 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 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. Music in the Baroque period includes all the aspects of the world as a stage, from Monteverdi's first opera L'Orfeo to Handel's operas and oratorios. The course describes the development of instrumental forms of trio sonata and concerto, the rise of public opera and the keyboard music of Francois Couperin and Johann Sebastian Bach. 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 twentieth 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/Music Theory 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/Music Theory 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/Music Theory 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. These arias will then be performed by the students, and their interpretive insights and solutions will serve as models for comparison with a singer's solutions as revealed in historical and contemporary recordings. This course fulfills the Music History/Music Theory 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. It is unique in that it pits soloist against orchestra, raising all sorts of questions about the dynamic between individual and collective. 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/Music Theory elective requirement. 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 one of the two music history/theory electives required of MM students. 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 one of the two music history/theory electives required of MM students. 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 one of the two music history/theory electives required of MM students. 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 one of the two music history/theory electives required of M.M. students. 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 one of the two music history/theory electives required of MM students. Offered on a rotating basis; not every year.

MUP 311 ENSEMBLE ARTS FOR PIANISTS 1 credit
Pianists are exposed to a variety of instrumental and vocal situations, with the focus on rehearsal/performance preparation of works for piano with one other instrument. The experience gained from these collaborations will provide the basic skills required for ensemble playing. Prerequisite: An audition may be required.

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
This course provides an overview of significant piano repertoire and an overview of piano chamber music literature through sight-reading chamber music repertoire, concerti, art song, two-piano and four-hand duet music, piano/string and piano/wind music. The course is designed to foster in each student a desire to continually investigate all aspects of the vast piano literature. Listening to recorded performances supplements the students' direct contact through sight-reading of the repertoire. Assignments include readings, listening lists, sight-reading, oral reports, in-class performances and exams. Prerequisite: Permission of instructor. Offered: As needed.

MUP 511 ENSEMBLE ARTS FOR PIANISTS 1 credit
Pianists are exposed to a variety of instrumental ensemble and vocal situations, with the focus on rehearsal/performance preparation of works for piano with one other instrument. The experience gained from these collaborations will provide the basic skills required for ensemble playing.

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 give 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 55 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 give students an opportunity to perform in a concert hall setting. All graduate students must enroll in Performance Forum each semester that they are in residence 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.

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 131–132 SECONDARY PIANO I–II 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 and harmonization. Placement exams will determine student level. Prerequisite: Placement exam.

MUS 301 APPLIED MAJOR INSTRUMENT 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 juries and mock auditions. Students are required to perform in community performance internships as assigned by their instructor. Prerequisite: Conservatory B.M. students only.

MUS 303 PRINCIPAL INSTRUMENT 2 credits
This course is designed to develop the student's musical and technical performance ability. Students receive training through scales, arpeggios, etudes, exercises and repertoire from different musical styles. Students take weekly individual lessons and attend studio class. Prerequisite: Permission of the instructor.

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 various settings including orchestra, wind ensemble and orchestra repertoire class. Rehearsals and concerts provide guided practical experience in all facets of music making. Prerequisite: Audition may be required.

MUS 501 APPLIED MUSIC-MAJOR INSTRUMENT 4-5 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 graduate 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 various settings including orchestra, wind ensemble and orchestra repertoire class. Rehearsals and concerts provide guided practical experience in all facets of music making. Prerequisite: Audition may be required.

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; 4-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: 1) through the writing of strict species counterpoint exercises in 18th century style to prepare the student to go on to; 2) more advanced stylistic exercises employing true 18th century forms, such as binary form "dance" suite movements, two- and three-part inventions, chorale preludes and fugues; and 3) 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 History/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 History/Music Theory Elective. Offered on a rotating basis; not every year. Prerequisite: MUT 300.

MUT 377 ANALYSIS FOR MUSICAL PERFORMANCE 3 credits
This course deals with the detailed analysis of musical compositions with particular emphasis on the implications for musical performance. Some of the topics that will be discussed include articulation and phrasing; accent, rhythm and meter; the analysis of structural pitches; and the "correct" stylistic interpretation. Students will be required to give in-class presentations that may include demonstration through performance. This course fulfills the Music History/Music Theory Elective. Offered on a rotating basis, not every year. Prerequisite: MUT 300.

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 201 THE AGING PROCESS 3 credits
A study of the processes of aging and their behavioral effects on the individual. To better understand the capacities and potential of the mature, older person, topics studied include age changes and biological functions, sensations, perception, intelligence, learning, memory and creativity.

PSY 210 DEATH AND DYING 3 credits
This course focuses on death as an event in history. The topics of discussion include concerns and fears of illness and death, grief and bereavement and society's values and conflicts regarding life and death. Credit may not be given for both PSY 210 and HCA 210.

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 261 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 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 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 and 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 supervisor. 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 with in 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, 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 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 and 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 coursework 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.

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.

RES 602 STATISTICAL METHODS 3 credits
Measurement and statistical analysis of parametric and non-parametric data. Techniques, applications and analysis. Formerly EDU 602.

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; 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 621 SPORTS MEDICINE: TECHNIQUES IN THE CARE AND PREVENTION OF ATHLETIC INJURIES 3 credits
Techniques and procedures designed to prevent injuries: preventative taping, injury recognition and immediate care of athletic injuries. Designed for athletic personnel and those interested in the field of athletic training.

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 and the National Association of Intercollegiate Athletics. 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 665 GRADUATE PROJECT IN SPORTS AND ATHLETIC ADMINISTRATION 3 credits
The project is developed around an area of professional interest and importance. The project must reflect an integration of theory and practice, as well as demonstrate expertise in the subject matter.

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 100 PRINCIPLES OF SCIENCE FOR HEALTH PROFESSIONALS 3 credits
An integrated science course that introduces basic scientific principles involved in the health professions. Selected topics from biology, microbiology, chemistry and physics are included. This course may not be used to fulfill the core curriculum laboratory science requirement.

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 170 ASTRONOMY OF THE STARS AND GALAXIES AND LAB 3 credits
The study of the lives of the stars and galaxies by using tools of scientific inquiry and observation. It covers the basic principles and tools of the trade in order to study the universe beyond the solar system. This course meets three lecture hours and two lab hours per week. Lab fee: $30.

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 206 THE BIOLOGY OF PLANTS AND ALGAE AND LAB 4 credits
An introduction to the form, function, diversity, evolution, natural history and cultural significance of green plants and other photosynthetic organisms. This course meets three lecture hours and three lab hours per week. Lab fee: $30. Prerequisites: SCI 110 and 111.

SCI 215 MARINE BIOLOGY AND LAB 4 credits
An introduction to marine organisms: their diversity, adaptations and ecological interrelationships. Laboratory and mandatory field trips. This course meets three lecture hours and two lab hours per week. Prerequisite: SCI 110.

SCI 230 INTRODUCTION TO ENVIRONMENTAL STUDIES AND LAB 4 credits
An introduction to the ecosystems of humanity and nature emphasizing basic principles of pattern and process and analysis of current biological, technological, social, political, economic, resource and energy issues in relation to the environment. This course meets three lecture hours and three lab hours per week. Lab fee: $30.

SCI 235 ANATOMY OF HUMAN MOVEMENT 3 credits
This course explores the integrated structure and function of the skeletal, muscular, nervous and circulatory systems. Actions, origins, insertions, innervations and blood supply of muscles are emphasized.

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 300 ACOUSTICS AND LAB 4 credits
This course explores the physics of sound and its relationship to music. Topics covered include the physics of vibrating systems, waves, intensity, timbre, frequency, tuning and temperament, the physics of musical instruments and the psychology of sound. This course meets three lecture hours and two lab hours per week. Lab fee: $30. Prerequisite: An ability to read music notation.

SCI 301 MEDICAL TERMINOLOGY I 3 credits
Exploration of the basic elements, meaning and pronunciation of specific medical terms, through an in-depth analysis of root words (Latin and Greek), combining forms, prefixes, suffixes and abbreviations, as well as its clinical applications. Students learn medical terminology by way of content organized by body system, through a unique combination of anatomy and physiology, word building principles, spelling and pronunciation. Clinical applications and pathologies are introduced at the beginning of the semester and covered in detail in conjunction with the various systems and related terminology. The course is designed for science and health care students/professionals who want to learn medical terminology and are pursuing a career in the field of health care or pharmaceutical industries. Prerequisite: SCI 260.

SCI 302 MEDICAL TERMINOLOGY II 4 credits
Exploration of the basic elements, meaning and pronunciation of specific medical terms, through an in-depth analysis of root words (Latin and Greek), combining forms, prefixes, suffixes and abbreviations, as well as its clinical applications. Students learn medical terminology by way of content organized by body system, through a unique combination of anatomy and physiology, word building principles, spelling and pronunciation. Focuses on the integrated study of the human body and the histology, anatomy and physiology of the following systems and topics: cardiovascular, hematology, lymphatic and immune, urinary, fluid and electrolyte control, digestive, nutrition, respiratory, reproductive and development. Clinical applications and pathologies are covered in detail in conjunction with the various systems and related terminology. The course is designed for science and health care students/professionals who want to develop sound mastery of medical terminology and are pursuing a career in the field of healthcare or pharmaceutical industries. This is the second semester of a two-semester sequence. This course meets three lecture hours per week. Pre-requisites: SCI 260, SCI 261 and SCI 301.

SCI 310 FORENSIC SCIENCE AND LAB 4 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: SCI 201 or SCI 202 or SCI 203.

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, 111, 130 and 131.

SCI 330 PRINCIPLES OF EXERCISE AND LAB 4 credits
This course covers exercise theories and protocols such as progressive resistive exercise and isokinetics, strength testing and measurement. Muscle physiology, properties and adaptations related to exercise are emphasized. Prerequisite: SCI 235, SCI 203, or SCI 260.

SCI 345 SELECTED TOPICS IN HEALTH CARE 3 credits
This course instructs the students in the etiology, signs and symptoms, diagnostic procedures, treatment regimes and prognosis for the following areas: obstetrics, pediatrics, orthopedics, sports medicine, neurology, cardiopulmonary and geriatrics. Prerequisites: SCI 260, SCI 261, SCI 301, SCI 302 and SCI 330.

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, 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 355 PRINCIPLES OF BIOMECHANICS 3 credits
This course consists of lectures and discussions related to biomechanical applications. The theory of linear viscoelastic behavior and applications to the known behavior of hard and soft tissue will be introduced. The forces, vectors and dynamics of anatomic structures will be covered. The qualitative and quantitative methods for the study of human body will be addressed. It will also cover topics related to muscle physiology, muscle activity, joint function and movement patterns. Prerequisites: SCI 235, SCI 260, 261 and 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, MAT 110 and SCI 230 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 440 NEUROLOGY 3 credits
This course focuses on instruction of normal growth and development of the nervous system with emphasis on developmental and physiological approaches to associated neuropathology, diagnosis, instrumentation and practical considerations for diagnostic and treatment protocols. Prerequisites: SCI 260, SCI 261, SCI 301 and SCI 302.

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 110 and SCI 111 (or SCI 260 and SCI 261) and DQR 200.

SCI 485 BIOLOGY INTERNSHIP 3–6 credits
Opportunity for biology majors to gain on-the-job experience through an internship placement 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. Note re lab credits: For each one credit of lab, all upper division (300+) lab science courses and some lower division (100+) lab science courses meet for three hours of lab per week. Other lab science courses meet for two hours.

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 3credits
Study of the institutional character of the family, its history and relationship to other institutions. Problems encompassing premarital concerns, internal dynamics of family life, children and divorce are discussed. Prerequisite: SOC 110.

SOC 230 INTRODUCTION TO SOCIAL WORK 3 credits
An examination of modern welfare services, followed by a study of some of the methods by which social workers help to solve a host of problems that range from adoption and care for the aged, to marital counseling, parole supervision and the community organization. Prerequisite: SOC 110.

SOC 261 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.

SOC 311 INTERPERSONAL PROCESSES 3 credits
This course involves the study of human communications, interpersonal relationships and small group dynamics. Topics include verbal and nonverbal behavior, development of relationships, groups, assertiveness and leadership. Instructional emphasis is placed on providing an understanding of the behavioral, emotional and cognitive components of interpersonal communication in contemporary society. Prerequisite: PSY 150 or SOC 110.

SOC 330 THE SOCIAL WELFARE SYSTEM 3 credits
Programs, policies and services on local, state and national level 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.

TSR 101 TRANSFER STUDENT SEMINAR: THE UNIVERSITY EXPERIENCE 0 credit
This course is designed to orient students to the specific policies, procedures, programs and services available at Lynn University.

LYNN
UNIVERSITY
EUGENE M. & CHRISTINE E. LYNN
RESIDENCE CENTER

Chapter X.

University Community

BOARD OF TRUSTEES

The Board of Trustees is the governing and policy-making arm of the university overseeing the educational, administrative and financial operations.

Christine E. Lynn, Chairman
Boca Raton, Fla.

Stephen F. Snyder, Vice Chairman
Delray Beach, Fla.

Jan Carlsson '94
Boca Raton, Fla.

Hugh Carville, Chairman Emeritus
Johnstown, N.Y.

John T. Hannifan
Boca Raton, Fla.

Mary E. Henke
Milwaukee, Wis.

Henrietta Countess de Hoernle
Boca Raton, Fla.

Arthur E. Landgren
Delray Beach, Fla.

John P. Langan '81
Arlington, Va.

Irving R. Levine
Washington, D.C.

John Mortimer
West Chester, Pa.

Will Rehrig
Rancho Palos Verdes, Calif.

Paul Robino
Wilmington, Del.

Donald E. Ross, President Emeritus
Boca Raton, Fla.

Helen L. Ross
Boca Raton, Fla.

Kevin M. Ross, President
Boca Raton, Fla.

Bill Shubin
Boca Raton, Fla.

Stephen F. Snyder
Delray Beach, Fla.

BOARD OF OVERSEERS

The Board of Overseers assists the president in the future development of the university and the expansion and enrichment of its programs.

Yvonne S. Boice, Chairman
Boca Raton, Fla.

R. Brady Osborne Jr., Vice Chairman
Boca Raton, Fla.

M. J. Arts
Boca Raton, Fla.

Anthony Comparato
Boca Raton, Fla.

Patricia DiLeo, Emeritus
Boca Raton, Fla.

Wilma Elmore, Emeritus
Gulf Stream, Fla.

Barbara Fox
Blowing Rock, N.C.

Richard Gold
Boca Raton, Fla.

Arnold S. Goldstein
Boca Raton, Fla.

Louis B. Green
Boca Raton, Fla.

J. Albert Johnson, Esq.
Boca Raton, Fla.

Bonnie E. Koenig
Boca Raton, Fla.

Dennis J. Mazanec
Velrico, Fla.

Michael McCauley
Boca Raton, Fla.

Gregory D. Miseyko
Boca Raton, Fla.

Densel Raines
Boca Raton, Fla.

Francisco J. Rincon, M.D.
Boca Raton, Fla.

Donald E. Ross, President Emeritus
Boca Raton, Fla.

Margaret Mary Shuff
Boca Raton, Fla.

Thomas E. Sliney, Jr., Esq.
Boca Raton, Fla.

Joseph W. Veccia
Delray Beach, Fla.

ADMINISTRATION

Kevin M. Ross, A.B., M.A.L.A., Ed.D.
President

Jason L. Walton, B.A., M.Ed., Ph.D.
Chief of Staff

Cynthia Patterson, B.A., Ph.D.
Vice President for Academic Affairs

Laurie Levine, B.S., M.P.A.
Vice President for Business and Finance

Gregory J. Malfitano, B.A., M.A.
Senior Vice President for Administration

Delsie Z. Phillips, B.A., M.A.
Vice President for Enrollment Managment

Judith L. Nelson, B.A.
Vice President for Development and Alumni Affairs

Michele Martin Morris, B.S.
Vice President for Marketing and Communication

Chris Boniforti, B.A., M.C.S.E., C.C.N.A., G.I.A.C., M.B.A.
Chief Information Officer

Margaret E. Ruddy, B.A., M.B.A., J.D.
General Counsel

OFFICE OF THE PRESIDENT

Kevin M. Ross, A.B., M.A.L.A., Ed.D.
President

Jason L. Walton, B.A., M.Ed., Ph.D.
Chief of Staff

Jessica Burke, B.S.
Executive Communications Coordinator

Joanne Sarrica
Executive Assistant to the President

Dee Porter
Executive Assistant

Chantal Prosperi Fongemie
Secretary

OFFICE OF THE PRESIDENT EMERITUS

Donald E. Ross, B.F.A., M.S., LL.D.
President Emeritus

Donna McCloskey
Secretary to the President Emeritus

OFFICE OF ACADEMIC AFFAIRS

Cynthia Patterson, B.A., Ph.D.
Vice President for Academic Affairs

Gregg C. Cox, B.S., M.Ed., Ed.D.
Academic Dean

Diane DiCerbo, B.A., M.Ed.
Director of Academic Advising

Gary Villa, B.S., Ph.D.
Director of Honors Program

Maureen Goldstein, B.A., M.A., Ph.D.
Associate Director of Honors Program

Katrina Carter-Tellison, B.A., M.S.W., Ph.D.
Chair of Core Curriculum "Dialogues of Learning"

Joan Scialli, B.S., M.S.N, Ed.D
University Professor

Angela Kahan, B.A., M.Ed.
Executive Assistant

Inga Thompson, A.S.
Administrative Assistant

OFFICE OF THE REGISTRAR

Angela Rogers, B.A.
Registrar

Jenifer Mosley, B.A., M.Ed.
Assistant Registrar

Jacqueline Kennedy, B.S.
Systems Analyst

Leslie Wilson, B.A., Ms.Ed.
Graduation Coordinator

Joan Ingui, B.S.
Transfer Coordinator

Hana Pollock, B.A.
Academic Records Specialist

Jennifer Mealey, B.A.
Administrative Assistant

COLLEGE OF ARTS AND SCIENCES

Khalique Ahmed, B.A., M.S., Ph.D.
Department Chair, Science

Debra L. Ainbinder, B.S., M.S., Ph.D., N.C.C., LPC, ACS
Graduate Program Director, M.S. in Applied Psychology

Katrina Carter-Tellison, B.A., M.S.W., Ph.D.
Department Chair, Criminal Justice

James J. Kassar, B.A., M.S.
Department Coordinator, Mathematics

Jill S. Levenson, B.A., MSW, Ph.D.
Department Chair, Human Services

Gila Aloni, B.A., M.A., Ph.D.
Department Chair, English

Robert Riedel, B.A., M.S., Ph. D.
Department Chair, Psychology

Robert Watson, B.S., M.P.A., Ph.D.
Coordinator, American Studies

Marcheta Wright, P.A., Ph.D.
Department Chair, International Relations

Sally Miklus
Administrative Assistant

Joyce Lounders
Administrative Assistant

Libby Barland
Evening Coordinator

FACULTY

Judith Adelson, Assistant Professor, Human Services & Psychology
B.A., Florida Atlantic University
A.S., Georgia State University
M.S., Barry University
Ph.D., Nova Southeastern University

Khalique Ahmed, Professor, Chemistry/Physics
B.S., Punjab University
M.S., Quaid-I-Azam University
M.S., Quaid-I-Azam University
Ph.D., University of Manitoba

Debra Ainbinder, Associate Professor, Psychology
Graduate Program Director, Masters in Applied Psychology
B.S., University of Florida
M.S., Nova University
Ph.D., Barry University

Gila Aloni, Associate Professor, English
B.A., Tel Aviv University
M.A., Tel Aviv University
Ph.D., University of Paris

Cynthia Andreas, Assistant Professor, Humanities
B.A., American University
M.A., College of Notre Dame
Ph.D., Florida State University

Malcolm O. Asadoorian III, Associate Professor, Economics
B.A., Assumption College
M.A., Clark University
Ph.D., Clark University
Post-Doctorate, Massachusetts Institute of Technology

Dan Bagnoni, Assistant Professor, Mathematics
B.S., Gannon University
M.Ed., Florida Atlantic University
Ed.S., Florida Atlantic University

Daniel Bass, Assistant Professor of Anthropology/Religious Studies
B.A., Carleton College
M.A., University of Michigan, South Asian Studies
M.A., University of Michigan, Anthropology
Ph.D., University of Michigan

Katrina Carter-Tellison, Assistant Professor, Sociology
B.A., University of Miami
M.S.W., Barry University
Ph.D., University of Miami

Karen Casey-Acevedo, Professor, Criminal Justice
B.S., Niagara University
M.A., State University of NY at Albany
Ph.D., State University of NY at Albany

Sandra Cohen, Visiting Professor, English
B.A., City University of New York
M.A., University of Puerto Rico

Gregg Cox, Academic Dean; Professor, Mathematics
B.S., University of Florida
M.Ed., Florida Atlantic University
Ed.D., Florida Atlantic University

Ann M. Crawford, Professor, Psychology
B.S., Florida State University
M.S., Florida State University
M.P.S., New York Institute of Technology
Ph.D., The Union Institute

John Daily, Instructor, English
B.A., University of Washington
M.A., University of Missouri

Elaine Deering, Instructor, English
B.S., Radford College

Linda De La Ysla, Assistant Professor, English
B.A., University of California, Santa Cruz
M.F.A., Vermont College
M.S.Ed., Bank Street College of Education
Ph.D., University of Maryland, College Park

Chris Drew, Instructor, English
B.A., Southern Illinois University
M.A., Southern Illinois University

Susan Egan Norstrom, Assistant Professor, Psychology
B.A., Stetson University
M.A., Florida Atlantic University
Ph.D., Florida Atlantic University

David Fleisher, Associate Professor, English
B.A., University of Memphis
M.A., Instituto Allende, San Miguel de Allende, Mexico

Maureen Goldstein, Associate Professor, English
B.A., Marquette University
M.A., University of South Carolina
Ph.D., University of South Carolina

Joe Greaney, Visiting Professor, History
B.A., Florida Atlantic University
M.A., Florida Atlantic University

Michael Grigelis, Assistant Professor, Math
B.S., Florida Atlantic University
M.S., Florida Atlantic University

Joseph Hall, Associate Professor, Criminal Justice
B.A., Florida State University
M.S., Florida International University
M.A., University of Pennsylvania
Ph.D., University of Pennsylvania

James J. Kassar, Assistant Professor, Mathematics
B.A., Brooklyn College
M.S., The College of Staten Island

Lizbeth Keiley, Associate Professor, English
B.A., State University College
M.F.A., City University of New York
Ph.D., University of Cincinnati

Sindee Kerker, Assistant Professor, Criminal Justice
B.A., University of Florida
J.D., Whittier College of Law

Anna Krift, Assistant Professor, International Relations
B.A., Eckerd College
Ph.D., University of Miami

Jill Levenson, Associate Professor, Human Services
B.A., University of Pittsburgh
M.S.W., University of Maryland
Ph.D., Florida International University

Jeff Morgan, Associate Professor, English
B.A., Ohio University
M.A., University of Texas Pan Am
Ph.D., Case Western Reserve University

Cynthia M. Patterson, Professor, History
B.A., Rollins College
Ph.D., Northwestern University

John R. Pickering, Professor, History
B.A., Stetson University
M.A., Florida State University
Ph.D., University of Denver

Robert Riedel, Professor, Psychology
B.A., Moorhead State University
M.S., St. Cloud State University
Ph.D., Colorado State University

Joan Scialli, University Professor
B.S., Michigan State University
M.S.N., West Virginia University
Ed.D., West Virginia University

Robert Seifer, Associate Professor, Psychology
B.S., University of Florida
M.S., Nova Southeastern University
Ph.D., Nova Southeastern University

Regina Tuma, Associate Professor, Psychology
B.A., University of Miami
M.A., The New School for Social Research
Ph.D., The New School University

Gary Villa, Associate Professor, Biology
B.S., University of Missouri
Ph.D., Stanford University

Sonia Villaverde, Associate Professor, Science
B.S., Kansas State University
D.P.T., Creighton University

Robert Watson, Associate Professor, American Studies
B.S., Virginia Tech
M.P.A., University of West Florida
Ph.D., Florida Atlantic University

Marcheta Wright, Professor, International Relations
B.A., Thiel College
Ph.D., University of Maryland

COLLEGE OF BUSINESS AND MANAGEMENT

Russell Boisjoly, B.S., M.B.A., D.B.A.
Dean

Ralph J. Norcio, B.S., M.S., M.B.A., Ph.D.
Associate Dean

James P. Miller, B.A., M.A., M.B.A., Ph.D.
Program Coordinator, B.S.B.A.

Michael Petroski, B.S., M.S.
Lynn PM Coordinator

Paula Johnson, B.S., M.S.
Administrative Assistant

Deborah Price, B.S., M.Ed.
Administrative Assistant

FACULTY

Russell Boisjoly, Dean; Professor, Business Management
B.S., University of Massachusetts-Lowell
M.B.A., Boston University
D.B.A., Indiana University

Ralph J. Norcio, Associate Dean; Professor, Finance and Accounting
B.S., Georgetown University
M.S., Georgetown University
M.B.A., Cornell University
Ph.D., The Union Institute
Certified Public Accountant
Certified in Financial Management
Certified Management Accountant

Malcolm O. Asadoorian III, Associate Professor, Economics
B.A., Assumption College
M.A., Clark University
Ph.D., Clark University
Post-Doctorate, Massachusetts Institute of Technology

Eldon Bernstein, Professor, Management
B.A., University of Connecticut
M.B.A., University of Connecticut
Ph.D., University of Connecticut

John Christovassilis, Visiting Professor, Computer Management Systems
B.S., Queen Mary, University of London
M.S., Royal Holloway, University of London
M.S., Loughborough University

John Cipolla, Associate Professor, Management
A.B., Rutgers University
Ph.D., University of Iowa

Lisa Dandeo, Associate Professor, Fashion Management
B.S., Fairmont State College
M.S., The University of Wisconsin-Stout
Ph.D., Florida State University

Farideh Farazmand, Associate Professor, International Business
B.S., University of Tehran, Iran
M.S., Syracuse University
Ph.D., Syracuse University

Jeanette D. Francis, Associate Professor, Computer Management Systems
B.A., Southern California College
M.B.A., United States International University
Ph.D., United States International University

Arnold Goldstein, Distinguished Professor, Management
B.S., Northeastern University
J.D., New England School of Law
M.B.A., Suffolk University
Ph.D., Northeastern University

Robert Green, Professor, Marketing
B.Ed., University of Miami
B.B.A., University of Miami
M.B.A., Nova Southeastern University
D.B.A., Nova Southeastern University

Grace Greenberg, Assistant Professor, Management
B.S., University of Arizona
M.A., National University
M.S., University of Bridgeport

Jose Lopez, Visiting Professor, International Business
B.B.A., Lynn University
M.B.A., Lynn University
Ph.D., Lynn University

James P. Miller, Professor, Management and Accounting
B.A., St. Lawrence University
M.A., Catholic University of America
M.B.A., Syracuse University
Ph.D., American University

Michael Petroski, Assistant Professor, Computer Management Systems
B.S., Lehigh University
M.S., Lehigh University

Alison Rampersad, Instructor, Computer Management Systems
B.A., Kean University
M.A., New York University

Burton D. Morgan School of Aeronautics

Jeffrey C. Johnson, B.S., M.A.S., Ph.D.
Dean

E.K. Morice, B.S., M.P.S.
Assistant Chief Instructor Pilot

Lynette Johnson, B.S., M.B.A.
Project Manager

Timothy Jensen, B.A.
Chief Flight Instructor

Jonathan Reese, B.S.
Flight Instructor

FACULTY

Jeffrey C. Johnson, Dean; Assistant Professor, Aviation
B.S., U.S. Air Force Academy
M.A.S., Embry-Riddle Aeronautical University
Ph.D., Union Institute and University

Elton K. Morice, Assistant Professor, Aviation
B.S., Worchester Polytechnic
M.P.S., Lynn University

DONALD E. AND HELEN L. ROSS COLLEGE OF EDUCATION

Patrick J. Hartwick, B.S., M.S. Ed., Ed. D.
Dean

Valerie A. Storey, B.Ed., M.Ed., Ph.D.
Program Coordinator, Ed.D. Coordinator

Cassandra Keller, B.A.E., M.Ed., Ed.D.
Program Coordinator, M.Ed., Exceptional Student Education

Joy Ruhl
Administrative Assistant

Teddy Davis
Administrative Assistant

FACULTY

Patrick J. Hartwick, Dean; Professor, Education
B.S., SUNY College at Buffalo
M.S., SUNY College at Buffalo
Ed.D., West Virginia University

Priscilla Boerger, Assistant Professor, Education
B.S., Florida International University
M.S., NOVA Southeastern University

Mayra Camacho, Assistant Professor, Education
B.A., University of Central Florida
M.A., University of Central Florida
Ed.D., University of Central Florida

Cassandra Keller, Assistant Professor, Education
B.A., University of Florida
M.Ed., University of Florida
Ed.D., Florida Atlantic University

Ellen P. Kirbert, Associate Professor, Education
B.S., Cornell University
M.S., Florida State University

Adam Kosnitzky, Visiting Professor, Education
B.B.A., Florida International University
M.S.Ed., Florida International University
Ed.S., Nova Southeastern University
Ph.D., Barry University

William Leary, Professor, Education
B.S., Boston College
M.Ed., Boston State College
Ed.D., Boston University
Ed.D., Harvard Graduate School of Education
Fulbright Fellow, Sophia University, Tokyo, Japan

Cheryl Serrano, Professor, Education
B.S., University of Wisconsin
M.A., University of North Colorado
Ph.D., Florida State University

Valerie Storey, Assistant Professor, Education, and Ed.D. Coordinator
Ph.D., Vanderbilt University
M.Ed., Manchester University (UK)
B.Ed., (Hons) Leeds University (UK)
Master's Diploma, Manchester Metropolitan University (UK)
Master's Credit, Manchester Metropolitan University (UK)
C.Ed., University of Ripon and York St. John (UK)

Ann Wolf, Associate Professor, Education
B.A., Rutgers University
M.S., Syracuse University
Ed.D., University of Northern Colorado

COLLEGE OF HOSPITALITY MANAGEMENT

Mike Hampton, B.S., M.S., Ed.D.
Dean

James Downey, B.A., M.S., Ph.D.
Associate Dean

David Onigbinde, B.A., B.S., M.B.A
Program Coordinator

Stella Quintero, B.S., M.B.A.
Program Coordinator

Florence DaJuste, B.S.
Secretary

FACULTY

Mike Hampton, Dean; Professor, Hospitality Management
B.S., Florida State University
M.S., Florida International University
Ed.D., Florida International University

James Downey, Associate Dean; Professor, Hospitality Management
B.A., Pennsylvania State University
M.S., University of Wisconsin
Ph.D., Purdue University
Certified Servsafe Food Safety Instructor

Charlie Arturaola, Sommelier-in-Residence
B.A., University of Navarra, Spain
The Court of Master Sommeliers Certification
Beverage Management Professional Diploma, IFSEA
Sabrage de la France Certification, France

Charles G. Barr, Assistant Professor, Sports Management
B.S., York College of Pennsylvania
M.S., Lynn University
D.S.M., United States Sports Academy

Theodore Curtis, Assistant Professor, Sports Management
B.A., Tufts University
M.S., Nova Southeastern University
J.D., Cardozo School of Law at Yeshiva University

Linsley DeVeau, Professor, Hospitality Management
B.S., University of Nevada at Las Vegas
S.P.C., University of New Haven
M.S., University of New Haven
M.B.A., University of New Haven
Ed.D., University of Bridgeport
Certified Hospitality Accountant Executive
Certified Hotel Administrator
Certified Human Resource Executive

David Schapiro, Instructor, Hospitality Management
A.A., Santa Monica Community College
B.S., University of Nevada at Las Vegas
M.S., Lynn University
Certified Servsafe® Food Safety Instructor

Craig Schmantowsky, Chef-in-Residence/Instructor
A.S., Johnson & Wales University
B.S., Florida International University
M.S., Florida International University
Certified Servsafe® Food Safety Instructor

EUGENE M. AND CHRISTINE E. LYNN COLLEGE OF INTERNATIONAL COMMUNICATION

Irving R. Levine, B.A., M.S.
Dean Emeritus

David L. Jaffe, B.A., M.S., Ph.D.
Dean

Carmeta Blake, B.A., M.S., Ed.D.
Program Chair, Radio, Television and Internet Media

Valeria Fabj, B.A., M.A., Ph.D.
Program Chair, Communication, Media and Politics; M.S. in Communication and Media

Erika Grodzki, B.A., M.A., Ph.D.
Program Chair, Advertising and Public Relations

Adam Simpson, B.F.A., M.F.A.
Program Chair, Drama

Stefanie Powers, B.A., M.S.
Program Chair, Multimedia Journalism
Managing editor, *iPulse*

Carol Watson, B.A., M.F.A.
Program Chair, Film

Joseph Carey, B.S.
Media Coordinator

Andrew Hirst, B.S.D., M.S.
Production Coordinator

Sharon Robinson, B.A., M.Ed.
Office Manager

Robert Trainor, B.E., M.E.
Broadcast Engineer

Andrew Vermes, B.A., M.S.
Technical Support Coordinator

FACULTY

Irving R. Levine, Dean Emeritus; Professor, Mass Communication
B.S., Brown University
M.S., Columbia Graduate School of Journalism

David L. Jaffe, Dean; Professor, Radio, Television and Internet Media
B.A., Albright College
M.S., Temple University
Ph.D., University of Iowa

Stephen Aiello, Associate Professor, Drama
B.A., Tufts University
M.A., Skidmore College

Denise Belafonte-Young, Assistant Professor, Radio, Television and Internet Media
B.A., Brooklyn College
M.F.A., Brooklyn College

Coleman Bender, Visiting Professor, Advertising and Public Relations
B.A., Pennsylvania State University
M.A., Pennsylvania State University
Ph.D., University of Illinois

John Bennardo, Instructor, Film
B.S., University of Miami
M.F.A., American Film Institute

Carmeta Blake, Assistant Professor, Radio, Television and Internet Media
B.A., University of the West Indies
M.S., Florida International University
Ed.D., Florida International University

James Brosemer, Instructor, Multimedia Journalism
B.A., University of Miami
M.S., Lynn University

Ned Camuso, Instructor, Communication, Media and Politics
B.A., University of Miami
M.A., New School for Social Research

Mark Coné, Assistant Professor, Graphic Design
B.F.A., Florida Atlantic University
M.F.A., Florida Atlantic University

Nava Dushi, Assistant Professor, Film
B.F.A., Tel Aviv University
M.A., Florida Atlantic University

Valeria Fabj, Professor, Communication, Media and Politics
B.S., Northwestern University
M.A., Northwestern University
Ph.D., Northwestern University

Erika Grodzki, Associate Professor, Advertising and Public Relations
B.A., Muskingum College
M.A., Miami University
Ph.D., Europa – Universität Viadrina Frankfurt

Stephanie Jackson, Instructor, Communication, Media and Politics
B.A., Florida Southern College
M.A., University of North Carolina at Greensboro

Michael King, Filmmaker-in-Residence, Film
B.A., Connecticut College
M.A., University of Amsterdam

Eric Luchian, Assistant Professor, Illustration/Computer Animation
B.F.A., Academy of Arts in Bucharest
M.F.A., Florida Atlantic University

Myles Ludwig, Assistant Professor, Multimedia Journalism
B.A., University of North Carolina
M.A., University of North Carolina

Kip Miller, Instructor, Photography
B.A., University of Maryland
M.F.A., University of Florida

Harry Murphy, Assistant Professor, Drama
B.F. A., Florida Atlantic University
M.F.A., Yale University School of Drama

Stefanie Powers, Instructor, Multimedia Journalism
B.A., Florida Atlantic University
M.S., Lynn University

Adam Simpson, Assistant Professor, Drama
B.F.A., Florida Atlantic University
M.F.A., Florida Atlantic University

Carrie Simpson, Assistant Professor, Drama
B.A., University of Pittsburgh
M.F.A., Florida Atlantic University

Rick Strul, Visiting Professor, Radio, Television and Internet Media
B.S.E.E., University of Miami
M.A., San Francisco State University
J.D., University of Miami
L.L.M., University of Miami

Glenn Toscano, Assistant Professor, Graphic Design
B.F.A., Rhode Island School of Design
M.A., University of Massachusetts

Robert Trainor, Affiliated Faculty, Radio, Television and Internet Media
B.E., Manhattan College
M.E., Manhattan College

Carol Watson, Assistant Professor, Film
B.A., Clark University
M.F.A., New York University

THE CONSERVATORY OF MUSIC

Jon Robertson, B.M., M.S., D.M.A.
Dean

Marc Reese, B.M., M.M.
Assistant Dean
Graduate Academic Advisor

Judith James
Secretary to the Faculty

Terrence Kirchgessner, B.M., M.M.
Stage and Audio Manager

Lisa Leonard, B.M., M.M.
Head of Recruitment and Marketing

Patricia A. McCarthy
Secretary to the Dean

Thomas L. McKinley, B.M., M.M., A.M., Ph.D.
Curriculum Coordinator
Undergraduate Academic Advisor

Madeline Neely, B.M., M.M.
Concert and Events Manager

Luisa Sanchez de Fuentes, B.M., M.M., Ph.D.
Director of Preparatory

FACULTY

Jon Robertson, Dean; Professor of Music
B.M., Juilliard School
M.S., Juilliard School
D.M.A., Juilliard School

Marc Reese, Assistant Dean
Assistant Professor, Artist Faculty – Trumpet
Head of Brass Department
B.M., Boston University
M.M., New England Conservatory

Kenneth Amis, Visiting Distinguished Artist-in-Residence-Tuba
B.M., Boston University
M.M., New England Conservatory of Music

Edward Atkatz, Distinguished Artist-in-Residence – Percussion
B.M., Boston University
B.M.E., Boston University
M.M., New England Conservatory
Professional Studies, Temple University

Barbara Barry, Associate Professor of Musicology
B.M., University of London Goldsmith's College
M.M., University of London King's College
Ph.D., University of London Goldsmith's College

Timothy Cobb, Visiting Distinguished Artist-in-Residence – Double Bass
B.M., Curtis Institute of Music

Carol Cole, Assistant Professor, Artist Faculty – Violin
Attended Curtis Institute of Music

David Cole, Associate Professor, Artist Faculty – Cello
Head of String Department
Artist's Diploma, Curtis Institute of Music

Michael Ellert, Artist Faculty – Bassoon
Head of Woodwind Department
Attended Juilliard School

Phillip Evans, Artist Faculty
B.M., Michigan State University
B.S., Juilliard School
M.S., Juilliard School
Post Graduate Diploma, Cherubini Conservatory

Ralph Fielding, Visiting Distinguished Artist-in-Residence– Viola
B.A., Yale University
M.M., Yale University School of Music
M.B.A., Yale University School of Management

Lisa Leonard, Assistant Professor, Artist Faculty – Piano Studies
Head of Chamber Music
New Music Festival Director
B.M., Manhattan School of Music
M.M., Manhattan School of Music

Tao Lin, Assistant Professor, Artist Faculty – Collaborative Piano
Head of Collaborative Piano
B.M., Harid Conservatory
M.M., University of Miami

Jon Manasse, Visiting Distinguished Artist-in-Residence – Clarinet
B.M., Juilliard School
M.M., Juilliard School

Thomas L. McKinley, Professor of Music Theory
Curriculum Coordinator
B.M., University of Cincinnati
M.M., University of Cincinnati
A.M., Harvard University
Ph.D., Harvard University

Gregory Miller, Artist Faculty – French Horn
B.M., Oberlin College, Conservatory of Music

Elmar Oliveira, Distinguished Artist-in-Residence – Violin
Attended the Hartt College of Music, University of Hartford and the Manhattan School of Music
Received honorary doctorates from the Manhattan School of Music and the University of Binghamton

Joseph Robinson, Visiting Distinguished Artist-in-Residence – Oboe
B.A., Davidson College
M.P.A., Princeton University
Honorary Doctorate, Davidson College

Roberta Rust, Professor, Artist Faculty – Piano
Head of Piano Department
B.M., University of Texas at Austin
P.C., Mozarteum-Salzburg
M.M., Manhattan School of Music
D.M.A., University of Miami

Dan Satterwhite, Artist Faculty – Trombone
B.M., Mars Hills College

Albert George Schram, Artist Faculty – Conductor
Music Director and Conductor, Lynn Philharmonia
B.M., University of Victoria
M.M., University of Washington
D.M.A., University of Washington

Yang Shen, Staff Accompanist - Collaborative Piano
B.M., The Harid Conservatory School of Music
M.M., Thornton School of Music at University of Southern California
D.M.A., Thornton School of Music at University of Southern California

Renee Siebert, Visiting Distinguished Artist-in-Residence – Flute
Attended Juilliard School

INSTITUTE FOR ACHIEVEMENT AND LEARNING

Marsha A. Glines, B.A., M.Ed., Ph.D.
Dean

Shaun Exsteen, B.S., M.Ed.
Associate Dean

Theodore Wasserman, Associate Dean for Teaching and Learning
B.A., George Washington University
M.A., Hofstra University
Ph.D. Hofstra University

Darren M. Allen, B.S., M.B.A.
Research Associate

Catherine Wharton, B.A., M.A.
Developmental Education Specialist

Dylan J. Kendrick, B.S., M.B.A.
Coordinator
Comprehensive Support Program

Zachary Walker, B.S., M.B.A., M.Ed.
Advisor
Comprehensive Support Program

Frank Panico, B.S., M.S.
Coordinator
Wayser Tutoring Center
Comprehensive Support Program

Paula Hyman, B.A., M.A.
Full-Time Tutor
Comprehensive Support Program

Dave Klein, B.S., M.S.
Full-Time Tutor
Comprehensive Support Program

Bert Diament, B.S., M.S., Ph.D.
School Psychologist
Heller Family Diagnostic Center

Nero Harding, B.S., M.I.S.M.
Instructional Technologist
Heller Family Diagnostic Center

Amanda Evans, B.A., M.A.
Director
Metamorphosis Program

Melissa A. Knight, B.A., M.A.
Coach
Metamorphosis Program

Stacey Bauberger, B.A., M.Ed.
Coach
Metamorphosis Program

Rebecca Coffy, B.A.
Administrative Assistant II

Honey Frydman, B.A.
Administrative Assistant

EUGENE M. AND CHRISTINE E. LYNN LIBRARY

Charles Kuhn, B.A., M.L.S.
Library Director

Kathleen Clunan, B.A., M.S.
Archivist

Judith Alsdorf, B.A., M.L.S.
Librarian

Leecy Barnett, B.A., M.A., M.L.S.
Librarian

Tsukasa Cherkaoui, B.M., M.M., M.L.I.S.
Music Librarian

Kathryn Corrigan, B.A.
Service Desk Manager

David Gonsoroski, B.A., B.A., M.L.S., M.A.
Librarian

Susan Montgomery, B.A., M.A.
Service Desk Manager

Sally Seaman, B.M., M.S., M.L.I.S.
Librarian
Veselin Bozhilov
Service Desk Manager

Michael Oehlbeck
Service Desk Assistant

INSTITUTE FOR DISTANCE LEARNING

Mary L. Tebes, B.A., M.Ed., Ph.D.
Executive Director

Holly Siegel, B.S.
Administrative Assistant

Elizabeth Yagodzinski, B.S., M.S., Ed.S.
Instructional Designer

Juliet Juan
Technical Support

CENTER FOR INTERNATIONAL PROGRAMS AND SERVICES

Sheila Sheppard, B.A.
Associate Director

Nicolette Monaco Orezzoli, B.A.
Assistant Director of Study Abroad

Francine Levine, B.A., M.S.
Study Abroad Advisor

Lisa Ward, B.A.
International Student Coordinator

Vera Herman, A.A.S.
Office Coordinator

Regina Theisen
International Insurance Advisor

Deidra Hendricks
Receptionist

INFORMATION TECHNOLOGY

Christian G. Boniforti, B.A., M.C.S.E., C.C.N.A., G.I.A.C., M.B.A.
Chief Information Officer

LewAnn Tonna
Executive Assistant

Kevin Kerr, B.A., M.B.A.
Director of Network and Support Services

Maria Piret, B.S., M.B.A.
Director of Information Systems

Rebecca Andre, B.S., M.A., Ph.D.
Director of Instructional Technology

Tammy Swett
IT Business Coordinator

Paul Monroy
Campus Card Coordinator

Eleonora Lambertini
Campus Card Analyst

Joey Rego, B.S., M.B.A., M.C.P.
Senior Network Administrator

Mark Dunkerley, M.S., M.B.A., M.C.S.A., M.C.P.
Network Administrator

Larry Siew, B.S., M.C.P., M.C.S.A.
Network Administrator

Richard Velez
Lead Telecommunications Technician

Jon Aaron Stanger
Telecommunications Technician

Derek Parker, B.A.
Instructional Technologist

Nero G. Harding, M.I.S.M.
Instructional Technologist

Malarvizhi Perumalraja, B.S., S.C.J.P., O.C.P.
Programmer Analyst

Vanessa Deilks
Systems Analyst

Lara J. Martin, B.S.
Systems Analyst

Jennifer Topple
Programmer Analyst

Terrence Anderson, A.S., C.S.C.M.
Help Desk Manager

Scott Kidwell
Support Representative

Yanatha Desouvre, B.S.
Support Technician

Delroy V. Honeyghan, Jr., B.S.
Support Technician

Roberto A. Vichera, M.C.P.
Support Technician

Matthew Tebes
Support Technician

OFFICE OF ADMINISTRATION

Gregory J. Malfitano, B.A., M.A.
Senior Vice President for Administration

Jo Beth Lackey
Administrative Assistant

UNIVERSITY EVENTS

Amy Greene, B.A.
Director of University Events

Leslie Garner, B.S.
Events and Facilities Coordinator

Joy Babb
Administrative Assistant

Lynn Bialakis, A.S., B.S.B.A., M.B.A.
Event Planner

Angela Juliano, B.S.B.A., M.S.
Director of Ticket Office Operations

Toni Gianfortuno, A.S.
Ticket Office Assistant

ATHLETICS

Kristen L. Moraz, B.S.B.A., M.B.A.
Athletics Director

Ralph Norcio, B.S., M.S., M.B.A, Ph.D.
Faculty Athletics Representative

Jeffrey A. Schaly, B.A.
Assistant Athletics Director and
Compliance Officer

Sara J. Quatrocky, B.A., M.B.A.
Director, Student Athlete Services

Rose Marie Addotta
Administrative Assistant

Chad Beattie, B.A., M.B.A.
Sports Information Director

Jeffrey Messman, B.A.
Assistant Sports Information Director

Jon Roos, B.A., M.B.A.
Athletics Marketing Coordinator

Alexander Schunk, B.S.
Athletics Administrative Graduate Assistant

Michael Duck, B.S., M.S.
Director, Sports Medicine
Head Athletics Trainer

Lance Neinas, B.S., M.A.
Assistant Athletics Trainer

Christine Favata, B.S.
Assistant Athletics Trainer

Paul C. Rinschler, A.A.
Transportation Coordinator

Courtney Bibby, B.S., M.B.A., PhD
Head Women's Golf Coach

Grier Bibby, B.S.B.A., PGA Certified
Assistant Women's Golf Coach

Chris Greenwood, B.S.
Head Men's Golf Coach

Eric De Abreu
Assistant Men's Golf and Soccer Coach

Rudy Garbalosa, B.A., M.Ed.
Head Baseball Coach

Jesse Kapellusch, B.A.
Pitching Coach, Baseball

Amanda Harris, B.S., M.B.A.
Head Softball Coach

Brittany Bennett, B.S.B.A, M.S.
Assistant Softball Coach

Nikki Sullivan, B.A., M.A.
Head Women's Basketball Coach

Niki Washington, B.S.
Assistant Women's Basketball Coach

Adrienne Rieley, B.A.
Assistant Women's Basketball Coach

Scott McMillin, B.S., M.B.A.
Head Men's Basketball Coach

Marcus Hayes, B.S., M.B.A.
Assistant Men's Basketball Coach

Bryan Crislip, B.S., M.Ed.
Assistant Men's Basketball Coach

Raul (Rocky) J. Orezzoli, B.B.A., M.B.A.
Head Women's Soccer Coach

Erin Switalski, B.A., M.B.A.
Assistant Women's Soccer Coach

John T. Rootes, B.S.B.A, M.S.
Head Men's Soccer Coach

Lynze Roos, B.A., M.Ed.
Head Volleyball Coach

Jessy Roy, B.S., M.B.A.
Assistant Volleyball Coach

Michael Perez, B.A.
Head Men's and Women's Tennis Coach

Victoria Weltz, B.S.
Assistant Women's Tennis Coach

Dennis Riegraf, B.S.
Assistant Men's Tennis Coach

Rony Zavlodaver, B.A.
Club Sports Coordinator

AUXILIARY SERVICES

Matthew Chaloux, B.A., M.B.A.
Director of Auxiliary Services

Marlynda Comiskey
Office Manager

Chanele Williams
Data Entry Processor

Johanna Bautista, B.S.
Groups and Conferences Coordinator

Robert Mosley
Director of Mechanical Services

George Small
Grounds Manager

BOOKSTORE

Rita Loureiro, A.A.
Bookstore Manager

Marcy Mazzola
Bookstore Clerk

Guadalupe Hernandez
Bookstore Clerk

PERPER MAILROOM

Michael L. Clyburn Jr., B.S., M.B.A.
Mailroom/Warehouse Supervisor

Fred Mosley
Mailroom Clerk

Stephanie Canonica
Mailroom Clerk

FACILITY SERVICES

Wayne Burack, B.A.
Director of Facility Services

Robert Kaputa
Assistant Director of Facility Services

Jean Dure
Evening Supervisor

DEAN OF ADMINISTRATION OFFICE

Thomas Heffernan, A.A., B.S., M.B.A.
Dean of Administration

Sherry McCurvin
Administrative Assistant

Craig Sheets
Assistant

Kara Henderson
Assistant

OFFICE OF ADMISSIONS AND ENROLLMENT CENTER

Delsie Phillips, B.A., M.A.
Vice President for Enrollment Management

Juan Camilo Tamayo, B.S., M.B.A.
Director of Undergraduate Day Admissions

Stefano Papaleo, B.A., M.B.A.
Director of International Admissions

Lori Kukuck, B.A., M.Ed.
Associate Director/Budget Coordinator

Antonio Serrano, B.M., M.S.
Assistant Director

Ioulia Nikiforova, B.S., M.B.A.
Assistant Director of Graduate and Evening Admissions

Stephanie Anoff, B.A.
Data Management Supervisor

Fran Turner
Coordinator

Lena Kassab
Administrative Assistant

Susan Bronstein, B.S.
Assistant Transfer Coordinator

Paola Oleas, B.S.
Counselor/Recruiter

Wilson Onu, B.A., M.B.A.
Counselor/Recruiter

Silvia Roxana Schumann
Counselor/Recruiter

Anna Barr, B.S.
Counselor/Recruiter

Joel Vanderhorst, B.S., M.B.A.
Counselor/Recruiter

Jan Macko
Counselor/Recruiter

Neil Solomon
Counselor/Recruiter

Anna Barr
Counselor/Recruiter

Chenelle Seraphin
Counselor/Recruiter

Virginia Diaz
Counselor/Recruiter

Fiston Kahindo
Counselor/Recruiter

Andrew Aaron, B.A.
Data Entry Processor

Thomas Bruckman
Data Entry Processor

Robin Hanson
Data Entry Processor

Lauren Eckert
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

Vanessa Hroch
Payroll Manager

Carole Dodge, B.S., M.B.A.
Human Resources Manager

Jose Mazorra, B.S.
Human Resources Coordinator

Carol A. Pupo, B.S.
Human Resources Assistant

Christina Oyola, A.A.
HR/Payroll Representative

PURCHASING

Alfred Boniforti, B.S., M.S.
Director of Purchasing

Daniel Caballero, B.S.
Assistant Director of Purchasing

Fernando J. Villalobos, B.S., M.B.A.
Purchasing Assistant

STUDENT ADMINISTRATIVE SERVICES

Evelyn Cardona Nelson, B.S., M.Ed.
Executive Director of Student Administrative Services

Judy Kaczmarek, B.S., M.S.
Director of Student Accounts

Tiffany Workman
Assistant Director of Student Accounts

Samantha Sernaker
Collections Specialist

Benjamin Henry Breier, B.S., M.B.A.
Evening Counselor

Kimon Randall, B.S.
SAS Specialist

Latoya Lewis, B.S.
SAS Specialist

Herns Jourdan
Scanning Processor

Nadege Blaise
Scanning Processor

Meladie L. Fusco
Office Assistant

Debra McGriff
Cashier

Christina Acosta, B.S.B.A.
Financial Aid Systems Analyst

Miriam George
Administrative Assistant

Trevor Antony Grafflin
Representative

Travis Williams, B.A.
Financial Aid Admissions Liaison

Evelyn Lucena
Senior Counselor

Morgan O'Sullivan, B.Comm, M.Sc., P.G.C.E
Assistant Director of Student Administrative Services

Chan Park, B.S., M.B.A.
Director of Student Financial Services

John Chambers, B.S., M.Ed.
Assistant Director of Student Financial Services

Vivian I. Pearlman, B.S., M.S.
Director of Student Administrative Services

Karen Reed, B.A.
SAS Counselor

Patricia Burke
Counselor

Ronnie Malinas, B.F.A.
Specialist

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.
Regional Development Officer

Gareth P. Fowles, B.S., M.B.A.
Regional 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 Donor Relations

Cheryl L. Bickley, B.A., M.A.
Director of Advancement Services

Gerry M. Bald, A.A.
Gifts Administrator

Joanne Studer, A.A.
Executive Assistant

Linda Lancara
Administrative Assistant

Desiree McKim
Administrative Assistant

Peggy T. Peterson, A.A.
Administrative Assistant

Ann Smith
Data Entry Processor

OFFICE OF GENERAL COUNSEL

Margaret E. Ruddy, B.A., M.B.A., J.D.
General Counsel

Christine J. Harcarik
Legal Secretary

OFFICE OF INSTITUTIONAL RESEARCH, PLANNING AND ASSESSMENT

Qiao Luo, B.S., M.S.
Research Analyst

Karlton Brown, B.S., M.B.A.
Coordinator

OFFICE OF MARKETING AND COMMUNICATION

Michele Martin Morris, B.S.
Vice President for Marketing and Communication

Gibran Soto
Web Manager

Anthony Bosio, A.A.
Web Multimedia Developer

Andreia Brunstein, B.S., M.B.A.
Design Director for University Communication

Shaun Aaron
Graphic Designer

Jason Hughes, B.A., M.A.
Director of Media Relations

Laura Vann, B.A.
Media Relations Specialist

Liz McKey, A.A., A.B.J.
Senior Writer/Editor

Carol A. Mandel, B.A.
Director of Marketing

Dian President
Switchboard Operator

Darren J. Shay, B.S., M.B.A.
Production Manager

Debbie Stern, B.S.
Writer/Editor

Matthew Williams, B.A.
Web Multimedia Developer

OFFICE OF STUDENT DEVELOPMENT

Louise Sundermeier, A.S., A.A., B.S., B.P.S., M.Ed.
Associate Dean for Student Development

Gary R. Martin, B.S., M.S., Ed.D.
Associate Dean for Student Wellness

Kelley Segers
Executive Assistant

Dawn Matic
Administrative Assistant

CAREER DEVELOPMENT AND INTERNSHIPS

Christine Childers, M.R.C.
Director, Hannifan Center for Career Development

Gordon Herman Levy, M.Ed.
Associate Director of Career Development and Internships

Brittany Glazier, M.S., C.S.D.
Career Counselor

Carolyn Thorpe, M.S., H.R.M.
Career Planning Specialist

Carol Greenwood, B.A.
Career Planning Coordinator

CHAPLAIN

Rev. Martin Devereaux, B.S., Ph.D.
Chaplain

DEAN OF STUDENTS OFFICE

Paul Turner, B.S., M.A.
Dean of Students

Anthony Alteri, B.S., M.Ed.
Assistant Dean of Students

Morayma James
Administrative Assistant

CAMPUS SAFETY & SECURITY

William Testa
Chief of Campus Safety & Security

Michael Mayer
Director of Safety & Security

CAMPUS RECREATION

Susan R. Merrill, M.S.
Campus Recreation and Fitness Director

Laura Hostetter, B.S., M.S.
Assistant Director, Campus Recreation

HEALTH CENTER

Rita Albert, A.A.
Director

Barbara Jo Cornelio, B.S.N.
RN/Staff Nurse

Esha France
Receptionist

COUNSELING CENTER

Gail DeCina, B.A., M.S.W.
Substance Abuse Counselor

Kirt McClellan, M.S.W.
Therapist

Sandra O'Rourke, M.A.
Therapist

Nicole R. Ovedia, B.A., M.S.W.
Director of Counseling

RESIDENCE LIFE

Amy Garbacz, B.A., M.A.
Director of Residence Life

Megan Kopp, B.A., M.Ed.
Residence Hall Director

Joy Doliber, B.S., M.Ed.
Residence Hall Director

Christina Johnson, B.A., M.A.
Residence Hall Director

Jon Volpi, B.S., M.Ed.
Residence Hall Director

Victoria Frost, B.A.
Residence Hall Director

Angela Gerald
Administrative Assistant

STUDENT INVOLVEMENT

Jennifer Herzog, B.A., M.Ed.
Director of Student Involvement

Mark Adamson, B.S.
Coordinator of Student Involvement

Annjanette Weaver, B.A.A., MSEd.
Coordinator of Student Involvement

Lynn University Campus Map

To find individuals go to: **www.lynn.edu/phonedirectory**

1. **SCHMIDT COLLEGE CENTER**
   - President
   - Admissions
   - 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 International Programs and Services
   - Ross College of Education
   - Olewine Culinary Lab

6. **ACADEMIC OFFICES**
   - Institutional Research, Planning and Assessment

7. **RITTER ACADEMIC CENTER**
   - College of Business and Management

8. **de HOERNLE SPORTS AND CULTURAL CENTER**
   - Athletic Offices
   - Blue & White Club

9. **PINE TREE CAMPS OFFICE**

10. **COLLEGE OF HOSPITALITY MANAGEMENT**
    - Faculty Offices

11. **ST. JOSEPH HALL**
    - Bookstore
    - Perper Mailroom
    - Laundry Facility

12. **CHRISTINE'S**

13. **LYNN STUDENT CENTER**
    - Cafeteria
    - Chapel
    - Auditorium
    - Office of Student Involvement
    - Knights' Court

14. **TENNIS COURTS**

15. **SWIMMING POOLS**

16. **TRINITY RESIDENCE HALL**
    - Hannifan Center for Career Development and Internships
    - Student Administration Executive Offices
    - Senior Vice President for Administration
    - Vice President for Student Development

17. **LYNN RESIDENCE CENTER**
    - Fitness Center

18. **FREIBURGER RESIDENCE HALL**
    - College of Arts and Sciences Offices

19. **BASEBALL AND SOFTBALL FIELDS**

20. **de HOERNLE RESIDENCE HALL**
    - Conservatory of Music

21. **E. M. LYNN RESIDENCE CENTER**
    - Office of Student Development
    - Health Center
    - Counseling Center
    - Residence Life
    - Dean of Students
    - IT Help Desk
    - Campus Access Office

22. **SOCCER FIELD**

23. **CAMPUS SAFETY AND SECURITY**

24. **MAINTENANCE**

25. **INTRAMURAL FIELD**

26. **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.

LYNN UNIVERSITY
3601 North Military Trail
Boca Raton, FL 33431-5598
www.lynn.edu